

Educational Governance: Policy & Practice (EDU 603)

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THE CONCEPT OF GEVERNANCE

Topic: 001 - Course Overview

What is the course about?

- The course is about larger framework of education and intends to answer some key questions.
- How is education provided in a country, province or a, district?
- Which institutions make educational decisions and which constitute the delivery system?
- Who is influenced by decision-making and delivery systems?
- How do parts of the system relate to each other?
- What are the parts of the larger educational framework?
- How do policies, laws, regulations and practices are linked with each other?
- How many people and organizational entities are involved in education?
- How is education funded?
- How is education provided in risk areas?
- What are the current educational policies, laws and practices?
- What are current educational reforms in the country?
- What determines education success at school, district or national level?
- What are centralized and decentralized mechanisms of governance?
- What is higher education framework?
- What affects governance, policy and practice?
- What are global education initiatives?
- What is standardization?
- Why is standardization important?
- How is standardization achieved in education?

Topic: 002 - Governance Definitions

Governance Definitions

There is no consensus over what governance is. It is a promiscuous concept linked to a range of theoretical perspectives and policy approaches (Pierre & Peters, 2000). Definitions of governance are varied as the issues and levels of analysis to which the concept is applied (Krahmann, 2003). Common element in all definitions is the changing focus of political activity.

Governance has been defined as:

“The sum of the many ways individuals and institutions, public and private, manage their common affairs. It is a process through which diverse interests may be accommodated and co-operative action taken (Commission on Global Governance, 1995)”. It is a continuous process.

“The intentional regulation of social relationships and the underlying conflicts by reliable and durable means and institutions, instead of the direct use of power and violence (Jachtenfuchs, 2001, p. 24)”.

“Self-organizing, inter-organizational networks characterized by interdependence, resource exchange, rules of the game, and significant autonomy from the state” (Rhodes, 1997).

“A two-way process where aspects, qualities, problems and opportunities of both the governing system and the system to be governed are taken into consideration (Kooiman, 1993)”.

Topic: 003 - Traditional Views on Governance

The government is an organization which can do its functions better or worse; governance is thus about execution, or what has traditionally fallen within the domain of public administration, as opposed to politics. (Function of government as administration)

Governance as State’s Ability

Governance is traditionally defined as the ability of the state to impose an order on social, political and economic life...It is concerned with the capacity of the state to govern social, political and economic processes (Williams, 2005). (Example: state defined the text on certain things; state defined the transmission of media).

The World Bank (2000) described governance as a collection of traditions and institutions by which authority in a country is exercised for the common good. It includes: process by which those in authority are selected, monitored and replaced; the capacity of the government to effectively manage its resources and implement sound policies is state’s governance. The governance must ensure respect of citizens and the state for the institutions that govern economic and social interactions among them.

Governance as a set of mechanisms

Governance involves mechanisms of managing and controlling public affairs at local, national and regional level through a complex set of bureaucratic structures and political powers ranked in a more or less rigid hierarchy. (Example: bureaucratic structure)

Topic: 004 - Governance and Globalization

Globalization is affecting all kinds of social and state’s institutions. Governance is also being affected by the flux of governance. The flow of power is no more in the hands of the nation-state. Countries cannot remain in isolation. There is flow of people, goods, services, money, images and ideas across the world.

International trade, relations and politics are no longer confined to states but are also characterized by a growing number of non-state actors. In today’s decentralized world monolithic and top-down view of governance is inappropriate (Weiss, 2000).

New Governance

The new governance under globalization relies on a plurality of interdependent institutions and actors drawn from within and beyond national government.

Governance Shifts

Under globalization, shifts in governance have been observed. They are:

1. A move away from hierarchy and competition towards networks and partnerships across the public, private and voluntary sectors
2. Recognition of the blurring of boundaries and responsibilities for tackling social and economic issues

3. Recognition and incorporation of policy networks into the process of governing
4. Replacement of traditional models of command and control by 'governing at a distance'
5. The development of more reflexive and responsive policy tools
6. The role of government is providing leadership, building partnerships, steering and coordinating and providing system-wide integration and regulation
7. The emergence of 'negotiated self-governance' in communities, cities and regions
8. Greater participation of public in decision-making
9. Innovations in democratic practice
10. A broadening of focus by government beyond institutional concerns to encompass the involvement of civil society in the process of governance (Newton, 2001)

Topic: 005 & 006: Stoker's Propositions of Governance

Stoker offered 5 propositions of governance, each emphasizing different aspects of governance.

Stoker's Proposition 1

Governance refers to a set of institutions and actors that are drawn from but also beyond government. Dilemma associated with this proposition is that there is a divorce between the complex reality of decision-making associated with governance and government.

Stoker's Propositions 2

Governance identifies the blurring of boundaries and responsibilities for tackling social and economic issues. Dilemma with 2nd proposition is that the blurring of boundaries can lead to blame avoidance or scapegoating.

Stoker's Propositions 3

Governance identifies the power dependence involved in the relationships between institutions involved in collective action. Dilemma is that power dependence intensifies the problem of unintended consequences for government.

Stoker's Propositions 4

Governance is about autonomous self-governing networks of actors. The Dilemma is that self-governing networks make accountability difficult.

Stoker's Propositions 5

Governance recognizes the capacity to get things done which does not rest on the power of government to command or use its authority. The dilemma is that failure may occur even where governments operate in a flexible way to steer collective action.

Topic: 007 - Good Governance

Literature has identified key elements of good governance. Fritz (2010) identified five features of good governance. They are:

- Participation
- Accountability
- Openness
- Effectiveness
- Coherence

Participation

Participation means that the maximum number of the stakeholders has the opportunity to take part in the governance process. This is often viewed as same as pluralism.

Accountability

Accountability is usually equated with traceability and accepted rules of procedure and might be reflected in procedures.

Openness

Openness is about transparency.

Effectiveness

Effectiveness means the use of resources effectively to achieve the goals.

It is thus a criterion close to 'efficiency'. Its three sub-criteria are:

- Saliency (have decision-makers the information they need)
- Credibility (is the information technically correct)
- Legitimacy means that the interests of the public taken into account

Coherence

Coherence means that different components of governance are aligned and coordinated resulting and consistent effectiveness.

Lesson 02

EDUCATIONAL PLANNING & GOVERNANCE – 1**Topic: 008 - Governance Indicators**

Indicators are important to measure the effectiveness of governance. Though governance has been much emphasized in literature however, there is not much consensus on indicators of governance. Daniel Kaufmann developed six broad aggregate and Individual Governance Indicators. They include:

a) Voice & Accountability

Capturing perceptions of the extent to which a country's citizens are able to participate in selecting their government, as well as freedom of expression, freedom of association, and a free media.

b) Political Stability & Absence of Violence

Capturing perceptions of the likelihood that the government will be destabilized or overthrown by unconstitutional or violent means, including politically-motivated violence and terrorism.

c) Government Effectiveness

Capturing perceptions of the quality of public services, the quality of the civil service and the degree of its independence from political pressures, the quality of policy formulation and implementation, and the credibility of the government's commitment to such policies.

d) Regulatory Control

Capturing perceptions of the ability of the government to formulate and implement sound policies and regulations that permit and promote private sector development.

e) Rule of Law

Capturing perceptions of the extent to which agents have confidence in and abide by the rules of society, and in particular the quality of contract enforcement, property rights, the police, and the courts, as well as the likelihood of crime and violence.

f) Control of Corruption

Capturing perceptions of the extent to which public power is exercised for private gain, including both petty and grand forms of corruption, as well as "capture" of the state by elites and private interests.

Topic: 009 - Educational Planning

Planning is the intellectual anticipation of possible future situations, the selection of desirable objectives and the determination of relevant actions that need to be taken in order to reach those objectives at a reasonable cost. For Policy makers, planning helps to:

- implement education reform and system transformation;
- realize equal opportunities for children and youth;
- provide quality education for all.

Planning considerations

The process of planning involves some key considerations like:

- Real conditions including dimensions of current status of education and socio-cultural context
- Economic conditions of the country
- Future aspirations
- Current education situation e.g. literacy rate, modes of education, qualifications of teachers, teachers working conditions, teachers' preparation programmes, teacher student ration, resources, spending on education, outcomes of spending
- Equality & Equity in the country
- Provision of Distance Education

Topic: 010 - Traditional Planning

History

After the 2nd World War, France, Netherlands, Japan and other non-socialist countries adopted the idea of indicative planning as an instrument for post-war recovery and the development. Contrary to the socialist directive planning, indicative planning accepts the primacy of private market economies. It tries to guide investments toward national priority objectives, avoid duplication of efforts and, to the extent possible, reduce cyclical instability.

Traditional Educational planning

In early 1960s, educational planning was seen as a 'must' for the newly independent countries to move ahead quickly and systematically. Planning units were set up in ministries of education but they were highly dependent on external expertise. The International Institute of Educational Planning (IIEP) was created to train national planning experts at UNESCO headquarters in Paris and in the field.

Approaches used in Traditional Planning

1. Manpower approach (planning education according to the needs of the labour market)
2. Social demand approach (planning education according to the societal demands of education)
3. Cost-benefit approach (planning education to address to the needs of education sub-sectors with the best rate of return)

Criticism on Traditional Planning

1. There is relatively much less focus on plan implementation as compared to plan preparation
2. Top down preparation of educational plans
3. Linear planning with much less consideration of the changing environment

Topic: 011 - Strategic Planning Strategic Planning is a management tool to help an organization improve its performance and achieve the desired goals by continuously adjusting the direction of the organization to the changing environment. There are some key features of strategic planning. They are:

Direction & Flexibility

Strategic planning is not just a technical undertaking that spells out future objectives to be reached and actions to be taken. It requires a global sense of purpose and direction capable of guiding implementers in making everyday choices about what actions should be taken in order to produce the expected results.

Participatory The strategic planning guides educational development by giving a common vision and shared priorities. Educational planning is both visionary and pragmatic, engaging a wide range of actors in defining education's future and mobilizing resources to reach its goals. It is:

- Result Oriented
- Participatory
- Iterative
- Flexible in implementation
- Change Oriented
- Implementation oriented

Topic: 012 - Stages of Strategic Planning and place of development

In simple terms, there are four broad stages of strategic planning including: diagnosis, policy formulation, making action plan and monitoring.

1. Diagnosis

It involves analysis of the current situation in the sector and its environment. Major question to answer at this stage is “where do we stand today”?

2. Policy Formulation

This stage involves setting goals and strategies. Major questions to answer at this stage are: “where would we like to be in the future? Which directions should we adopt”?

3. Making an Action Plan

This stage is the most important stage as it is about implementation. It includes: setting of precise objectives, identification of actions, timeline, resources and allocation of responsibilities to the people to carry out an action, and resources needed. Major question to answer at this stage is: “How shall we get there?”

4. Monitoring

This stage involves measurement and evaluation of progress and taking corrective action. Questions to be answered at this stage are: Are we moving in the right direction? Which adjustments are needed”?

Table: Sample Action Plan for an Organization

	Objective	Action	By Whom	By When	Resources Needed
1	To provide off-site library access	Purchasing the relevant library programme	Finance Manager & Librarian	Dec. 2015	Financial Resources
		Digitization of school library	Librarian	March 2016	4 Computers
2	To improve students'	Training of Science teachers	Heads + Teachers	Dec 2015	Financial Resources

	performance in Science	Updating of Science lab	Incharge (lab) & Science Teachers	Dec 2015	Financial Resources
		Allocating more time for Science in timetable	Academic Coordinator	August 2015	

Topic: 013 - Education Sector Plan Preparation

Education Sector Plan

An education sector plan provides short and long term outcomes for education leading up to a certain time frame. Plans can be long-term, medium-term and short-term. There is no standard length for each of these categories. The long-term/ perspective plans (for 10-15 years) are less specific and indicate broad directions of development. The plan may be made at national, provincial or district level. Regional plans are usually developed under the vision of national policies.

Policy Framework

- Policy formulation is done at the national level.
- Provinces follows a common policy framework that is agreed on and approved at the national level.
- Guidance comes from the Centre even when the planning process is decentralized.

Current Education Sector Plans in Pakistan (* details are included in module 216-223)

- Khyber Pakhtunkhwa's Plan (2010/2011 – 2015/2016)
- Balochistan' ESP (2013-2017)
- Punjab's ESP (2013-2017)
- Sindh ESP (2014-2018)

Key Features of ESP

Any ESP plan is developed in the light of situation analysis, national or regional priorities, economic situation of the country, strategic framework and the implementation framework.

Lesson 03

EDUCATIONAL PLANNING & GOVERNANCE – 2**Topic: 014 - Actors involved in Planning Process****Actors involved in Planning are:**

- Federal & Provincial Ministry of Education
- Ministry of basic education (if any)
- Ministry of higher education (if any)
- Ministry of labour; Ministry of Science & Technology, Ministry of Health also contribute in planning
- All sub-sectors within education
- Stakeholders

Stakeholders include: representatives of trade unions, members of civil society, NGOs, the private sector, teachers, parents and community, development partners, etc., may be part of the plan preparation process.

Categories of Groups Involved

Group 1: People of high importance but low influence. Representatives of civil society, women, minorities, youth, etc.

Group 2: People of high importance and influence. The office of the prime minister, the ministry of education, national planning committees, and representatives of the main political parties.

Group 3: People of low importance and low influence. Stakeholders, religious organizations, universities and educational institutions belong to this category.

Group 4: People of low importance and high influence, such as representatives of minor political parties, private organizations, etc.

Who leads planning?

Usually the Ministry of Education (MoE) leads the process and nominates a committee of experts to lead the plan. EFA coordinator may also play a lead role in many cases.

Planning teams

It is suggested to have:

- a small lead team because a large team may be desirable but may not always be helpful to move fast. Therefore a large team can be consulted but a small, viable team may be responsible for the task;
- a number of working groups in specified areas;
- a large committee comprising of different ministries, civil society, political parties, teachers, etc., to guide the planning process.

Topic: 015 - Levels of Educational Planning

Planning at National Level

National Education Policy is planned at national level. Education Sector Plans may be developed at national level.

Considerations for National Level Planning

The policy makers should consider:

- International Initiatives on Education
- Economic Conditions of the country
- Lessons from past initiatives
- Projections

Considerations for Provincial Level Planning

- National Policy on Education
- Legal Framework
- Socio-cultural context
- Curriculum Framework
- Assessment Bodies
- Issue of language
- Resources

Considerations for District Level Planning

- Availability of Human Resource
- Quality of Teaching
- Missing Facilities
- Funds Utilization
- Schools' Performance

Considerations for School Level Planning

- Curriculum Implementation
- Quality of Teaching
- Students Attendance
- Students Performance
- Funds Utilization

Topic: 016 - Governance shifts

Holger Daun (2006) writes that in the context of globalization, the market forces, and market ideals are reaching most places on the globe, and to a large extent provide the foundation on which institutions are dependent and life is organized. According to Daun (2006), the state deliberately leaves governance to market and idealistic forces, or is compelled to do so. "Governance" is now employed by policy-makers as a concept denoting the diversity of steering instruments and by researchers as a concept for analysis of different types of steering forces and mechanisms. As a research tool, the governance approach focuses not only on what is taking place vertically between the central state and local bodies and actors but also on horizontal

interactions between various social systems at the same level (Kooiman, 2000 cited in Daun, 2006).

Generally, the mode of governance has shifted from proactive steering (regulation) to retroactive monitoring, and evaluation, information, persuasion, self-regulation, and efforts to influence the public discourse. A commonly used strategy during the past two decades – not least in the educational domain – has been to de-regulate, to contract-out activities and functions, to shift finance from central to the local level, from the state to the economic and civil spheres, from earmarked subsidies to performance-based and outcomes-based (per student) subsidies, and to use performance indicators. Gilbert (2004) developed the concept of “the enabling state”, which means that the state provides support but the individual himself or herself is responsible for getting the welfare items. This argument applies also to education.

Topic: 017 - Concept of Educational Governance

Like governance, the concept of educational governance has also evolved under the forces of globalization. Commonly, educational governance is viewed as a set of layers or as a mechanism of ensuring quality learning.

A set of layers

Educational governance consists of multiple layers from the central down to the community level with various actors and stakeholders holding varying degrees of powers, authority, influences and accountability. The focus of governance is on creating a balance between input and output (resources injected and the activities done at the school level).

Governance for Quality Learning

For quality learning, every level of the system has an important role. Governance consists of complex web of institutional arrangements designed to govern both formal and non-formal education settings at all levels to ensure quality learning experiences for everybody getting education. The focus is on the outcome instead of outputs.

Governance and Management

Management encompasses processes, structures and arrangements that are designed to mobilize and transform the available physical, human and financial resources to achieve concrete outcomes. Management refers to individuals or groups of people who are given the authority to achieve the desired results. Governance systems set the parameters under which management and administrative systems will operate. Governance is about how power is distributed and shared, how policies are formulated, priorities set and stakeholders made accountable. Table below summarizes the difference between governance and management:

Governance	Management
-Set and norms, strategic vision and direction and formulate high-level goals and policies	-Run the organization in line with the broad goals and direction set by the governing body
-Oversee management and organizational performance to ensure that the organization is working in the best interests of the public, and more specifically the stakeholders who are served	-Implement the decisions within the context of the mission and strategic vision
	-Make operational decisions and policies,

<p>by the organization's mission</p> <p>-Direct and oversee the management to ensure that the organization is achieving the desired outcomes and to ensure that the organization is acting prudently, ethically and legally.</p>	<p>keep the governance bodies informed and educated</p> <p>-Be responsive to requests for additional information.</p>
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Topic: 018 - Models of Educational Governance

Models of Educational Governance

Crouch (2009) suggested three possible governance models for schools. They are:

- A business model
- An executive and stakeholder scrutiny model
- A community governance model

Business Model

The schools are seen as a business and require a governing body with experience of running a business to support the leadership team. The business model is commonly used in academies and the head-teacher and the governing body are responsible for governance.

An executive and stakeholder scrutiny model

It is a hybrid model incorporating an executive group who are accountable to a wider stakeholder group. The stakeholder model is in use across maintained primary and secondary schools, in individual schools and federation governance. The majority of members of the governing body are elected to ensure accountability and wide representation (Ranson and Crouch, 2009; Chapman et al., 2010; DCSF, 2010; James et al., 2010a). The stakeholder model is widely in use across maintained primary and secondary schools.

A Community Governance Model

In this model, governors 'become leaders and enablers of community development' through schools working together in an area with families.

Topic: 019 - Levels of Governance There are three levels of governance i.e. National; Intermediate; Institutional. Each level of governance requires different responsibilities and expectations. To understand and carry out governance responsibilities, it is important for governors to answer some key questions realistically and holistically. The answers might help the educational governors in discharging the responsibilities effectively. The questions are:

National Level of Governance: Key Questions

1. How do different actors participate in the policymaking process? Are there any evidence suggesting that there is a strong national ownership and commitment to policies education quality?
2. How effective have various levels of governance been in discharging the roles and responsibilities entrusted to them? Have we done a review of our education governance? What lessons are learnt?
3. Have we adequate national capacity to translate policies and strategies into plans and programs?
4. How do we know that the plans and programs are implemented effectively?

5. What coordination mechanisms exist between the central and decentralized bodies to ensure the delivery of quality education? What is the extent of coordination?
6. What mechanisms are in place to hold public officials and service providers accountable for results? Has the media been effective in enhancing transparency and accountability in the education sector?

Intermediate Level of Governance: Key Questions

1. How clear are the lines of authority and functional responsibilities between the provincial and district authorities? Where is the evidence to confirm that authorities pay attention to quality learning?
2. What kind of plans do the regional and local bodies prepare for quality education? How effective are these plans in setting the quality agenda and driving quality?
3. How adequately are provincial and local authorities resourced to support quality education?
4. How governing bodies at the local level are held accountable for their performance and results?

Institutional Level of Governance: Key Questions

5. How effective are existing governance structures at the institution level (school councils, administration adult literacy provider, prison administration, special education etc.) in helping to improve teaching and learning? What is the support mechanism?
6. How inclusive is the process of constituting the governance structures at the institution level? Does the composition of the governance body reflect the diversity of critical stakeholders? What are the criteria for identifying these stakeholders?
7. What is the role of leadership in promoting learning? How effective are the existing mechanisms for recruiting heads of institutions that are able to exercise instructional leadership? Where is the evidence?
8. What measures are adopted to make operations transparent and accountable? Is information related to finance, performance, quality of learner achievement, or any other aspects of school are made available to stakeholders? How effective have the measures been?

Lesson 04

QUALITY FRAMEWORK**Topic: 020 - Quality Framework: Relevance/ Responsiveness**

Quality Framework of educational governance includes Relevance/ Responsiveness of governance at:

- Country Level
- Labour Market and Global Level
- Individual and System Level

Why Relevance/ Responsiveness?

The world over, individuals, their families and their countries heavily invest in education not only because it is a human right, but also because of its sustainable impact. Development is necessarily contextual, systems that support development –like the education and training system– have to be contextually responsive. To ascertain how general education system of a country adequately responds to development challenges and effectively contributes toward development as envisaged and defined by the country. Relevance answers the key question of: “Have we ensured that our general education system derives its purpose and strategic direction from its development context(s)?”

Topic: 021 - Quality Framework: Country Level Relevance**Country Level Relevance**

The education system of a country must be in line with the country’s vision of development. For example, the planning commission of Pakistan has developed Vision 2025 in 2014. Education sector plans may be made aligned with that vision. The country level relevance involves positioning of education system to benefit from national development as well as contribute rather lever the national development.

Country Level Relevance: Key Questions

1. What is the vision of development of our country? Where is the vision articulated? How and with whom is the vision shared? Where is the evidence that it informs our general education system? What are the mechanisms to support the vision?
2. What are the key dimensions of the operational definition of the development concept? Who gets involved in this operational definition? Where is the evidence of their involvement?
3. Where in the country does the responsibility for operational conceptualization of development lies? How adequate and sustainable are the response mechanisms?

4. How is the responsiveness of our general education system to our concept of development ensured and sustained? Where is the evidence of this sustained responsiveness?

Topic: 022 - Quality Framework: Labour Market & Global Responsiveness

The education system of a country needs to be responsive to the labour market and global economic initiatives. To make the education system responsive to the labour market, initial step involves answering of some key questions. They are:

1. What are the mechanisms for ensuring labor market responsiveness of general education?
2. Where is the evidence that these mechanism work?
3. How do we attain and sustain labor market responsiveness? What are the key markers of labor market responsiveness?
4. Where is the evidence of this sustained relevance?
5. How do we ensure and sustain the general education system responsiveness to global development challenges and opportunities? Where is the evidence of sustained global relevance?
6. How is the general education system positioned to benefit from global development opportunities? How is the education system protected from global development threats?

Topic: 023 - Quality Framework: Individual's & System's Responsiveness

Education being fundamental human right aims at individual's development. Individual's and system's responsiveness is thus integral to educational governance.

Here are some key questions to see if the education responds to the needs and aspirations of the individuals and the system. These questions provide a direction to the educational governors to plan and implement appropriate mechanisms to achieve the target of quality.

Individual's Responsiveness

1. How do we ensure that the general education system optimally responds to development needs of individual learners, to their aspirations and to the aspirations of their families, households and communities?
2. How does the system learn about these levels of needs and aspirations? Where is the evidence that these mechanisms work?

System's Responsiveness

1. What are the mechanisms for ensuring that different levels of the general education system are internally coherent, support each other and mutually reinforce each other? How do we ensure that different aspects of the general education system internally cohere, support and mutually reinforce each other?
2. How do we support learner transitions between levels of the general education system and across the same levels of different pathways?
3. Where and which are the most formidable sources of disconnect between the country's development needs and the general education system? How can we redress the disconnect?
4. What are the most urgent steps needed to reduce disconnect and to assure adequate and sustainable responsiveness of the general education system?

Impact of education quality on development goals

It is commonly presumed that formal schooling is one of several important contributors to the skills of an individual and to human capital. It is not the only factor. Parents, individual abilities and friends undoubtedly contribute. Schools nonetheless have a special place, not only because education and ‘skill creation’ are among their prime explicit objectives, but also because they are the factor most directly affected by public policies. It is well established that the distribution of personal incomes in society is strongly related to the amount of education people have had. Generally speaking more schooling means higher lifetime incomes. These outcomes emerge over the long term. It is not people’s income while in school that is affected, nor their income in their first job, but their income over the course of their working life. Thus, any noticeable effects of the current quality of schooling on the distribution of skills and income will become apparent some years in the future, when those now in school become a significant part of the labour force.

Lesson 05

KEY CONSIDERATIONS AND ELEMENTS OF GEVERNANCE**Topic: 024 - Equity and Inclusion****Equity**

Equity means fairness. In a social context, equity might include different treatment too if this is considered fair or just. Some people may be recognized as more deserving than others.

Educational equity means securing all children's rights to education, and their rights within and through education to realize their potential and aspirations. It also requires implementing and institutionalizing arrangements that help ensure all children can achieve these aims.

Equality

Equality is different from equity. Equality means every person receiving the same treatment regardless of whom or where he or she may be. Equity is the means. Equality is the goal.

Inclusion

Inclusion means responding to the diversity of needs among all learners, through increasing participation in learning, cultures, and communities, and reducing exclusion from and within education. Inclusion involves changes in content, approaches, structures, and strategies, driven by a common vision that covers all children and the conviction that it is the responsibility of the regular system to educate all of them.

Why equity & Inclusion

Equity and inclusion are important "to ensure that no child is left behind". Some children are particularly at risk of not attending or completing school – those from poor families; from remote rural communities; minorities, girls; or those with disabilities; and those in countries affected by conflict or natural disaster. Equitable learning opportunities can facilitate at risk students.

Topic: 025 - Gender Equity

'Gender' refers to those behaviours and attitudes which are culturally accepted as appropriate ways of being a woman and ways of being a man. Gender is different from sex as 'sex' of a person is biologically determined, where ways of being a woman or a man are learned; they are constructed through social and cultural practices.

The Concept of Gender Equity (GE)

GE means fairness of treatment for women and men, according to their respective needs. This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities.

Why Gender Equity in Education

To ensure justified equal distribution of political, economic and social benefits and influence. If girls and boys are treated differently in areas of learning and related activities it may lead to privileges to only one group.

GE Principles

1. All students (female and male) have the ability to achieve their full potential;
2. Equality of opportunity and outcomes in education for all students may require some preferential treatment for girls or boys at least for some period of time;
3. GE requires actions at all levels (primary, secondary etc);
4. Girls and boys have different needs and actions should consider the varying needs of female and male students.

Gender Equity: Some Practices

Gender Equity may be established by:

1. Providing equal access to girls and boys in education
2. Providing a curriculum which, in content, language and methods meets the educational needs of girls and boys
3. Providing a curriculum which challenges unfair cultural practices and gender stereotypes like: women are more talkative or they are less intelligent etc.
4. Ensuring institutional support for female students

Topic: 026 - Policies and Strategies to address inequity and exclusion

Education governors should address inequality and exclusion. To address inequality and exclusion in education, understanding of the situations of inequalities and exclusion is required so that appropriate strategies may be devised.

Key Questions in situation analysis

- Is there any difference in people's educational opportunities on the basis of social differences, such as gender, economic condition, ability, language, place of residence, ethnic origin, disability, nationality, etc.?
- What are the most significant factors of exclusion in our context? Which categories of people tend to experience exclusion more in education?
- What are the critical points in the general education cycle at which exclusion begins to strongly manifest? What precedes these points and can it be aborted?
- What are the existing policies, programs and interventions in education that are intended to address exclusion? What is the evidence that they are effective?
- Which current interventions –laws, policies, structures of the system, financing and operational frameworks, Programmes etc. – are rectifying exclusion? What is the nature of that impact?

Strategies to address exclusion & Inequality

- Making an action plan (AP) in the light of situation analysis and success stories.
- Facilitating implementation of AP by providing resources, involving stakeholders, removing obstacles and monitoring sustainably.

Topic: 027 - Policy Review

It is a process of analyzing a policy in terms of internal and external aspects of education. Education institutions review the internal dynamics of the education system from various angles,

as well as the external conditions affecting educational provision, such as macro-economic and socio-demographic contexts. The main aspects reviewed when conducting an education sector analysis include:

- Legal framework
- Economic & socio-demographic frameworks
- Issue of Equity & Equality
- Quality of Education
- Cost & Financing
- Managerial issues
- Capacity Development

Policy Review Indicators

- Structural Indicators
- Process Indicators
- Outcome Indicators

Topic: 028 - Capacity Development

Scope of Capacity Development

- National Capacity Development
- Institutional Capacity Development
- Teachers' Capacity Development

Capacity development at national level is done through collaboration with international organizations. UNESCO has helped some countries to develop their capacity to achieve the targets of Education for All (EFA) and Millennium Development Goals (MDGs). Capacity development for EFA includes strengthening national capacities to design coherent policies and credible development plans within the framework of EFA.

Areas of Capacity Development

1. Education Management Information System (EMIS)
2. Education sector assessment and policy review
3. Education Policy Development
4. Resource Projection Techniques
5. Financing Education
6. Educational Monitoring
7. Coordination with International Bodies

Lesson 06

GOVERNANCE & PERFORMANCE – 1**Topic: 029 - Accountability**

Accountability refers to processes or mechanisms whereby the performance or functions carried out by an individual or institution are subject to examination by appropriate authorities and relevant stakeholders. Public education is a major investment of financial and human resources and no country can afford to have a system which is not accountable. A sound accountability system defines channels to inform the public about education quality at every level, the progress of learners and the policies under consideration.

Categories of Accountability

- Upward Accountability: upward accountability refers to the processes and mechanisms whereby education providers or institutions are answerable to those above them in the education hierarchy.
- Downward Accountability: is the obligation that the provider or the institution has to the learners.
- Outward Accountability: outward accountability refers to being responsible to the wider community and public at large.

Financial Accountability

A set of processes and mechanisms that are designed to ensure that the funds are distributed equitably, reach the intended users or beneficiaries and are used properly according to the budget. The lack of financial accountability leads to leakage, mismanagement of resources and inefficient use and it will ultimately affect quality learning.

Elements of Accountability

- Answerability
- Enforcement
- Transparency

Answerability

It is the obligation of the government, its agencies and public officials to provide information about their decisions and actions and to justify them to the public and the institutions of accountability tasked to do that.

Enforcement

It is the ability of the public or the institution responsible for accountability to impose sanctions on the offending party (individual or institution).

Transparency

It is an important tool of accountability. When institutional operations are not transparent, it can increase transaction costs, reduce the efficiency of public services, distort the decision-making process and undermine social values. A transparent system promotes integrity and ethical behavior on the part of officials, which will improve the functioning of the education system. The presence of transparency enables the public to be informed of the results of its certain actions.

Topic: 030 - Social Accountability Concept

Concept of Social Accountability

Social accountability is a process where ordinary citizens and/or civil society organizations participate directly or indirectly in challenging accountability.

Elections vs Social Accountability

Elections are viewed as 'blunt instrument' as they do not enable citizens to participate effectively in public decision making or hold public officials accountable for particular decisions and behavior.

Traditional forms of Social Accountability

- Public demonstrations
- Advocacy campaigns
- Investigative journalism
- Participatory public policy making
- Public expenditure tracking

Social Accountability in Education

The educational governors may make a system of social accountability where citizens may individually or collectively:

- Collect performance and system information such as ease of access, quality of education, available funds and utilization patterns.
- Assess the accountability challenges in the education sector
- Assess existing social accountability initiatives and their experience
- Design a social accountability strategy
- Monitor and enforce actions.

Topic: 031 - Social Accountability (Public Expenditure Management)

Public Expenditure Management is a tool for social accountability. For good education outcomes, it is important to ensure that the management and disbursement of public funds and goods are transparent and in line with norms. Public Expenditure Management (PEM) focuses on outcomes and sees expenditures as a means to produce outputs which are needed to achieve desired outcomes. On the other hand, conventional budgeting (CB) focuses narrowly on expenditures on inputs. In CB, good budget is one which follows rules and procedures. In PEM, a good budget is one that produces outputs that lead to improvements in desired outcomes.

Fig: Entry Points for Civil Society to Influence Budget Processes

In education PEM provides a system of account key ability and control over the actions of the government in a democracy.

Topic: 032 - Citizen Report Cards and Social Audit

Citizen report cards are feedback mechanisms used to make public agencies listen and respond to citizen concerns. Citizen report cards evaluate different service providers from a user perspective and thereby make the service providers more accountable to the citizens. Citizen report cards have been successfully used in Benglore (India); Philippines; Kenya; Ukraine and Uganda. The use of citizen report cards—as performance monitoring and feedback mechanisms—has gained currency since the late 1990s. During the first Citizen Report Card in Bangalore, most public service providers received low ratings from the people. Subsequently media involvement and consultations brought issues of service-delivery into the public domain. With the second report card in 1999, these improvements were reflected in the somewhat better ratings that the agencies received. The third Citizen Report Card in Bangalore completed in 2003, showed a marked improvement in services (Paul, 2005).

Across Asia, social audits are proving useful in promoting public accountability and responsiveness. In one Bangladesh project, for instance, the participation of over 125,000 people from 250 communities, most of them women, led to their voice being counted in the provision of health and family planning services. In Pakistan, Asian Development Bank and other organizations are investing in building civil society capacity to interact with the local government system as policy advocates and monitors of public accountability.

Accountability Reports

Many states in US are producing accountability reports, a version of citizen report cards, to inform the public about how schools perform.

Topic: 033 - Education Monitoring

Education monitoring is a process of gathering and analysis of data systematically against specific indicators to show the level of progress and achievement regarding intended outcomes.

Education monitoring is essentially a tool for Knowledge-Based Governance and Management of the Education System. Monitoring provides an early indication of the likelihood that expected results will be attained and provides an opportunity to validate programme theory and make necessary changes in programme activities. Monitoring provides essential inputs for evaluation. It is part of the overall evaluation process. Monitoring is normally the responsibility of management.

Effective Education Monitoring

A good monitoring system combines information at all levels to give the management team, and, ultimately, the governing body, a picture of performance, and helps facilitate decision-making and learning by the partners. Effective monitoring involves:

1. Addressing skills gaps
2. Agreeing outcomes
3. Selecting key Indicators to monitor and evaluate
4. Collecting baseline data on indicators
5. Planning for educational improvements
6. Documenting performance
7. Organizing mid-term evaluation
8. Sharing good practices and lessons learned

Topic: 034 - Education Reporting

Reporting is a process of sharing findings/ information extracted from authentic data on specific education indicators. Reporting is not a bureaucratic obligation rather as the best opportunity to share information with stakeholders, create a learning community and make progress.

Why Education Reporting

Monitoring and evaluation are essential tools for knowledge-based governance. Reporting of monitoring & evaluation is of consequential importance as it helps decision-makers in making necessary changes in the education programmes.

What to Report

- Baseline Findings
- Mid-term Evaluation
- Final Evaluation

Education Reports

- International Reports
- National Reports
- District Level Reports
- School Level Reports
- Project Reports

Audience of Educational Reports

Audience varies on the basis of kind of reports. Parents, school and educational authorities are the audience of school reports. Audience of district level reports includes educational authorities working at district, provincial or country level and donor organizations. Audiences of National

Reports are educational authorities working at the country level and international organizations. Similarly, audience of international reports is usually countries and international organizations. Researchers also use various reports for research purposes.

Lesson 07

GOVERNANCE & PERFORMANCE – 2

Topic: 035 - Indicators and Indicator Systems

Indicators constitute quantitative information on the status, characteristics, proficiency or effects of a system. In other words, they constitute empirically verifiable information which, ideally, will provide a basis for theoretically founded conclusions about a given system.

Issues with Indicators

Though indicators are being in use for long in the education system, the definition, selection and relationship between individual indicators is still unclear with unsolved issues. An indicator system that satisfactorily resolves all these questions has not emerged to date.

The indicators should be operationalized in a manner allowing a clear conclusion about the matter under investigation. Indicators should go beyond the purely informational dimension of statistics otherwise, they would merit the term “descriptors” rather than “indicators”. Absolute standards (or even consensus standards) that would permit a unique interpretation of a particular indicator value are very rare. Commonly used collections of indicators give the reader virtually no precise pointers as to how a specific value should be interpreted.

The indicator’s relevance in terms of the education policy objective is not theoretically and empirically validated. The indicator must be relevant to the achievement of a particular goal or as a basis for deciding for or against a political governance option.

Indicator Systems

A single indicator is generally unable to present a full picture of the item in question. Indicators are therefore parts of an indicator system whose composite information needs to be taken as a basis for evaluating a system’s state of proficiency.

Topic: 036 - Possibilities of Indicator-Based governance

Governance using indicator-based systems in educational decision making is called indicator-based governance. Though indicator-based approach is used world-wide however, the knowledge required for the successful application of indicators is fragmentary. Wolter (2008) in his essay “Purpose and Limits of a National Monitoring of the Education System through Indicators” contends that although great achievements have been made in education statistics during the past two decades, major investments are still necessary, both to improve existing statistics and to extend statistical coverage to previously uncovered areas. **This leads to a possibility of better use of indicator-based governance.**

Wolter (2008) continues his arguments regarding indicators as “education research has devoted much of its attention to the internal-only view of the education system during the past decades

and paid too little notice to the influence the surrounding environment exerts on the production of education and to education output, to say nothing of education outcomes. Consequently, there is a lack of empirically validated systemic knowledge, which is necessary to adequately grasp the interaction and interrelation between indicators. And that is precisely what is needed before one can even begin to speak of an indicator system.

If the indicator-system is used to say something about outcomes instead of only outputs, then indicator system is more useful for the governors. Similarly, international cross-sectional studies (using certain indicators) are less useful than national longitudinal studies as the later studies might help governors to implement “value-added” approaches after data on individual achievement have been repeatedly gathered and recorded over time.

Topic: 037 - Limitations of Indicator-Based Governance (IBG)

Outcome-based indicators (OBI) of governance can be difficult to link back to specific policy interventions. Moreover, OBI may be too close to ultimate development of outcomes of interest, and so become less useful as a tool for research and analysis. There are some more limitations like:

- **Understanding of an Indicator**

Consensus over the meaning of an indicator is sometimes difficult to achieve. As a result different experts may have different views about an indicator. Such a difference may impact assessment.

- **Abstract Indicator**

An abstract variable such as an increase in student competency does not provide an appropriate information base upon which sound educational policy decisions can be reached.

- **Measurement Error**

The presence of measurement error in all governance indicators is another limitation. Aggregate indicators are constructed to reduce the measurement error.

Some Common Indicators

- **Class Size**

Research says that class size from 15-25 has same effect on students' learning)

- **Teaching Hours per subject**

Research has shown a correlation between time and skill development. However, no causal relationship has been determined. There is always a debate over increasing time for certain subject and the counter argument is that it would lead to reduction in time of other subjects. If the time for overall programme is increased, this would increase overall cost of the school which is not viable in most of the cases.

Topic: 038 - Segregation of Schools

Segregation

The act or process of separating a race, class or ethnic group from a society's general population. There are two kinds of segregation: by law and de facto. Segregation resulting from law is called by law or de jure. Segregation in the US and South Africa had been practiced for people of colour by law or de jure.

De facto or unintentional segregation exists in many parts of the world. De facto segregation arises from social and economic factors that cannot be traced to official government action. In Pakistani Education, De Facto segregation exists. 43% of the children are attending private schools in Punjab and situation is quite similar in other provinces.

In some parts of the world, de facto segregation in education is relatively very less or non-existent. For example

- Finland (5% govt dependent private schools)
- Sweden (10 % govt dependent)
- Iceland & Norway (No private schools)
- Russian Federation (less than 1%)
- Denmark

As a result of segregation, children of poor, colour, faith or a race may be disadvantaged. A study showed that students entering low-SES (Socio-economic status) schools are about 4 years behind students who enter high-SES schools. The systems that are more segregationist tend to increase the differences of results between social groups. Differences in high-SES schools and low SES-school usually include:

- Difference in Resources
- More Educational Opportunities (gifted programmes) in high-SES schools
- Difference in Quality of Teaching
- Difference in Tracking of children's performance

Topic: 039 - Integrated Schools

Concept of Integrated Schools

The schools which offer education to ALL without any discrimination on the basis of racial, religious, socio-economic, gender or physical differences may be labeled as integrated schools.

Need of Integrated Schools

Segregated schools are leading to unsustainable development. Integrated schools may contribute towards sustainable development. Equal educational opportunities for all children may lead to better academic performance for all children and it may reduce economic, socio-cultural differences in the long run. As education is the fundamental right of every individual, integrated schools may help achieving the target as quality of education would be better in them as compared to segregated schools.

Topic: 040 - Addressing Issues in Integrated Schools

Though integrated schools are expected to improve educational outcomes for all children, there are certain issues related to them, e.g.

- Lack of expertise at school level to address students' diversity (socio- economic, racial, cultural, religious etc). Children coming from diverse backgrounds have a large variation in their experiences. They need to be taken into account to contextualize new learning. Many times, teachers do not have expertise to contextualize students' new learning. This results into no or little learning for some students.
- Teacher education programmes do not address the concept of integrated schools. Thus pre-service teachers are usually not aware of this.

- Tribal mind-set of the society & non-cooperation of the parents is another issue. Wealthier parents do not want their children to mingle with children of low socio economic status.
- Diversity in resources might be another issue.

Governance & Policies

The concept of integrated schools may be implemented practically more effectively by:

- Making teacher education programmes in line with the needs of integrated schools
- Sensitizing parents and other stakeholders about the need and benefits of integrated schools
- Improving resource provision

Lesson 08

IMPACT OF QUALITY EDUCATION ON ECONOMY

Topic: 041 - The Economic Benefits of Improved Teacher Quality

Why Teachers Quality

Economists are now more concerned about the issues of human capital. Individuals make investments in skills that have later payoffs in outcomes that matter. Most of the developed countries are aware of how their students do in comparison to those elsewhere in the world. Scores on PISA and TIMSS provide direct feedback on schools. Test score comparison done by PISA and TIMSS has implications for two key questions: Do scores on these tests make any difference? How can they be changed by any governmental policies?

Quantity vs Quality

Traditionally quantity of schooling has been used as criteria to measure human capital development. Though quantity is relatively easily measured but it proves to be a poor measure of the skills of individuals both within and across countries.

How to improve Quality

Research shows that providing more resources to schools to improve quality of students' learning has proved very ineffective. On the other hand, mounting evidence (researches) suggests that improving teacher quality is the one way in which student outcomes can be systematically improved. The results about the importance of teacher quality are related directly to the economic benefits. National policies and implementation mechanisms may be devised to improve teacher quality.

Topic: 042 - Impact of Quality on Individual Incomes-Developed Countries

Measuring the Impact

How to measure the impact? Is students' performance on standardized tests – is correlated with individuals' performance in the labour market and the economy's ability to grow.

Does Additional Schooling Matter

Economists have found that people with additional schooling get more share in economic returns. It has been found that higher-ability students are more likely to continue in schooling.

Therefore, part of the higher earnings observed for those with additional schooling reflects pay for added ability and not for the additional schooling.

Performance on standardized tests

Three US studies (Mulligan 1999; Murnane et al. 2000; Lazear 2003) noted that one standard deviation increase in mathematics performance at the end of high schools translates into 12% higher annual earnings. McIntosh & Vignoles (2001) studied wages in the UK and found strong returns to both numeracy and literacy. Finnie & Meng (2002) and Green & Riddell (2003) investigated returns to cognitive skills in Canada. They found that literacy has a significant return.

Topic: 043 - Impact of Quality on Individual Incomes-Developing Countries

Quality of Education along with years of education brings economic returns to the individuals in both developed and developing countries. Research shows that the returns to quality may be even larger in developing countries than in developed countries. The returns are also associated with quantity of schooling.

Table: Estimated returns to a SD increase in cognitive skills

Country	Study	Estimated Effect
Ghana	Glewwe (1996)	0.21**–0.3**
Kenya	Boissiere et al. (1985); Knight & Sabot (1990)	0.19**–0.22**
Pakistan	Alderman et al. (1996) Behrman et al.	0.12–0.28* 0.25
South Africa	Moll (1998)	0.34**–0.48**

Topic: 044 - Impact of Quality on Economic Growth

Economic growth may be defined as an increase in the amount of goods and services produced per head of the population over a period of time. Economic growth determines how much improvement will occur in the overall standard of living of society.

The Relationship: Quality & Economic Growth

The education of each individual has the possibility of making others better off (in addition to the individual). A more educated society may lead to higher rates of invention; may make everybody more productive and may lead to more rapid introduction of new technologies. The quality of the labor force as measured by math and science scores is extremely important. One standard deviation difference on test performance is related to 1% difference in annual growth rates of GDP per capita. This quality effect, while possibly sounding small, is actually very large and significant. Because the added growth compounds, it leads to powerful effects on national income and on societal well-being.

Topic: 045 - Causality Schooling + other aspects = growth (Case of US)

Causality

The relation between two variables where independent variable is the cause of the dependent variable is called causality. For example quality of schooling as cause of country's economic growth

Does Schooling really matter?

One common concern of governance has been if schooling is the actual cause of growth or one of the other attributes of the economy that are beneficial to growth. The East Asian countries consistently score very highly on the international tests, and they also had extraordinarily high growth over the 1960–1990 period. Researchers have found that the immigrants who were schooled in countries that have higher scores on the international math and science examinations earn more in the United States.

Reverse Causality Countries that are growing rapidly have the resources necessary to improve their schools and that better student performance is the result of growth, not the cause of growth. Researchers investigated whether the international math and science test scores were systematically related to the resources devoted to the schools in the years prior to the tests. They were not.

Case of the US

The United States has not been competitive on an international level in terms of tests. It has scored below the median of countries taking the various tests. How could math and science ability be important in light of the strong US growth over a long period of time?

Quality of the labour force is just one aspect of the economy that enters into the determination of growth. A variety of factors like appropriate market, legal, and governmental institutions also contribute in economy. World Bank investments in schooling for less developed countries that do not have a developed system of good governance proved quite UNPRODUCTIVE.

US Labour Force

The US labour force is more educated than other countries. US citizens have more schooling with less learning each year. This has yielded more educated human capital than found in other nations that have less schooling but more learning. Moreover, the US has the best colleges and universities in the world. With the US case example, it may be concluded that education leads to development with support of other institutions.

Topic: 046 - Do Resources Really Matter (Resource Policy)

Much of school policy is traditionally thought of as an exercise in selecting and ensuring that the optimal set of resources is available. Research shows that the test performance of students bears little relationship to the patterns of expenditure across the countries. Hanushek and Kimko (2000) noticed a consistent statistically significant negative effect of added resources on students' performance after controlling for other influences.

Which resources impact students' performance more

- Class size
- Teacher's quality
- Teacher's salary

However, this does not say that other resources do not matter. They do matter but their presence without quality teachers will not be effective.

Lesson 09

FUNDING SCHOOLS**Topic: 047 - Funding Schools by Formula: Issues with Formula Funding**

Schools are funded by different ways. Formula funding is one of the common ways used across the world. Formula funding is a systematic process of attaching a cash amount to different school variables like number of pupils in each grade, area of school, poverty and learning need indicators, location of schools etc.

Considerations

School funding formulae are technical constructs. They are inherently instruments of policy. Funding formulae are designed with differing degrees of importance given to efficiency and equity considerations.

Issues with Formula Funding

- Difficulties with larger number of schools
- Inaccurate data may be communicated by schools to get more funding

Solutions

Decentralization may help in dealing with the issue of larger number of schools while Data Validation Systems may be developed to deal with inaccurate data communication by the school heads.

Topic: 048 - Funding Schools by Alternative Funding Methods**Funding by Administrative discretion**

This funding does not use any systematic rule but determines the needs of schools by an individual assessment of each school. This includes using historic spending to determine next year's allocation.

Conversion Rule

A systematic process of converting the number of students in each grade at a school to the number of teachers required, physical space, its condition to allocate annual budget to the school. In unreformed education systems, conversion rules are adhered to rigidly. They specify the number of teachers and non-teaching staff in relation to the number of classes and other factors, for example the number of stoves, size of school yard, etc. A cleaner for 400² area etc.

Mixture of Methods

Schools may be funded by a mixture of conversion rules, formula and discretion. E.g. conversion rules determine staff allocations, while a simple formula delivers per student amount for learning materials and administrative discretion determines other operational costs, such as maintenance.

Topic: 049 - Efficiency Incentives

Incentives related to efficient use of budget are called efficiency incentives. The efficient use of school budget depends upon the ways of allocation of school budget. Formula funding, so long it has appropriate indicators, provides better efficiency incentives than the alternative methods. Historic funding gives awkward incentives as there is no point in a school spending less on an item since this results in a lower budget allocation next year.

Efficiency incentives are provided when schools are funded by a formula, which allocates a lump-sum budget for the school to determine how to spend. The school decides how many classes to form, how many teaching hours to employ and the number and kinds of non-teaching staff posts to have, teachers' and other staff's terms and conditions of work and health and safety laws.

Conversion Rules & Incentives

Conversion rules do not allow efficiency incentives. E.g. in some transition education systems (developing systems) between 2 - 10% of a school's recurrent spending is on non-staff expenditure compared to an average of 19% in OECD Countries.

Conversion Rules

In many transition education systems, the physical condition of schools and resources is abysmal. A rigid line-by-line budgeting system forbids money being switched from one narrowly defined line to another. This means that schools cannot even reallocate between non-staff expenditures.

Topic: 050 - Market, Equity and Directive Functions

Established education systems bring EQUITY in funding to ensure that all schools get equal opportunity to perform good. Funding formulae better ensure equity in the allocation of resources to schools than administrative discretion which, over time, leads to increased anomalies between schools as some school principals are more successful than others at negotiating higher levels of resourcing.

Both formulae and conversion rules achieve horizontal equity. Funding by formula may be less equitable where schools have differential per student costs due to particular features of their buildings, location or function when these are not adequately reflected in the formula. Funding formulae address vertical equity by allocating additional resources for students with additional learning needs either by including indicators that identify the number of students with specific forms of special educational need which attract given amounts of extra funding.

Market based funding

Formula may serve the market function in some instances. Schools may get ‘market price’ of educating a student. There is no additional funding for special needs. In such a case, schools might be reluctant to offer admission to children with additional learning needs.

Directive Function of Formula Funding

State might direct more funds for specific education purposes. E.g. preserving high cost small schools in rural areas or promoting schools specializing in particular areas of the curriculum or providing enhanced educational opportunities.

Topic 51: Treatment of Salaries

Proportion of salaries in a school budget varies from 65-90% across the world. There is a question for education governors if salaries are always part of school funding. In some countries salaries are not calculated as per student cost rather kept separate (usually for political reasons).

Unified Funding Formula

A unified funding formula is one that includes the costs of both staff and non-staff items in the student unit amount. In designing a formula, the treatment of salaries is a particularly a salient issue. Funding formulae that exclude salaries are weak at promoting improved efficiency and greater equity.

There are generally two methods of costing teachers salaries. They are:

- Average salary in, actual salary out (of budget) OR
- Actual salary in, actual salary out (of budget)

Average-in-actual-out salaries

Salary costs allocated to a school are usually measured by using a market-oriented formula i.e. system-wide average costs of teachers (and non-teaching staff), while the school pays the actual cost of its staff.

Table: Advantages & Disadvantages of two approaches

Average-in-actual-out	Actual-in-actual-out
<p>Advantages</p> <ol style="list-style-type: none"> 1. Efficiency 2. Equity: for schools with inexperienced staff 3. Simpler formula: a national per student cost <p>Disadvantage Penalises schools with above average cost of staff</p>	<p>Advantages</p> <ol style="list-style-type: none"> 1. Does not tempt schools to economise 2. Fairer to schools with high cost staff due to time-served salary structure <p>Disadvantages Does not encourage efficiency Inequitable to schools with low cost staff due to mobility</p>

Topic: 052 - Student Number Count & School Funding in Pakistan

Funding students on the basis of number of students is called the method of number count. Number of students for the budget is counted either from previous year record or forecasted for the following year. The number of students enrolled in the previous financial year may be different from the number enrolled a few months later in the new financial year.

In England, schools are funded according to the number of pupils recorded in the annual school census in **January**. Having one fixed count per year is justified by the fact that it is easier for schools to accommodate more students out of an unchanged budget than it is for falling rolls where schools are to reduce costs when their budget decreases.

School Funding in Pakistan

Historically school funding has been done through a fixed formula: 87% salaries; 10% development budget and 3% recurrent budget.

Fig: Flow of Funds for Education in Pakistan



Role of District Government

The District government approves the development budget and allocates it to different schools. Here usually discretion allocation occurs. Budget allocation is done against sanctioned posts. In case, some of the sanctioned posts may remain vacant for extended duration due to ban on new recruitments, the budget remains unutilized. Under the new financing mechanism, the Non-salary budget component ceiling is fixed at 15%. Budgeting under the Non-salary budget (NSB) is formula based linked with student enrolment. Here are some statistics showing changes in NSB in some districts of Punjab.

	Districts	Entitlement for Financial Year 2011-12 (Provincial+District) (Rs. Millions)	NSB Entitlement Financial Year 2013-14 (Rs. Millions)
1	CHAKWAL	91.05	231.01
2	CHINIOT	77.33	190.51
3	KHANEWAL	78.14	408.43
4	MUZAFFARGARH	137.97	451.19

Budget decision making in districts

- Executive District Officer (EDO) decides resource allocation
- EDO finance makes budget priorities
- EDO planning develops schemes
- District Education Officer (DEO) signs budget
- Head Teacher prepares school budget

Topic 53: What is funded? Output or Performance

Economic theory predicts that schools are better motivated to maximize their output (in particular the educational attainment of students) and hence operate efficiently if they were paid

in relation to the output produced by the school. However schools are not funded according to outputs. The question is why?

It is difficult to measure school's output when students' attainment is influenced by many other factors. Students are NOT randomly allocated to schools. Parents select schools and schools also select students. School's output may be because of SES and other unobserved characteristics of students. Funding schools on the basis of output could be extremely biased practice. Quality education is the fundamental right of every individual. Less funding may deprive a school with high number of students with lower outputs.

School's Performance may be rewarded on the basis of efficiency instead of outputs. For example:

- Course Completion on time may be rewarded
- Improved attendance
- Less or no drop out

Topic: 054 - Formula Funding & students attainment

Qualitative research studies of the early years of school-based financial management in England concluded that schools had responded by becoming more cost efficient (Levačić 1995, 1998). Schools were actively seeking better value when spending money and were making judgments about how different ways of allocating their resources could benefit teaching and learning. Moreover, In England, formula funding, had led to a substantial improvement in efficiency for secondary schools as measured by examination results at school level.

Effect of additional expenditure

In developed countries, with already adequate levels of spending on education, the evidence from research on the education production function is that the effect of additional expenditure per student is sometimes positive but relatively small (Jenkins et al. 2006) or according to other views nonexistent (Hanushek 1997). In developing countries, additional expenditure on improved learning materials and school facilities does have a positive effect on student attainment (Pritchett 1997).

There is evidence showing positive relationship between school-based formula funding and students' achievement in external examination. However, to make use of formula funding in schools, formulas must be carefully devised. Additional expenditure may be restricted as it does not contribute in students' attainment.

Lesson 10

**GLOBALIZATION AND THE GOVERNANCE OF NATIONAL EDUCATION
SYSTEMS – 1****Topic: 055 - The State and Governance**

A broader definition of state is “collection of all bodies that are funded mainly from public sources” (Dale, 1989). State is the only actor legitimized by the international community to use coercion and violence (within its territory). Task of Modern State is to guarantee the principle of exchange relationships on markets; to make people willing and able to enter such relationships and to function efficiently as producers, consumers and citizens; and to provide opportunities of well-being (Habermas, 1976; Offe, 1984, 1996).

Modes of state intervention

- Regulation
- Economic Measures
- Ideological Measures

Regulation

Regulation means to establish *pro-actively* and more or less in detail the frame of action for different bodies and actors. It has often been used for the sake of equality and equalization. However, the use of regulation is likely to be costly. Regulation affects state legitimacy because it tends to be characterized by standardization and insensitivity to multi-cultural values and different life styles.

Economic Measures

State allocation of subsidies and services as well as extraction of resources is labeled as economic measures.

Ideological Measures

Ideology is a set of shared beliefs within a group, such as a nation or social class. This body of beliefs influence the way individuals think, act, and view the world. Ideology is a system of ideas and ideals, especially one which forms the basis of economic or political theory and policy. Within the educational domain, ideological measures include the definition and selection of knowledge to be handled in schools through the curriculum, syllabi, teacher guidelines, etc. (Lundgren, 1990).

Topic: 056 - National Policies in the Context of Globalization

The world system (WS) is the structure and relationships between different components (nations, companies, organizations etc). Globalization is the collection of processes and flows that take place between the components of the World System. It involves chains, networks, exchanges and transactions (Henderson, 1996). Globalization is predominantly capitalistic; people are encouraged or compelled to enter into commodified and priced exchanges as producers and consumers and to become competitive.

Globalization is driven by market forces which have become the most extensive and penetrative forces of governance (Cox, 2000), and have spread to most areas of life, among them education. Globalization causes standardization and homogenization as well as particularization and heterogenization; secularization as well as de-secularization and revitalization of moral and religious values. Some countries have started to give more attention to moral and value education in the schools. Under globalization, education systems experience one or more contradictory pressures like:

- Unitarian vs diversified
- Religious-based vs secular curriculum
- Local vs international focus
- Competition vs cooperation etc.

Topic: 057 - Role of Education in the World Model for Education

World model of education views education with Consensus Perspective. Consensus Perspective is a generic term for sociological theories positing the core principle of social life as consensus, and seeing common experiences, interests, and values as the defining characteristic of a population or a society. A consensus perspective sees sport as a source of collective harmony, a way of binding people together in a shared experience. In sociological debates, consensus theory has been seen as in opposition to conflict theory. The consensus perspective believes that education contributes to:

- Development
- Economic Growth
- Democracy
- Rational thinking
- Lifelong learning

Topic: 058 - Education Systems, aims & goals in the World Model for Education

Education System

- Extended compulsory education
- Extended pre-school attendance
- Use of “pedagogized” methods in pre-school learning contexts
- Secondary education is preferable.

Aims and Goals of Education in the World Model

- Education for All
- Quality Education
- Effectiveness & Efficiency
- Rational Production of multi-skilled, multi-competent labour force

Topic: 059 - Curriculum in the World Model for Education

The world model for education advocates a flexible curriculum including a national core curriculum along with some percentage of flexible local curriculum. Curriculum should demonstrate standards for Global competitiveness and the curriculum should educate about:

- human rights, democracy and equality
- Scientific & technological principles and developments
- Environment
- Mother tongue instruction
- English Language as the second language

Lesson 11

GLOBALIZATION AND THE GOVERNANCE OF NATIONAL EDUCATION SYSTEMS – 2

Topic: 060 - Financing & Organization in the World Model for Education

Financing

- Basic subsidies from the state but a considerable share from local and medium levels
- Private financing allowed

Organization

- Decentralized bodies for decision-making
- School-based management
- Community participation
- National skeleton
- National framework

Education Skeleton

Education skeleton includes those aspects of education which are related to physical structure of education. For example:

- School population ratio
- Number of colleges, professional education institutes & universities
- Public private institutes ratio & kinds
- Institute establishing criteria
- Resource Provision etc

National Skeleton of Education

National skeleton helps in standardization of physical structures of education.

Framework of Education

- Early years schooling (age)
- Compulsory Education
- Lower Secondary Education
- Secondary Education
- Higher secondary education
- Undergraduate studies
- Graduate studies etc.

Topic: 061 - Regulation & Ownership in the World Model for Education

Regulation

- Surveillance assessment by the state (both in public & private institutions)
- Use of standardized examination and centralized evaluation procedures
- Reporting from below
- Outcomes-based education

Ownership State ownership is necessary for Education Reforms (curriculum, teacher development, assessment etc.). Moreover, districts, schools, civil society and NGOs should also take ownership.

Topic: 062 - Assessment in the World Model for Education

Assessment is a process of gathering information systematically, interpreting information, making judgments leading to decisions. World Model for Education asks for measurable (quantitative) assessment. Use of verbs helps in measuring learning. For example: apply, analyze, evaluate, describe, formulate, differentiate etc.

Why to make assessment measureable?

- To quantify students' learning success through standardized test
- To quantify success of an educational reform
- To measure teachers' performance

Topic: 063 - Monitoring in the World Model for Education

Monitoring means gathering evidence to show what progress has been made towards strategic priorities and targets and the implementation of policies.

What is monitored?

- Students' learning
- Teachers performance
- Schools performance
- Educational Programmes
- Administrative Support Services
- Educational Support Services etc.

What is monitored by educational governors?

- Schools performance
- Success of Educational Programmes
- Administrative Support Services
- Educational Support Services etc.

Monitoring in the world model

- Holistic
- Quantifiable indicators
- Formative
- Decentralized
- Reports made available to stakeholders

Topic: 064 - Ideological Orientations & Market Orientation

There are many educational ideologies. Four broad, common educational ideologies are:

- Social Democracy
- Liberal/ Progressivism
- The Radical Right
- The Radical Left

Social Democracy emphasis upon:

- comprehensive schooling
- expansion of educational opportunities and provision
- local community involvement in schooling & higher education
- addressing issues of social justice through education
- promoting collective economy and society as well as the individual through education

Liberal/ Progressivism promotes:

- Child-centredness
- Interdisciplinary curriculum
- Little competitive testing
- Schooling that allows flourishing of individuals

The Radical Right is:

- Pro-individualism
- Pro-privatization
- Pro-Market Competition & Consumer Choice
- Pro-cost reduction in public sector education
- Pro-tradition

- Pro-nationalism
- Pro-authority
- Pro-social differentiation

The Radical Left is:

- Anti-individualism
- Anti-privatization
- Anti-Market Competition & Consumer Choice
- Anti-cost reduction in public sector education
- Anti-tradition
- Anti-nationalism
- Anti-authority
- Anti-social differentiation

Market Orientation

The basic idea is that human beings are utility-maximizing creatures and act accordingly – regardless of time and place (Gill, 2000). The education system is seen as a market and education as a private (individual) good. The belief is that market forces improve efficiency, effectiveness and quality of education by adapting supply to the preferences and demands of the parents (Chubb & MoE, 1988; Crowley, 1987). Politicians and professionals can never have the knowledge necessary to satisfy the educational desires and needs of the consumers of education (Welsh & McGinn, 1999. pp. 42-43). The individual himself or herself is “responsible for the presentation, reproduction, and reconstruction of one’s own human capital” (Gordon, 1991, p. 44). Privatization is the highest degree of decentralization.

Lesson 12

EDUCATIONAL FRAMEWORKS

Topic: 065 - Educational Frameworks (Humanistic Orientation)

The individual is seen as driven by another kind of rationality than the selfish utility (Reay and Ball, 1997). The driving forces are to a large extent idealism and humanity.

Types

- Traditional Humanistic orientation
- Modern Humanistic orientation

Traditional Humanism

Traditional humanism emphasizes upon common good of the community, clan or association. For example taking care of the people of same religion, tribe, sect etc

Modern Humanism

Modern humanism is different from traditional humanism as the former views community as the whole humanity. In modern humanism community is not confined to a geographical area or local group but could consist of cultural minorities or adherents to the same alternative pedagogy, such as Waldorf, scattered around the world. Important elements of the traditional orientation are not included in modern humanism, rather rejected.

Key Ideas of Humanistic Orientation

- De-schooling
- Common good
- Rejection of large scale capitalism
- Participation in organizational and political life

Topic: 066 - Educational Frameworks (Elections)

Elections framework of education is based upon voters choice. Voters can do accountability too.

Features of the Elections Orientation

- Schools are always sponsored by the government directly or indirectly under a public choice system.
- There is always a common core of educational experiences and practices for all students that are based upon the social aims of education.

Challenge for Elections Orientation

- To establish a common core of educational experiences for ALL children, but to allow choice in how these are to be attained and the schooling activities beyond this core.
- The establishment of the common core of educational experiences is a matter for the electorate.
- The core curriculum should be based upon the requirements for producing social benefits beyond those that benefit only individual students and their families.

Outcome of Elections Orientation The use of public options as an alternative to market one is supported by the finding that more public educational choices in a geographical area lead to smaller number of private enrollments (Martinez-Vazquez & Seaman).

Topic: 067 - Educational Frameworks (school site)

School Site Orientation

Schools are more responsive if parental governance i.e. school site governance is applied especially in larger districts. Each school has different needs and uniform policies of the district do not address individual schools' needs.

Key Features

- Decentralization
- Local Management
- Shared Decision making
- Parental Access & Involvement in school matters (budget, personnel selection, resources selection etc.)
- Increased ownership

Composition of the school site body

Membership is through nomination, appointment or election. The composition includes:

- Politically elected members in majority
- School staff in majority
- Parents in majority

Decisions taken by school site bodies

- Admission policy
- Language policy
- Appointment of teaching and non-teaching staff
- School finances
- School Fee
- School building
- Resources

Topic: 068 - Educational Frameworks (School & Professional Groups)**School & Professional Groups Orientation**

The belief behind this orientation is that the schools perform great if they are liberated from bureaucracy and political interventions. Educational Professionals can make more relevant decisions for the school.

Sub-divisions

- Professional-managerial orientation
- Professional-pedagogical orientation

Managerial Orientation

- School principal takes the leadership role and other members of the school are recipients of the principal's vision.
- School's autonomy for the reinforcement of the school manager's power.

Pedagogical Orientation

Teaching professionals know best what to do and how to do to achieve the goals of school. If parents are to be involved, their participation should instrumentally serve the activities of the professionals. Decentralization is principally for creating space for teacher innovations and for teacher empowerment.

Lesson 13**DECENTRALIZATION – 1****Topic: 069 - Decentralization (Goals)**

Decentralization means shifts in the location of those who govern, about transfers of authority from those in one location or level to those in another level (Welsh & McGinn, 1999). Decentralization may be done from centre to provinces or provinces to districts and even to schools. Sometimes, there is partial decentralization like decentralization of finances or administration but centralization of educational content. Decentralization is done to achieve various goals like:

- Educational Improvement as decentralization makes administration more efficient

- Political goals
- Vested interests of political parties

Topic: 070 - Decentralization (Reasons)

Decentralization may be done due to a variety of reasons. Some of them are economic decline, culture, weak state legitimacy or international pressure.

1. Economic decline

The inability of governments to finance the education system, high or increasing educational costs; or declining the performance of education system may lead to decentralization.

2. Cultural Forces

Centralized systems tended to respond to cultural diversity in a standardized way (Beare and Boyd, 1993), while minority cultural demands have become more legitimate than before (Wilson, 1997).

Cultural shifts between generations have taken place in many countries; a culture of participation is emerging, making people demand direct influence over their own situation and in decisions affecting their life situation.

3. Weakening State Legitimacy

Violence, Corruption, no rule of law leads to loss of state's legitimacy in citizens eyes. They do not trust the state. In such a case decentralization of institutions is needed.

4. International Pressure

Countries are no more isolated. Their decisions are directly or indirectly influenced by international market forces, stability, peace movements etc.

Topic: 071 - Decentralization (Baselines)

A baseline study is a tool for planning and monitoring activities of a project. Decentralization is also initiated on the basis of a baseline.

Baseline Purpose

To build on current strengths and get information to make plans that will prevent and solve problems. Baselines are also used to develop indicators to evaluate the effectiveness of the strategies and activities planned.

Baseline Question

There is no single baseline rather, schools and districts start from very different baselines. Decentralization has corresponded to central level expectations in places where socio-economic situation has been advantageous; and where there is **consensus at all levels** on the high priority of education and local involvement (Henig, 1993; Shaeffer, 1994). School autonomy was welcomed in those cases where the schools already held "a shared commitment to the school's values and mission and a commitment to raising student performance". Decentralization proved unproductive where there was no shared mission.

Topic: 072 - Issues or Items Decentralized

An important question in decentralization is what to decentralize and to what level? Is it the curriculum, finance or school policies? The most common approach in high income countries

has been to delegate fiscal responsibility from central or regional level down to district or school levels and to centralize curriculum and evaluation/ assessment.

In the UK, New Zealand and in Australia, “What is actually devolved to schools... is responsibility for a range of management tasks and control of their budgets” Angus (1994, p. 17). In Spain, the Ministry of Education determines 65 per cent of the content of the national curriculum, while the remaining part is decided by provincial authorities and, to some extent, by schools (Hanson, 2001).

Zimbabwe had decentralized all items except teacher recruitment, India all except teacher recruitment and secondary school construction, while Tanzania had decentralized only primary and secondary school construction (Tikly, 1998). In Poland and Chile all items have been decentralized (Tikly, 1998).

What leads the decision?

- Government Preferences
- History
- Economic Situation of the Country
- Culture

Topic: 073 - Levels of Decentralization

Locations/ levels of authority

- The central government
- Provincial Government
- District or Municipal government
- school

Cases

- In New Zealand 70% decisions are made at school level.
- In Switzerland 90% decisions are made at intermediate level.
- In Pakistan, majority of decisions are made at provincial level.

Charter Schools A charter arrangement is an agreement between the state and a single school. Such arrangements are frequent in Australia and New Zealand. Charter arrangements have increased rapidly especially in the USA, and they include decentralization. In Victoria, Australia, for example, charters should include a plan for the delivery of the eight state mandated curriculum areas, and reporting to communities and the Directorate of School Education.

Home Schooling

Home schooling is an example of extreme decentralization. Home schooling means that home education takes place at home or somewhere else outside the formal school (Vynnycky, 2004). Home schooling arrangements vary considerably. If there is a national curriculum, it has to be applied also in charter schools and home schooling, and consequently, educational processes and outcomes are monitored and evaluated.

Lesson 14

DECENTRALIZATION – 2

Topic: 074 - Types and Forms of Decentralization

Common forms are:

- Territorial
- Functional
- Administrative
- Political

Territorial Decentralization

The functions, tasks and sometimes decision-making are dispersed on different geographical units like districts, tehsils etc.

Functional Decentralization

Some functions are moved downwards or to parallel bodies.

Administrative Decentralization

Administrative decentralization implies maintenance of power at the central level while shifting responsibility for planning, management, finance and other tasks to lower levels of authorities.

Devolution or Political Decentralization

Political decentralization implies that decision-making power is relocated to lower levels of government or to other autonomous bodies.

Issue of terminology

One term often denotes different phenomena, and the same phenomenon is given different terms too.

Deconcentration

Deconcentration is sometimes called administrative decentralization and involves handing over “more routine authority and decision-making powers from a higher level of the central government to lower levels (regional, district, cluster). The deconcentrated authority remains accountable to, and staffed by, the central ministry”.

The central authority establishes local units. In Japan, the provincial councils are appointed from above and members of the boards of education are appointed by provincial governors (Muta, 2000). A similar system exists in Greece and Mozambique.

Devolution

Devolution means transfer of authority and considerable decision-making to local political bodies relatively independent of the central government. It requires changes in regulation and laws or even in the constitution. In most cases of devolution, local bodies are elected locally.

Delegation

Delegation implies that administrative decision-making is relocated from a higher to a lower level for certain functions and issues and is most often conditional, since decision-making competence can be rapidly and effectively re-centralized. Ultimate responsibility remains with the supreme authority.

Decentralization from Below This type of decentralization is uncommon. Decisions are made by and apply to those directly affected or concerned. BRAC, community schools in Africa, Escuela Nueva in Latin America.

Topic: 075 - Constitutional Position of Decentralization

Constitutional Position of Decentralization

Decentralization may be given different legal status – from being defined and protected in the constitution to being regulated in administrative laws decided upon by the government.

Transfer of Powers

Once provided for in the constitution, transfer of powers and functions can be reversed only on the basis of an amendment to the appropriate law.

Legislation Process

Once the objectives of the decentralization program are established and the context in which it will take place is known, the legal instruments that will be used must be defined. In most cases a basic law governs the provision of education. This law must be amended to provide the new legal framework for the decentralized system.

Two key questions are to be addressed.

1. Which aspects of the reform must be addressed in the law itself and which can be left to decrees or regulations?
2. Which other laws must be taken into account or modified in order to implement the reform?

Education Reformers may need to consider certain provisions of the national constitution and may need to amend the laws governing the powers and functions of local authorities and the laws governing the status of teachers as civil servants.

Law Making

Laws are adopted by parliament and enacted according to formal steps (such as signature), and then published. Parliaments have the widest latitude in choosing the contents of legislation and are limited only by the requirements of the constitution and, in some systems, by international treaties to which the country is a party.

Laws are adopted by the parliament after a lengthy procedure and can be amended or repealed only by the same body, following similar procedures. For this reason laws should contain only the basic principles of the new decentralized system. Administrative and procedural details may be dealt with through government regulations.

Topic: 076 - Arrangements for Local Participation

The decentralization law should clearly mention level of local participation. Government regulations should also explicitly state the ways of local participation.

Local Participation

Educational decision making at the cluster or school level is usually called local participation.

Terms for local participation

- Site based management
- Shared decision making
- School-based decision making
- School site decision making

Holger (2006) believes that these terms might be very different but usually imply the same meaning.

School based management

With SBM, school leaders are given more autonomy and more freedom to take initiative, especially in budget matters, in different degrees of cooperation with teachers, students, parents and/or other community members. SBM is expected to improve planning, create co-responsibility, increase local participation, mobilize local resources, create greater accountability and lead to better co-ordination.

Models of local participation

There are various models of local participation with varying degree of participation of different stakeholders like professionals, parents, students etc.

Mandate

The mandate of the local decision-making body may vary from being a local body of the central state executing the state's decisions; to an autonomous and locally elected body with own power and economic resources.

Topic: 077 - School Site Councils or Boards**School Site Council**

School Site Council may be defined as a local strategic body responsible for decision-making.

Composition

There is no fixed composition of the body rather it varies considerably from one place to another and from one decentralization arrangement to another. The number of members varies; the minimum seems to be five while the maximum number is not likely to be more than 20.

Membership

- Nominated
- Appointed
- Elected representatives

Case of South Africa (SA)

In SA, all public schools are required to establish governing bodies. Such bodies include the principal and elected representatives of parents, teachers, non-teaching staff, and, in secondary schools, students.

Power of the Principal

If school site board/council: Chairman of the site council/board. With or without veto. Or hired and fired by the site council/ board.

Areas of Decision making

- Budget
- Recruitment of teachers & principal
- Academic policies (in some cases)

Topic: 078 - Steering & Control in Decentralization

With decentralization follows a need for new types of steering and control. Specific bodies for steering, monitoring and assessment were established in England and Sweden after decentralization.

Steering Bodies

- National Curriculum (with or without detailed instructions about time per subject)
- Accountability requirements (economic accounts)
- Monitoring
- Market Mechanisms (per pupil pay)

Central Assessment

In most cases where there is a national curriculum, there is also central assessment and monitoring. This may take the form of broad evaluation, national testing, reporting etc.

Inspection

Inspection has traditionally meant control but in many countries, it now includes pedagogical support, advice and competence development of school staff as well.

School Choice

The flow of students between schools determine the quality of the school. For some schools, to lose even a few students can have serious consequences particularly if the most motivated students leave. The choices made by parents and students are assumed to be based on information about the schools' quality.

Lesson 15

DECENTRALIZATION – 3

Topic: 079 - Outcomes of Decentralization

Expected outcomes of decentralization are:

- Participation
- Equality

- Efficiency
- Students Performance

But what is usually evaluated regarding success of decentralization is:

- Degree of restructuring
- Frequency of activities and interactions (among stakeholders)
- Generation of local resources
- Reinforcement of existing regional and national bodies for monitoring

Factors Determining Outcomes of Decentralization

1. Social, economic, and cultural context
2. Political support from national leaders and local elites
3. Adequate planning and management; local empowerment
4. the scope of reform

Research Findings

Teachers in the BRAC schools are chosen and supervised by the parents, and, according to Shaeffer (1994), improvements had, at least during the first years, been seen in the rates of drop out and repetition. Case of Bangladesh is almost the opposite is the case in many countries like South Africa and Nepal where parents participate on conditions formally or informally established by the principal and the teachers.

Planning Decentralization

Decentralization might require careful planning, extensive training, more staff and resources rather than less. Since the dimension of decentralization or centralization is only one aspect of governance, it is difficult to establish which outcomes are due to what.

Topic: 080 - Outcomes of Decentralization (Case of South Africa)

South Africa is a valuable case for understanding the connection between educational governance and grassroots participation for reasons of policy design, size and scope of its Initiatives. Moreover, SA is committed to social transformation. South Africa has moved further than any other sub-Saharan African country in introducing, on a national level, school-based governance and financing. While more than 25 sub-Saharan African countries have implemented one or more major decentralization initiatives SA's attention to both financing and governance is unusual.

In 1996, South Africa initiated a national policy to enhance participation in educational decision-making through local school governance structures in which parents serve as majority members. This model was designed with the expressed aim of contributing to the democratic transformation of South African society.

National Policy

National policy, South African Schools Act (SASA) is a national architecture within which actors continually design, enact, and reenact policy at all levels. Design, enactment and reenactment, occurs at school level and within the school governing body itself. Individuals in the School Governing Body (SGB) and in the school community, are influenced by their own beliefs about governance.

Challenges

While promoting local democratic processes the government faces the challenges of integrating historically decentralized system, improve the efficiency of the system, and redress apartheid imbalances in access, attainment and quality.

Twin Policies

SASA establishes the principle that the state is obliged to fund public schools on an equitable basis “in order to ensure the proper exercise of the rights of learners to education and the redress of past inequalities in education provision”. SASA also allows for school fees to be charged and private funds to be raised. Therefore, SASA not only promotes local governance, but it is significant for introducing market forces nationwide in the provision of education.

Monitoring

Monitoring is done by government officials. School level monitoring is the responsibility of the Principal. Though parents are in majority in school councils but the principal directs school decisions.

Outcomes

South Africa’s efforts to broaden local participation is serving technocratic, efficiency ends rather than grassroots participation. To date SASA has not helped in empowerment of school communities. Rather, the initiatives are serving to reinforce existing patterns of power and privilege in schools and in the broader society. The lack of authentic participation by parents and learners reinforces the efforts of policy makers, principals, and administrators to equate democratic school governance with rational decision-making, minimal conflict, and decisions by consensus.

Why expected outcomes not achieved yet

Because, at all levels of the system, devolved school governance and participation of the community in decision-making is being interpreted in a formal, quasi-legalistic sense, restricted to institutional roles defined centrally or re-defined by the most powerful actors at the school.

Topic: 081 - Decentralization in some Asian Countries: Comparison

Case of Japan

Suzuki (2000) pointed that Japanese view of educational innovation, since the 1980s, has been tightly related to the worldwide view of neo-liberalism which was often represented by Mrs Thatcher and Mr Reagan (p. 70).

Case of Korea

In the 1990s all primary and secondary schools were required to **pilot** the establishment of school councils. By 1997, 80% of national and public primary, middle, and high schools had established school councils consisting of principals, teachers, parents, community leaders, alumni, and educational specialists (Kim, 2000).

Case of Hong Kong

In 1998, the Educational Commission Report recommended implementation of school based management in all schools by the year 2000. It was also recommended that schools implement formal procedures for setting school goals, school profiling, evaluating progress and staff appraisals.

Hong Kong, Japan and Korea

The three countries have followed the international trend of educational decentralization that emerged in the 1980s. Furthermore, these societies have also begun to localize and materialize the ideas of school-based management that were proposed in the early 1990s.

Expectations from school principals

The principals should collaborate with teachers and community members to make important decisions regarding school education.

Table: Four forms of decentralization in PISA

	Centralized (%)	School driven (%)	Teacher driven (%)	Decentralized (%)
Hong Kong	11.4	45.7	7.1	35.7
Japan	54.8	23.7	13.3	8.1
Korea	69.9	16.4	11.0	2.7

Topic: 082 - Comparison of Outcomes and Forces in schools of different Countries

Most countries in the world have implemented elements that appear in the world model for education, although not all of them are economically incorporated into the world economy.

Table: Forces & Outcomes of Decentralization

	Type of decentralization	Some Outcomes	Forces working at school level
Norway	Mainly Devolution	<ul style="list-style-type: none"> • More activity in district offices and in schools • New structures established 	Market forces (choice and per student funding) Professional (managerial & pedagogical) geographical inequalities
South Africa	Devolution; De-concentration Some re-centralization	<ul style="list-style-type: none"> • More school (principals) participation • New structures established 	<ul style="list-style-type: none"> • Shortage of resources • Shortage of communication • Socio-economic and geographical inequalities
Mozambique	Mainly De-concentration; delegation	More activity in district offices and in schools	<ul style="list-style-type: none"> • Weak national capacity to interact with local level • Culture of low participation • Shortage of resources • Socio-economic and geographical Inequalities

Topic: 083 - Decentralization (Case of Pakistan)

Decentralization in Pakistan is in the form of DEVOLUTION.

Recent History In 2000, a devolution plan was finalized and in 2001 it was implemented through LGO. The Plan devolved powers related to social services from the provincial levels to elected district level authorities and local councils. Under devolution, political power, decision-making, and administrative responsibilities were moved to the village, union council, tehsil and

district levels, whereas the major policy-making, coordination, and special service functions were left with the provincial governments.

Under devolution 2000, there were no shifts of responsibility, power or authority from the federal to the provincial governments rather they were from provincial to districts. After 31st December 2009, the constitutional protection of 17th Amendment for district governments ended and legally district government system came into the jurisdiction of the provincial governments.

Current Situation

District governments still exist in all provinces but are generally not controlled by the elected representatives of the district government rather these governments are run by the bureaucracy.

18th Amendment

Matters in the concurrent list became in the jurisdiction of the provincial government. The article 38 of the concurrent list dealt with curriculum, syllabus, planning, policy, center for excellence and standard of education which has been devolved partially to provinces.

Local Government Acts

Balochistan Assembly passed its LG Act in 2010 while other provincial assemblies passed them in 2013.

District level Structure of Education

The management structure of district education departments across the provinces is different. The education department is headed by an Executive District Officer (Education) who is assisted by the District Education Officers (elementary & secondary). DEOs are assisted by the Deputy District Education Officers (DDEOs) and the Assistant Education Officers (AEOs). DEOs (Elementary) are responsible for the management of elementary schools. DDEO (Elementary) is responsible to monitor the schools at the Tehsil level and AEOs monitor schools at the Markaz/ Circle level.

The Markaz/ Circle is the lowest administrative level for the monitoring of schools. DDEO (male) supervises the primary and middle schools for boys and DDEO (female) supervises schools for girls.

Work of EDOs

EDOs in all the districts conduct monthly meetings with the supervisors. These meetings are held in the beginning of every month. In these meetings the schedule of the school visits, the actions taken in light of the monitoring reports on various issues, the posting and transfer of teachers are discussed.

Community Participation

Citizen Community Board (CCB) and School Management Committees (SMCs) were proposed under the Devolution Plan.

Lesson 16

ORGANIZATIONAL GOVERNANCE – 1

Topic: 084 - Organizational Governance (Governance Cycle)

The governance with a scope to run an organization is called organizational governance.

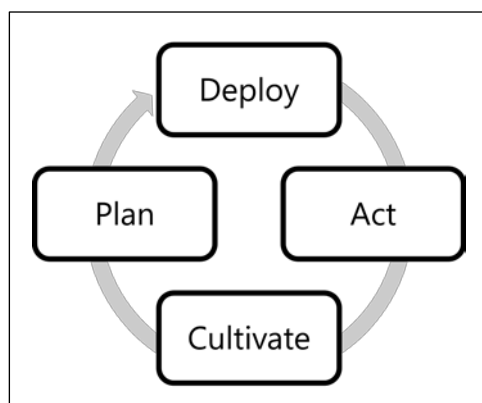
Organization

A social unit of people that is structured and managed to meet a need or to pursue collective goals. The organization may be small or large. Good governance practices at organizational level are essential for the success of an organization.

Why a Governance Cycle

- Governance is a process NOT an event which takes place once in a year or so.
- The cyclic process allows growth.

Fig: Governance Cycle



Plan

- Formulate, update the organization's ambition.
- Formulate, update the organization's balanced scorecard (BSC).
- Develop a code of governance

Balanced Scorecard

The BSC is a strategic planning and management tool used extensively in business, government, and nonprofit organizations worldwide to align activities to the vision and strategy of the organization, improve internal and external communications, and monitor organization.

Deploy

In this stage the top management communicates the organization's ambition and balanced scorecard to all stakeholders effectively and consistently to create commitment. BSC may be implemented on limited scale to check if the improvement action is working and take action when it is not. Measure the progress, and check to what extent the organization has realized its objectives. If the organization has not been able to realize the objective start again.

Act

This stage focuses on the implementation of formal organizational regulations, procedures, and guidelines. Improvement can be made in processes leading to improved products and services. The processes are continuously monitored to eliminate waste, lower inventory levels, avoid redundant steps and identify non-value-added activities

Cultivate

Once corporate ambition, scorecard, and the related code of governance have been formulated, it is important to continue cultivating and maintaining these in the light of new challenges, experiences, and insights. They need to be refined, fine-tuned, and cultivated. Documentation is important for reflection and improvement.

Topic: 085 - Structure/ Framework of Governance

Well-established organizations worldwide have:

- Board of directors/ governors
- Nominating Committee appointed by the board
- Audit Committee appointed by the board
- Remuneration Committee appointed by the board
- Human Resource Committee appointed by the board
- Risk management committee appointed by the board
- Shareholders
- Explicit code of conduct

The role of governance code/ system

- To define duties and responsibilities at each level
- To set decision making procedures
- To direct accounting procedures
- To ensure targets are achieved
- To implement checks and balances (four eye principles)
- To safeguard assets and investments

Topic: 086 - Responsibilities of the Board**Board Responsibilities**

- To promote safe and sound operating practices.
- To make policies
- Provide direction, oversight and supervision

The board should not play any role in the day-to-day operations, as that is the role of the management.

What is expected from the Board?

The board members should:

- Act on a fully informed basis, in good faith, with due diligence and care, and in the best interest of the stakeholders/ shareholders
- Ensure compliance with applicable law and take into account the interests of all stakeholders

Key Functions of the Board

- Reviewing and guiding organizational strategy, major plans of action, risk policy, annual budgets, strategic plans; monitoring implementation and performance; and overseeing major capital expenditures
- Selecting, compensating, monitoring, and, when necessary, replacing key executives and overseeing succession planning
- Overseeing the financial policies

Topic: 087 - Responsibilities of Individual Board Members/ Directors

The best practices require that each member of the board should be held individually responsible for her/ his activities as a board member.

Duty of good faith

The duty of good faith demands that the member is reliable and trustworthy, acts with integrity, and does not seize any opportunities for the organization for her/his self-interest.

Duty of skill

The duty of skill deals with director's skill and knowledge to analyze and evaluate the information and reports provided by the management. Right decisions demand the honest application of brainpower.

Duty of diligence

The member's/director's knowledge of the field of organization must be a prerequisite for selection to the board. The director must use field knowledge to pay attention to the details of all proposals referred to the board for consideration.

Duty of care

OECD defines this as the duty of a board member to act on an informed and careful basis in decisions with respect to the organization. A board member is expected to approach the affairs of the organization in the same way that a "prudent man" would approach his own affairs.

Duty of loyalty

OECD defines this as the duty of the board member to act in the interest of the organization and shareholders. The duty of loyalty should prevent individual board members from acting in their own interest, or the interest of another individual or group, at the expense of the organization.

Each member/ director is expected to:

- Be familiar with the by-laws of the organization and internal regulations
- Attend all meetings of the board and committees
- Communicate her/his actual or potential conflict of interests to the board

Topic: 088 - Rights & Powers of the Board of Directors/ Governors

- Right to access independent advice
- Right to access Organization's management

Right to access independent advice

The directors should be authorized to seek independent legal or other professional advice for the organization whenever they judge this necessary to discharge their responsibilities as directors. However, this should be in accord with the organization's policy approved by the board.

Right to access organization's management

The board as well as each director should have free access to the organization's management beyond that provided to it in board meetings. Such access should be through the Chairman of Audit Committee, or the head of organization.

What kind of decisions can be made by the board?

The board is authorized to make decisions about:

1. Appointment, remuneration, terms of employment for the organization's head and other executives
2. Investment and disinvestment of capital
3. Write-off inventories and other assets
4. Annual budget
5. Building plans
6. Setting up a new committee

Lesson 17

ORGANIZATIONAL GOVERNANCE – 2

Topic: 089 - Board Size, Composition and Chairperson

Organizations generally face difficulties when establishing a board of governors, such as how many board members should be appointed or what are the competencies required from a board member and who should be the chair etc. Here are some recommendations from the common practices.

Board Size

The number of the board members should be at least five appointed for a period of 3 years, renewable. The board should have no more than 15 members. The board should regularly review its size and composition to assure that it is small enough for efficient decision-making yet large enough to have members who can contribute from different specialties and viewpoints.

Composition

The board members should have knowledge of the field. In an educational organization, the board may comprise of:

- Parents
- Civil Society
- Organization head
- Teachers & senior students
- Government official from education department

Composition in private institutes

- School owners
- Parents
- Civil Society
- Organization head
- Teachers & senior students
- Government official from education department

Chairperson of the Board

Among the board members, one person is elected as Chairperson of the board of governors/directors. The Board Chairperson may be elected for a period of 1-3 years. The Chairperson of the board should be an independent director and in any case should not be the organization head, school principal.

Role of Chairperson

The Chairperson of the board is responsible for overall functioning of the board. The chairperson should ensure that the board takes decisions on sound and well-informed basis.

Topic: 090 - Appointment of Positions in BoG

An organization should have rigorous procedures for appointment, training, and evaluation of the board.

Prerequisites: The person to be appointed as a board member

- Should have appropriate skill set in order to perform her/ his role diligently
- Should exhibit leadership qualities including strategic insight, vision and strong communication skills
- Should be one of the stakeholders
- Should not have any conflicts of interests, if any they need to be communicated
- Should not have been a subject to any disciplinary proceedings by any government authority or professional body

- Should not have been terminated from any organization
- Should not have been a convict

Tenure of Membership

The maximum tenure of board membership should be 3 years. The board members should add value to the organization instead of just occupying an office for an indefinite period. A checkpoint of 3 years ensures that a review is undertaken before re-electing a member.

Appointment Letter for New Members

The organization should have a written appointment agreement with each member of the board which lays out the member's powers and duties and other matters relating to term length, expense reimbursement entitlement, and her/ his access to independent professional advice when that is needed. In addition, each new member should read, understand, and sign the following documents:

- Conflict of interest policy of the organization
- Code of conduct for the board members

Orientation

It is important to acquaint the new member with organization's processes, board rules, and regulations and her/his detailed responsibilities. There could be induction training for the new members.

Topic: 091 - Charter of Board

A document mentioning the responsibilities and powers of the board of directors and individual board members is called Charter or Terms of Reference of the board.

The Charter of Board should include information about:

The number of board meetings, proxy (alternative) rules, the number of board members, the tenure of membership, board responsibilities, appointment and reappointment procedures and code of conduct for the board.

Considerations for developing a charter

- Board's purpose
- Board's monitoring role
- Structure and membership of the board

Charter Review

The Charter should be periodically reviewed and updated in accordance with the needs of the organization and any new regulations that may have an impact on the discharge of the board's responsibilities.

Topic: 092 - Board in Action (Decision Making)

Board meeting is an effective and formal method for the board to discharge its responsibilities.

Frequency of Board Meetings

The frequency of board meetings depends upon the organization's requirements. The board should meet frequently but in no case less than four times a year, all members should attend the meetings whenever possible, and the members should maintain informal communication between meetings.

Agenda

In order to hold effective meetings, a formal *agenda* should be developed and approved by the Chairperson. The Chairperson should ideally consult with other members of the board and head of the organization before finalizing the agenda. The Chairperson should ensure through board secretary that all members receive the agenda, minutes of prior meetings, and adequate background information in writing at least 7 days before board meeting and when necessary between meetings.

Agenda Items

Best practices suggest that following items should frequently appear in the agenda for a typical board meeting:

- Planning
- Review
- Risk management
- Budget

Attendance

Individual board members must attend at least 75 % of all board meetings in a given year to enable the board to discharge its responsibilities effectively. In addition board members may invite members of senior management to attend board meetings.

Documentation

It is a legal requirement that all proceedings of the board meeting should be documented in the form of minutes of the meeting. The board members should carefully read the minutes of prior board meeting and provide their comments. Board is responsible for ensuring the quality, accuracy, and timeliness of all financial reports. It is however not realistic for the board to review every report before it is sent out. Therefore, it is recommended that they should monitor reporting activities as a whole and review a sample of management's report on frequent basis.

Role of the Chairperson

The Chairperson of the board should take an active lead in promoting mutual trust, open discussion, and constructive dissent during board meetings.

Topic: 093 - Role of Board's Secretary

A senior officer in an organization who is tasked with coordinating all aspects of board functions is labeled as 'board secretary'.

Duties

The duties of the board secretary include arranging, recording, and following up on the actions, decisions, and meeting of the board.

- Updating the board on the implementation of governance processes in the organization
- Monitoring compliance with organization's policy
- Assisting the board in appointment process of board members
- Assisting Chairperson in conducting orientation training for new members

The Secretary should keep open and continuous channels with all members of the board and should provide any information requested by the board member timely. The Secretary is also responsible for:

- Ensuring that all members have signed any conflict of interest, code of conduct, and other documents
- Sending appointment letters to the new members

Lesson 18

ORGANIZATIONAL GOVERNANCE – 3

Topic: 094 - Audit Committee's Responsibilities

Audit Committee

A committee with a mandate to review organization's accounting and financial practices, integrity of financial controls and statements is called organization's audit committee.

Composition

Since primary responsibilities of Audit Committees are to oversee financial and internal control systems of the organization, it is recommended that the committee should be composed of members who are skilled and competent in financial matters. The responsibilities include:

Overseeing Financial Reporting

- Review financial reports
- Assess the appropriateness of management's financial policies
- Review significant or unusual transactions
- Assess truthfulness of the financial report

Supervising External & Internal Auditors

The Audit Committee should have a close relationship with both external and internal auditors of the organization and should periodically evaluate their performance. The external auditor is responsible for auditing the financial statements, while the internal auditor's responsibility is evaluating the risk management, control, and governance processes.

The Audit Committee should also be responsible for:

- The selection, appointment, remuneration, oversight, and termination (where appropriate) of the external auditor
- Oversee the compliance with legal and regulatory requirements, codes, and education practices and ensure that the organization communicates with stakeholders openly and promptly

Effective Working of the Committee

For efficient and effective working, the Audit Committee should adopt a written charter which shall state the purpose, membership, responsibilities, structure, authority, and evaluation processes of the committee.

Topic: 095 - Evaluation of Audit Committee's Performance

Evaluation of audit committee involves:

- Evaluation of performance of overall committee
- Evaluation of performance of individual members (attendance, competencies etc)

Evaluation of overall performance of the committee includes evaluation of:

- Committee's Terms of reference (clarity, comprehensiveness)
- Skills & Competencies
- Meeting Administration
- Meeting Conduct
- Communication with the Board (quality of communication particularly written communication)
- Committee's supervision of internal and external audit

Skills & Competencies include:

- Overall financial literacy of the committee
- Understanding of organization's financial and non-financial risks
- Understanding of statutory reporting requirements
- Understanding of internal and external audit mechanisms

Meeting Administration includes:

- Appropriate meeting frequency
- Clear meeting agendas
- Critical issues given preference in agenda
- Meeting paper's circulation

Meeting Conduct includes:

- Time spent on important issues
- The processes to facilitate the review of urgent issues

Supervision of the Internal and External Audit

- Objectivity of supervision
- Independence of audits
- Assessment of auditors' competencies
- Approval of external audit fee

Tools for Evaluation

- Self-assessment reports
- Peer assessment reports
- Interviews
- Reports
- Meeting papers

Topic: 096 - Nominating Committees (Responsibilities)

A committee tasked by the board to identify suitable candidates for the board and in some cases for key management positions is called a nominating committee. This is to ensure that the organization makes appropriate financial and other decisions.

Nominating committees are responsible to:

- Establish skills, qualification, and experience required of the board members.
- Identify persons qualified to become members of the BoG or organization's head or finance officer.
- Make recommendations to the BoG for candidate's board membership
- Develop a succession plan for board members and management
- Oversee the development of formal job descriptions for board members, organization head and other officers.
- Acquire verified biographical information of the candidates

Size & Composition of Nominating Committee

The committee should comprise of highly capable people with required skill set and knowledge.

- At least three members
- One should be elected as a chairperson

Topic: 097 - Remuneration Committee (Responsibilities)

The committee tasked to decide on the structure and level of remuneration package for employees and board members/ directors is labeled as remuneration committee.

Why a Remuneration Committee

A large organization has large body of employees and it is always advisable to leave the matter of remuneration to a special committee to ensure fairness.

Responsibilities

1. Review existing remuneration policies of the organization
2. Making recommendations regarding remuneration policies
3. Remunerate board members on the basis of their attendance and performance

Reviewing of policies includes:

- All terms of compensation, benefits, awards, allowances, policies and regulations
- Retirement schemes, compensations in case of resignation and termination

Remuneration Framework

The framework should be effective in terms of:

- Attracting and retaining key personnel to enhance productivity and profitability in the long run
- Creating incentives for BoG and employees to perform at their best
- All performance-based incentives should be awarded under written objective performance standards which must have been approved by the board.

Size, Composition and Meetings

Remuneration Committee should consist of at least three members, one of whom should be elected as Chairperson of the committee. The committee should meet at least twice a year.

Topic: 098 - Developing Remuneration Framework

Remuneration policies, regulations and procedures constitute remuneration framework. Development of remuneration framework requires certain considerations.

Steps Involved

- Decide the Target (To whom the policy relates)
- Financial status of the organization
- Organization's performance in comparison with others in the market
- Develop the remuneration package in the light of organization's targets, individuals' expectations, needs and their performance

Topic: 099 - Evaluation of Board, Committees, and Directors/ Governors

Evaluation of the board, its committees and members is an essential feature of growing organizations. It is done on annual basis. Nominating committee is responsible for arranging an annual assessment of the board, its committees and each board member. In some instances, committee seeks assistance of a third party.

What is evaluated

- Board's size and composition
- Number and quality of decisions made in a year
- Meeting arrangements
- Conduct of meetings
- Committees' size and composition
- Number and quality of decisions made in a year
- Meeting arrangements
- Conduct of meetings
- Value Addition to the board and organization

- Members' understanding of the vision and mission of the organization
- Knowledge of the field
- Involvement in decision making
- Attendance
- Value addition

Methods used

- Self-assessment questionnaires
- (including close and open ended questions)
- Peer assessment
- Interviews
- Analysis of reports and related documents

Who decides the method

The board collectively decides on the methods to be used for evaluation.

The process of identifying and developing organization's people with the potential to fill key leadership positions in an organization. **Succession planning** increases the availability of experienced and capable employees for the key roles.

Why Succession Planning

If no succession schemes are in place, any position that becomes vacant can cause considerable disruption to the running of the organization.

How to make succession plans for the BoG

1. Draw up a succession policy with the BoG to deal with instances of member's resignation, death or retirement
2. Develop and upgrade members' skills through periodic training and introduce a thorough performance evaluation process. This would assist in identifying a gap in the required skills and performances of the members which will help in drafting the succession plan.
3. Share the plans with the board chairperson

How to make succession plans for senior management

1. Draw up a succession policy with the organization head
2. The organization head identifies the potential successor employees
3. The potential successors may be mentored by the senior management through job rotation and job enlargement
4. Performance is evaluated throughout to make final judgment

Topic: 101 - Stakeholders and their Rights

Stakeholders are the people who are invested in the organization. Immediate stakeholders in educational organizations are:

- Students
- Teachers
- Parents
- Management

There may be representation of immediate stakeholders of the organization in the board.

Stakeholders' Rights

- Respect
- Freedom of expression
- Access to relevant, updated policies
- Access to organization's history, success stories and challenges
- To participate in organization's assessment

Case of Child Friendly Schools Thailand

Parents, teachers, students and school management all participate in the school self-assessment process.

Topic: 102 - Communicating through Organization's Website

Organization's Website

Organization's website is an extremely valuable tool for communicating with others. Organizational governors should make decisions about creating and maintaining an interactive website of their organization.

Why a website

A website helps in communicating:

- Organization's vision & mission
- Activities & Outcomes
- Organization's structure
- Policies
- Reports

Website

Besides communicating organizational information, website of an educational institute should allow academic facilitation through uploading educational videos, curriculum details, worksheets, assignments etc.

School Website

School website may have learning management system for individual students to allow students and parents to track their academic and overall performance. A learners' blog can be another feature of the website. School website may be used to make learners independent by using it for academic purposes.

Copyright

The governors should develop a policy related to copyrights of their own website and following copyright procedures for uploading materials from other websites or links of other related websites.

Topic: 103 - Code of Conduct & Ethics

Code of Conduct

A **code of conduct** is a set of rules outlining the social norms and rules and responsibilities of, or proper practices for, an individual or organization.

Why to have a Code of Conduct in an Organization

A formal and documented code of conduct communicates organization's commitment to a high degree of ethical standards and states acceptable and unacceptable behavior. It is advisable that the principles of the code of conduct should be clearly defined and articulated.

What are the ingredients of a code of conduct?

- The purpose of the code
- Vision & Mission of the organization
- The core values like pursuit of excellence, equality, accountability, transparency, quality etc
- General laws, regulations and rules of the organization
- Rules on privacy and confidentiality
- Commitment to provide accurate, timely, complete and sincere information when required
- Detailed expectations regarding collegiality, physical environment and behaviour with students and parents.

Employees Responsibilities

Every employee should abide by the code of conduct. In case of violation, disciplinary actions may be taken against her/him.

Topic: 104 - Conflict of Interest (COI)

COI may be defined as a conflict between the private interests and the official responsibilities of a person in a position of trust. OR

A situation in which a person is in a position to derive personal benefit from actions or decisions made in her/ his official capacity is termed as conflict of interest (COI). Private interests include both financial and non-financial interests, and can include the interests of family members and close friends or associates.

Instances for potential conflict of interest

- Independent consultancies with a permanent job
- Giving private tuitions
- Using school's confidential information for personal gains
- Time for professional advancement and teaching
- Accepting gifts from junior colleagues and students
- When a relative or a friend of a member of nominating or selection committee applies for employment.

How to avoid or deal with COI

Best practices recommend that an organization should establish a formal policy on conflict of interest. The policy should define the instances where conflict of interest may arise.

Consequences of Poor Management of COI

- Poor outcomes arising from decisions in which merit is compromised
- Loss of stakeholder confidence and the erosion of proper processes
- Considerable expense and loss of efficiency
- Loss of employee trust in management
- Loss of public confidence in the organization

One of the considerations (among others) in governance of institutions is taking into account the purpose of an institution. To understand governance in HE, it is desirable to learn about the purpose of higher education.

Higher Education

Higher Education or tertiary education or third level education after completion of secondary level education (in many countries after higher secondary education). From a pragmatic view point HE is all types of education (academic, professional, technical, artistic, distance) provided by the universities, institutes for students having completed secondary education.

Principal Functions of Higher Education

1. The development of new knowledge (the research function)
2. The training of highly qualified personnel (the teaching function)
3. The provision of services to society
4. The ethical function, which implies social criticism

Vision of Higher Education in Pakistan, the UK and Singapore

“Transformation of our institutions of higher education into world class seats of learning, equipped to foster high quality education, scholarship and research, to produce enlightened citizens with strong moral and ethical values that build a tolerant and pluralistic society rooted in the culture of Pakistan.” (Pakistan Ministry of Education 2002)

Higher education is fundamental to the social, economic and cultural health of the nation. It will contribute not only through the intellectual development of students and by equipping them for work, but also by adding to the world’s store of knowledge and understanding, fostering culture for its own sake, and promoting the values that characterize higher education: respect for evidence; respect for individuals and their views; and the search for truth. Equally, part of its task will be to accept a duty of care for the well-being of our democratic civilization.” (United Kingdom National Committee of Inquiry into Higher Education 1997)

“To develop a self-sustaining education eco-system offering a diverse and distinctive mix of quality education services to the world, thus becoming an engine of economic growth, capability development, and talent attraction for Singapore” (Economic Review Committee 2003)

HE & Economic Dimension

Higher education is widely recognized as a key to national economic competitiveness and overall prosperity. Therefore, its governance has got special attention all over the world. Higher education requires governance that combines social vision, global trends, understanding of global issues, with efficient managerial skills. (UNESCO, World Declaration on Higher Education, 1998)

Topic: 106 - Knowledge Economy & Governance

An economy in which growth is dependent of the quantity, quality, and accessibility of the information available, rather than the means of production (agrarian, industrial tools, factories). “Economic success is increasingly based upon the effective utilization of intangible assets such as knowledge, skills and innovative potential as the key resource for competitive advantage. The term “knowledge economy” is used to describe this emerging economic structure” (ESRC, 2005). In simple terms, the knowledge economy is what you get when firms bring together powerful computers and well-educated minds to create wealth.

Knowledge as an Economic Good

The ability to store, share, and analyze knowledge through networks and communities by using the new ICT technologies allows firms to gain competitive advantage. The most important

property of knowledge is that the stock of knowledge is not depleted by use. Indeed, the value of knowledge to an economy comes by sharing it with others.

Knowledge Economy comprises of:

- Open source knowledge flows
- Markets in intellectual property and knowledge-intensive goods (patents & research).

Like all economy the global knowledge economy is a site of production. It is also social and cultural, taking the form of a one-world community mediated by the Internet.

Role of Higher Education in Knowledge Economy

Research and innovation are leveraging knowledge production. Higher education is making major contribution to research and innovation by creating new knowledge through scientific as well as technological research and by training skilled workers. Higher Education is a site of knowledge production.

What kind of Governance is needed for a knowledge economy?

Governance in KE is more than planning strategy, coordination, and other horizontal activities. An integral part of the governance and agenda setting of the knowledge economy is adopting a forward-planning (foresight) approach to produce information as well as engaging and building consensus among different actors.

Topic: 107 - Governance in Higher Education (Who Manages the System Overall?)

Management in Higher Education

In recent higher education reforms three types of change have been occurring:

- Delegation of powers by central government to another lower tier of government
- Delegation to a specialized buffer body
- Delegation direct to institutions themselves.

Delegation of Powers from Centre to Provinces

In some European and transition countries the ministry of education (MOE) has recently devolved control over universities to regional or provincial governments, but retains a coordinating policy function. In Germany, and Canada the federal governments have limited powers. China has moved responsibility for more of its state funded universities to the provincial level, retaining control only over a limited number of prestige institutions, but sharing this in some cases with a province.

Delegation of Powers from Centre to Provinces: Risks

If responsibility is wholly devolved to provincial level, there is a risk for centre to lose control over national policy. For example, it is hard for the federal government in Canada or Germany to set new national strategies unless it is by channeling extra funds in order to achieve the desired change.

In countries where responsibility is split between the centre and the states/ provinces like Australia and the U.S., the centre can exercise control by retaining some strategic financial and funding powers.

Delegation of Powers to a Buffer Body

Delegation of powers to one or more buffer bodies has long been the preference in countries such as the U.K., India, and Pakistan, and is now being adopted in some other countries like Tanzania, South Africa etc The most common model is for the Ministry of Education (MoE) to pass all matters relating to funding and operation management to the buffer body, while

retaining central control over national strategy, overall size and shape of the higher education (HE) System.

Powers of a Buffer Body

- In SA, the Council on HE, is purely advisory and does not have any role in allocating funds.
- In Thailand, the Ministry of Higher Education has been abolished and the Commission for HE, has been created to take over its role. However, this is located within the MoE, so it is unlikely to be a truly independent “buffer” body.
- Higher Education Commission in Pakistan had an extremely wide range of functions and its chair has ministerial status. After devolution, role of HEC is being redefined.

Benefits of Buffer Body

The key advantage is that the buffer body removes all the detailed operational issues from the MoE thus protecting the state from charges of intervention in academic affairs and generally encourages greater institutional autonomy. The MoE can thus focus on policy issues instead of managing institutions directly. The buffer body can recruit staff who are specialists in higher education and not career civil servants. These staff can operate within an independent career structure created by the buffer body.

Buffer Body: Risks

The main risk from the government perspective is that the buffer body might fail to follow government policy in making its decisions and in managing the sector. The survival and satisfactory operation of a buffer body requires a close working relationship between the minister of education and the chair of the board of the buffer body. The minister might want more control and that may initiate conflict.

Delegating Powers to HE Institutions

In this model, MoE continues to manage the institutions directly, by delegating considerable powers to them so that the central role becomes a more strategic one. This model is usually adopted in the smaller national systems with few institutions.

Topic: 108 - Autonomy in Universities

The extent of autonomy that institutions are allowed by the state is often a mixture of inherited rights, tradition, legislative intent, and societal culture. It is usually built up over time through a variety of legislative processes, ministerial decisions, and ad hoc regulations. It is rarely a finely crafted structure with fixed design.

Basic Principle

The basic principle behind institutional autonomy is that institutions operate better if they are in control of their own destiny. They have an incentive to change if they can directly benefit from the changed actions.

Some examples of University Autonomy in different countries

Category	UK	Canada	Malaysia	Pakistan

Appointment or dismissal of VC or Rector	✓	✓		✓ (in some cases no)
Appointment or dismissal of Professors	✓	✓		✓
Student Entry Standards	✓	✓		✓
Size of Enrollments	✓	✓		
Special Quotas	✓	✓		
Language of Instruction	✓	✓		✓
Selection of Textbooks	✓	✓	✓	✓
Examination Standards	✓	✓		✓
Graduate level courses	✓	✓		✓
Research priorities	✓	✓	✓	✓
Approval of Publications	✓	✓	✓	✓
Management of University/ Institute's Budget	✓	✓		✓
Approval of Income generation ventures	✓	✓		✓

Governing Body

The body responsible for the governance of the Universities in Pakistan is called “Senate”.

Topic: 109 - Unicameral Model of University Governance**Models of University Governance**

- Unicameral Governance
- Bicameral Governance
- Tri-cameral Governance
- Hybrid Governance

Unicameral Model of Governance

A Single body governs the institution's administrative and academic functions. According to Federal University Ordinance 2002, University Senate has been described as the university governing body. The key strength of unicameral governance is the inherent recognition that most decisions in universities have academic and administrative impacts. Therefore, decision-making is optimized by one single governing body.

Unicameral governance provides a means to reduce the “disconnect” between academic and administrative decision-making. Examples of institutions with unicameral governance include: The University of Toronto; and Athabasca University Canada.

Practical Unicameral Governance

In practice, unicameral governance may operate functionally as bi-cameral or tri-cameral way.

Topic: 110 - Bicameral & Tricameral Governance

The key principle underlying bicameralism and Tricameralism is the notion of ‘shared governance’.

Bi-Cameral governance

Bicameral governance separates decision-making between two distinct governance bodies, one academic (normally referred to as a senate or academic council) and the other administrative (board of directors or governors).

Academic Decision-making in Bicameral model

The responsibility for academic decisions is made by a senate composed of faculty, students, academic administrators and other relevant constituencies.

Administrative and Financial Decision-making in Bicameral model

A Board of Governors is responsible for all administrative and financial decisions of the university. The board comprises of people from the field, ministry of education with some representation from internal constituencies. Administrative & Financial Decision-making includes decisions about appointment of the vice chancellor, areas of property, revenue, expenditure, business, and other matters within the context of process and duties accorded it.

Tricameral Governance

The Charter delegates authority over institutional decision making to three legislative bodies:

- BoG
- Academic Senate
- Educational Council

Board of Governors

Responsible for appointing vice chancellor and senior officers of the university. The board also makes decisions about the administrative and financial elements of the university.

Academic Senate

Responsible for making decisions about academic matters. In some cases on a purely advisory nature but often with specific duties assigned under the charter.

Responsibilities of Educational Council

Discusses any matter related to the well-being of the University Oversees the election of the Chancellor and the Rectors. Frames bylaws for the election of the Chancellor, University Councilors and Trustees.

Challenge for Bi & Tri Cameral Governance

For effective decision-making clear communication between the academic and administrative decision-making bodies and clearly articulated roles and responsibilities for each governance body are required, otherwise there could be real chaos.

Topic: 111 - Hybrid Governance

Hybrid Governance is a new structure in governance where the vice chancellor/ rector and faculty (with some student representation) take on leading roles in university governance (Shale, 2002). It has emerged because of convergence between conventional and distance learning modes in education.

The Model

Hybrid Governance Model is not well-recognized model yet because it is emerging. The model is flexible and allows virtual institutes and universities to include the elements of governance required in their particular context. Hybrid Governance Model is particularly suitable for hybrid organizations.

The governing body

- BoG
- Academic Council
- Faculty Council

BoG

Like in bicameral and trilateral models, Board of governors is responsible for all administrative and financial decisions.

Responsibilities of Academic Council (AC)

AC serves as a principal advisory body to the chancellor and on certain issues exercises legislative authority delegated to it by the BoG. Academic Council deliberates on matters of broad academic, educational and research policy. On its own initiative, it advises the chancellor or the BoG on any matter of concern to the University.

Composition of Academic Council

1. Chancellor
2. Vice Chancellor
3. Dean of each faculty
4. Registrar
5. University Librarian
6. President of Student Body
7. Elected Teaching staff members from each faculty
8. Elected student members
9. One member from administrative staff

The Faculty Council

AC may constitute a faculty council or executive committees to facilitate its work.

Topic: 112 - Higher Education Laws

The HE law is a comprehensive statement/ formal expression defining the HE, establishing principles related to the functioning, duties, authority, and responsibilities regarding education, research, publication, teaching staff, students and other personnel of institutions of higher education and their governing bodies.

Complexities in making Laws for HE

The boundaries of HE system are not always easy to define as HE activities may take place within the domains of other ministries or agencies e.g. Ministries of Science, Industry and Technology, Defence Ministry (military or naval academies) the Ministry of Health might have medical schools and award degrees.

Scope of HE Laws

The scope of HE laws varies greatly according to the national context and policy priorities. In some countries the laws are very brief, while others aim to make them comprehensive by a consolidation or clarification of previous legislation.

Common elements of HE Laws

- Clarification of the powers of the ministry of education or its equivalent and the buffer body (if any)
- Statements on university autonomy and academic freedom
- Clarification of the powers and responsibilities of the governing bodies of autonomous institutions
- Statements on accountability

University Laws

Once universities are given autonomy, their governing bodies will be responsible for developing their statutes (permanent laws) or regulations (adjustable laws) to govern their affairs.

Topic: 113 - Quality Assurance (QA)

QA is a mechanism of systematic review of educational programmes to ensure that acceptable standards of education, scholarship and infrastructure are being maintained.

But, what is quality?

Is there a standard definition of quality in education? In fact, every constituency has a different understanding and expectation of quality. Quality is different for:

- Professors
- Administrators
- Students
- Parents
- Employers
- Politicians

What complicates the idea of quality even more?

- Diversity among professors
- Diversity of students and school education
- Diversity of Resources
- Diversity of Institutions

“Where there are differentiated systems and diverse higher education institutions with different traditions and identities, it is necessary to allow for different interpretations of quality and different responses to standards . . .” José Dias Sobrinho, 2008.

QA Mechanisms

Various mechanisms for quality assurance have been developed all over the world. They are:

- Accreditation
- Period-bound Accreditation (for 5 or 10 years)
- Re-authorization (to start a new programme)
- Periodic External Review

Internal Quality Assurance

Alongside (and often prior to) all the external forms of quality assurance and audit, it is expected that institutions operate internal, self-administered processes of quality assurance and quality Improvement.

Quality Enhancement Cell (QEC)

To enhance the quality of output and efficiency of the higher education learning systems, a mechanism of establishment of QECs was developed by the Quality Assurance Committee of HEC to improve the standards of quality of HE across the country. In 2006-07 the Quality Enhancement Cells (QECs) were established at ten public sector universities, where as in 2007-08 twenty more QECs were established in the public sector universities for improvement of their academic, teaching and learning standards. It is expectation of HEC that all universities/institutes (public & private) should have QEC.

One of the biggest questions facing governments is how to balance the autonomy needed by public universities with the accountability required by the state. How can results, outputs, and outcomes be monitored and accountability encouraged? There is a widespread trend in the world to granting greater freedoms to HE institutions. However, while direct controls are being relaxed, governments in return are developing more complex supervisory and reporting regimes.

Supervision Areas

The core areas where either the MoE or a buffer body retains direct control over institutions are:

- Review and approval of statutes before a university is given autonomous status.
- Grant of degree awarding powers to a new public or private institution.
- Setting a cap on the total student numbers funded by the state

Why a Cap on Student Numbers

In selected high cost areas (e.g., medical and engineering students) if the state is funding the bulk of the costs of higher education, it controls this cost by placing a cap on the total student numbers that it pays for. The institutions may also enroll full fee paying private students, if the state agrees.

Accountability Procedures

- Agreement between the state and the institutions regarding funding. The funding might be associated with the performance of the institution. In Austria, 20 percent of the state funding is related to indicators of results on performance.
- Achievement of strategic targets related to national policies.

Indicators

Governments are developing more useful performance indicators that will measure the success of their higher education policies, as well as providing them with measures for assessing comparative institutional effectiveness and efficiency. The institutions are being asked to submit growing numbers of statistical reports.

Accountability Indicators in HE

- Students (undergraduate, graduate and PhDs)
- Research (patents, peer reviewed publications & citations)
- Industry Income
- Teaching
- Finance/ Efficiency
- International Outlook (diversity of students, international linkages, collaborative publications etc.)

Topic: 115 - Funding in HE: Overall Framework

The growing demand for higher education is placing stress on the financial coffers of governments in both the developed and developing world. Even in countries where the state is contributing less than 50 percent to the cost of its public institutions, there is constant search for ways of cost recovery and income generation.

Funding Sources for Universities

1. Allocations for teaching from government (or for teaching and research combined)
2. Research allocations or grants for research projects from a range of government sources
3. Tuition and other fees from domestic and international students
4. Income generated from research contracts, teaching contracts, consultancy services, or royalties

5. Surpluses from on-campus services such as conference facilities offered to staff, students, and the general public
6. Income from endowments, and investments

The distribution of sources of income and volume varies hugely within and between countries. For example, most developing country universities receive over 90 percent of their income from the state's allocation for teaching. Their tuition fee income is negligible. In some developed countries public universities are able to generate a significant proportion of their income from research contracts, teaching projects and other income generation activities so that the state only provides 20 to 25 percent of their total funds.

Topic 116: Funding in Higher Education (Resource Allocation)

Resource Allocation

Governments use following methods to allocate resources to universities for teaching, and sometimes a mix of them. They are:

1. As a part of civil service budget
2. Annual Negotiation
3. Formulae per student
4. Performance-based funding
5. Competitive bidding

As a part of Civil Service Budget

University is treated as a government agency and its staff are regarded as civil servants, the mechanisms will follow those for the rest of the public sector with ministers approving estimates and resulting payments for salaries etc.

Annual Negotiation

If universities are more independent entities, they may enter annual budgetary negotiations with their ministry or the buffer body and reach agreement on their funding based on a round of face-to-face discussions. In the absence of any formula, this model usually involves adding (or subtracting) a per-centage to last year's allocation.

Formulae per Student

The ministry may wish to avoid negotiation process each year and develop funding formulae per student, usually based on a previous year's national average costs. These may also be based on targeted costs if the ministry wishes to achieve economies by lowering the cost per student.

Performance-based funding

Increasingly, an element of funding is based on performance. For example, part of the grant is linked to the numbers of students completing graduation or PhD rather than the **numbers being taught**. The logic is that this rewards success. Universities do not receive funding for those students who fail to complete or pass their exam.

Competitive Bidding

The ministry or buffer body establishes funds for specific purposes (e.g., the advancement of e-learning, research projects, or the development of estates strategies). The institutions bid competitively. Only the best bids receive funding.

Funding in OECD Countries

Country	Funding Method
Norway	A mixed formulaic and qualitative approach to allocating

	research funds
Australia	The allocation of resources for three years, so that institutions can plan with some certainty
England	The use of a formulaic approach to allocating funds for capital developments
New Zealand	The separation of funding for teaching from that for research and the development of peer review systems for funding research
Switzerland	A distribution of funds that match the contributions that universities obtain from third parties, to reward success in external income generation

Topic: 117 - Funding in HE (Financial Monitoring & Control)

There is a considerable gulf between the financial management required from the state in a system of centralized control and one where full financial autonomy has been granted.

Centralized Monitoring

The centralized control systems rely on the centre. Approval and vetting of planned expenditure consume a lot of time. Moreover, it does not allow institutions to manage their resources freely.

Institutional Monitoring

Universities receive a block grant allocation of funds. In return, they are expected to supply their funding body with reliable and prompt reports on how the money has been spent, as well as statistical returns related to performance and outputs.

Financial Monitoring Mechanisms

- External Audit
- Internal Audit
- State Audit

Table: Comparison of Monitoring in Centralized and Autonomous Universities

	Centralized Control	Full Autonomy
Annual Budgets	Agreed in detail by MoE or the funding body	Agreed by the Board (but possibly reported to MoE or the buffer body)
Expenditure	“Line item control” so that institutions cannot switch expenditure between the agreed budget headings	Total freedom to allocate and spend as required within the overall total grant or budget awarded by the MoE
Under-spending at the end of year	Surrender of all under-spent sums to MoE/ministry of finance	Freedom to carry forward under-spending (and to absorb expected overspendings from future funds)

External Earnings	Surrender to the Ministry of Finance or MoE of all external earnings	Freedom to retain and spend freely all sums earned from non-government sources
Tuition Fee	Fees cannot be charged or, if they are, have to be set at a fixed rate and then surrendered to the ministry of finance	Fee levels can be set freely and the money retained without affecting the budget allocation from the government

Topic: 118 - Income Generation by Universities

Higher education is expensive and growing demand of higher education is putting pressure on universities to generate income through its property assets and the people.

Property Assets

Property assets are also known as fixed assets. They cannot be easily converted into cash. Land, building, equipment, vehicles etc.

Income Generation through Property Assets

Using land & building

If universities have financial autonomy, they can use their assets to generate income. In some countries this flexibility has allowed institutions to find imaginative uses for land, such as developing science parks, conference centers, stadium etc.

Using Equipment

Academic equipment (computers, printers and people) can be used for commercial testing. The board is expected to ensure that such an activity does not prevent or hinder normal academic operations.

Philanthropic Grants

Grants from wealthy individuals or corporations can be obtained for purposes such as scholarships to poorer students, funding of specific chairs for professors or the construction of major buildings.

Matching Grant Scheme

The government of the Hong Kong launched two matching grant schemes in which it matched dollar for dollar of the private gifts that universities managed to win from private sources (Hong Kong University Grants Committee 2006). Both schemes were rapidly oversubscribed and the government believes that it has kick-started a philanthropic culture.

Donations from Alumni

In the United States and Canada there is a culture of regular giving by alumni, and it has been estimated that the total of US private college endowments amounts to \$222 billion, half of which is held by an elite three dozen institutions

Industries

Universities develop linkages with industries for internship and jobs of their graduates. Universities may also get funding from industries for their research projects.

Project Consultancies

Universities may generate income by providing consultancies to the state and corporate sector on various projects.

Views on Income Generation

In some universities the idea of income generation by academic staff is seen as selling out to managerialism, while in others, once an entrepreneurial culture has taken root, income generation is a core activity that is not seen as threatening to academic freedom, but rather as positively beneficial.

There is no single nomenclature for the governing body of the university. In many parts of the world, governing body is called Board of Governors or University Council while in others University Senate is the governing body.

The Key Principle

A key principle is that the role of the governing body is limited to strategic management and that it will need to create a sub-structure of committees to oversee the operational tasks delegated to others. In some countries attempts are being made to codify exactly what the role of the board is by setting out codes of practice and statements of primary responsibilities.

Composition

The size and composition of the governing body is increasingly a concern of government and there has been a general trend in favor of a managerial model with a smaller number of members and a majority of external non-academic (lay) people.

Country	Membership and Size of the Board
Denmark	Maximum 11 members. Majority of external members with technical or administrative experience and the students of the university
Australia	Maximum up to 24, with majority of non-academics. Government has suggested to have 12 members.
Canada	Average size is 27, 25% appointed by province, 25% elected, 25% appointed by Board and 25% ex officio. Half are lay members
Japan	Internal and external members
Tanzania	Size of the governing body must be between 11-21 members; up to 80% of the members must be from outside the University
Indonesia	Representatives of a number of bodies, including the ministries, academic senate, academic community, and broader society
Pakistan	Size of Board is 20-25 persons and includes academic and non-academic representatives; dominated by academics

Good Governance Models

Australia, Denmark, and the UK have led the way with guidance on good university governance are . In Australia, a set of protocols on good governance is almost a mandatory requirement and, if they are followed, universities gains extra funding. Denmark has produced principles for discussion for the future members of BoG regarding their function and role of the board.

Topic: 120 - University Authorities: Senate as per Federal University Ordinance (FUO) 2002

To constitute and restructure Universities set up by the Federal Government WHEREAS it is expedient to provide for the constitution and the restructuring of universities set up by the Federal Government in order to provide autonomy while improving governance and management so as to enhance the quality of higher education in the country;

Senate The body responsible for the governance of the University shall be described as the Senate (FUO, 2002, p.11)

Composition as per FUO

- a) the Chancellor who shall be the Chairperson of the Senate;
- b) the Vice-Chancellor;

- c) one member of the Government not below the rank of Additional Secretary from the Ministry of Education or any other department relevant to the special focus of the university;
- d) four persons from society at large being persons of distinction in the fields of administration, management, education, academics, law, accountancy, medicine, fine arts, architecture, agriculture, science, technology and engineering such that the appointment of these persons reflects a balance across the various fields:
- e) one person from amongst the alumni of the University;
- f) two persons from the academic community of the country, other than an employee of the University, at the level of professor or principal of a college;
- g) four University Teachers; *and*
- h) one person nominated by the Commission.

The numbers of the members of the Senate described against clauses (e) to (h) may be increased by the Senate through Statutes subject to condition that the total membership of the Senate does not exceed twenty one, with a maximum of five University Teachers, and the increase is balanced, to the extent possible, across the different categories

Appointments to the Senate

All appointments to the Senate shall be made by the Chancellor. Appointments of persons described in clauses (e) to (f) shall be made from amongst a panel of three names for each vacancy recommended by the Representation Committee

Tenure

Members of the Senate, other than *ex officio* members, shall hold office for three years. One-third of the members, other than *ex officio* members, of the first restructured Senate, to be determined by lot, shall retire from office on the expiration of one year from the date of appointment by the Chancellor. One-half of the remaining members, other than *ex officio* members, of the first restructured Senate, to be determined by lot, shall retire from office on the expiration of two years from the date of appointment and the remaining one-half, other than *ex officio* members, shall retire from office on the expiration of the third year:

Provided that no person, other than an *ex officio* member, may serve on the Senate for more than two consecutive terms:

Powers & Functions of the Senate

The Senate shall have the power of general supervision over the University and shall hold the Vice-Chancellor and the Authorities accountable for all the functions of the University.

The Senate shall have all powers of the University not expressly vested in an Authority or officer by the Ordinance and all other powers not expressly mentioned by this Ordinance that are necessary for the performance of its functions.

Key Powers & Functions of the Senate

- a) to approve the proposed annual plan of work, the annual and revised budgets, the annual report and the annual statement of account;
- b) to hold, control and lay down policy for the administration of the property, funds and investments of the University, including the approval of the sale and purchase or acquisition of immovable property;
- c) to approve the appointment of the Deans, Professors, Associate Professors and such other senior faculty and senior administrators as may be prescribed;

- d) to institute schemes, directions and guidelines for the terms and conditions of appointment of all officers, teachers and other employees of the University;
- e) to approve strategic plans;
- f) to consider the drafts of Statutes and Regulations proposed by the Syndicate and the Academic Council
- g) to recommend to the Chancellor removal of any member of the Senate in accordance with the provisions of the Ordinance;
- h) to make appointment of members of the Academic Council, other than ex officio members, in accordance with the provisions of the Ordinance;
- i) to determine the form, provide for the custody and regulate the use of the common seal of the University

Topic: 121 - University Authorities (The Syndicate)

University Syndicate

The Syndicate shall be the executive body of the University and shall, subject to the provisions of the Ordinance and the Statutes, exercise general supervision over the affairs and management of the University. (FUO, 2002: 14)

Composition as per FUO

- (a) the Vice-Chancellor who shall be its Chairperson;
- (b) the Deans of the Faculties of the University;
- (c) three professors from different departments, who are not members of the Senate, to be elected by the University Teachers in accordance with procedure to be prescribed by the Senate;
- (d) Principals of the constituent colleges;
- (e) the Registrar;
- (f) the Treasurer; *and*
- (g) the Controller of Examinations;

Quorum & Meeting

- The quorum for a meeting of the Syndicate shall be one-half of the total number of members, a fraction being counted as one.
- The Syndicate shall meet at least once in each quarter of the year

Key Powers & Duties as per FUO

- (a) to consider the annual report, the annual and revised budget estimates and to submit these to the Senate;
- (c) to enter into, vary, carry out and cancel contracts on behalf of the University;
- (d) to cause proper books of account to be kept for all sums of money received and expended by the University and for the assets and liabilities of the University;
- (f) to receive and manage any property transferred, and grants, bequests, trust, gifts, donations, endowments, and other contributions made to the University;
- (g) to administer any funds placed at the disposal of the University for specified purposes;
- (h) to provide the buildings, libraries, premises, furniture, apparatus, equipment and other means required for carrying out the work of the University;
- (j) to recommend to the Senate affiliation or disaffiliation of colleges;
- (l) to arrange for the inspection of colleges and the departments;

- (m) to institute Professorships, Associate Professorships, Assistant Professorships, Lectureships, and other teaching posts or to suspend or to abolish such posts;
- (o) to prescribe the duties of officers, teachers and other employees of the University;
- (p) to report to the Senate on matters with respect to which it has been asked to report;
- (r) to propose drafts of Statutes for submission to the Senate;
- (s) to regulate the conduct and discipline of the students

Topic: 122 - University Authorities (The Academic Council)

The Academic Council (AC)

The AC shall be the principal academic body of the University and shall, subject to the provisions of the Ordinance and the Statutes, have the power to lay down proper standards of instruction, research and examinations and to regulate and promote the academic life of the University and the colleges (FUO, 2002)

Composition as per FUO

- a) the Vice Chancellor who shall be its Chairperson;
- b) the Deans of Faculties and such Heads of departments as may be prescribed;
- c) five members representing the departments, institutes and the constituent colleges to be elected in the manner prescribed by the Senate;
- d) two Principals of affiliated colleges;
- e) five Professors including Emeritus Professors;
- f) the Registrar;
- g) the Controller of Examinations; *and*
- h) the Librarian.

The Senate shall appoint the members of the Academic Council, other than the *ex officio* and the elected members, on the recommendation of the Vice Chancellor:

Meeting and Quorum as per FUO

- The Academic Council shall meet at least once in each quarter.
- The quorum for meetings of the Academic Council shall be one half of the total number of members, a fraction being counted as one

Key Powers and Functions of the AC

- a) approve the policies and procedures pertaining to the quality of academic programmes;
- b) approve academic programmes;
- c) approve the policies and procedures pertaining to student related functions including admissions, expulsions, punishments, examinations and certification;
- d) approve the policies and procedures assuring quality of teaching and research;
- e) recommend the policies and procedures for affiliation of other educational institutions;
- f) propose to the Syndicate schemes for the constitution and organization of Faculties, teaching departments and boards of studies;
- g) appoint paper setters and examiners for all examinations of the University after receiving panels of names from the relevant authorities;
- h) institute programmes for the continued professional development of University Teachers at all levels;
- i) regulate the award of studentships, scholarships, exhibitions, medals and prizes

Lesson 24

SCHOOL IMPROVEMENT PROGRAMME

Topic: 123 - School Improvement

School may be made a better place by improving physical environment, eliminating corporal punishment, improving teachers' presence, and increasing educational resources. School

Improvement is a programme for innovation focusing on change and problem-solving in educational practices. Hopkins (1996:32) suggests that there are two ways in which the term school improvement is used:

- “the efforts to make schools better places for students to learn”
- “as a strategy for educational change that enhances student outcomes as well as strengthening the school’s capacity for managing change”.

School Improvement (SI) as a strategy for educational change

The focus of SI is on:

- Students’ learning outcomes
- School’s capacity to manage change

What leads to improved students’ outcomes

- Teachers’ capacity
- More time for teaching
- Intensified student monitoring & prompt feedback

What improves school’s capacity to manage change

- Regular capacity building of the teachers and managers
- Shared vision
- Plan-Deploy-Act-Cultivate Cycle

Topic: 124 - School Improvement (School Information System)

School Information system (SIS) is a computer application used to assist the school in profiling students, teachers, school finances and activities.

Technical Definition may be:

...an integrated user-machine system for providing information to support operations, management, and decision-making functions in an organization (Davis & Olson, 1986).

Another Technical Definition is: SIS is...an information system based on one or more computers, consisting of a data bank and one or more computer applications which altogether enable the computer-supported storage, manipulation, retrieval, and distribution of data to support school management. (Visscher (2001, p. 4). This definition implies an interactive relationship between the user and the computer and a dialogue in which both are engaged.

SISs are often referred to as management information systems (MISs); however, again we have the problem that there are many definitions of MIS and, furthermore, several authors (Thierauf 1987; Hicks 1993) agree that a number of information systems, such as decision support systems or executive information systems, fall under the umbrella of MIS. However, others (Bank and Williams 1987; Carter and Burger 1994) consider them as significantly different systems designed for specific purposes.

The activities of school staff with the SIS hopefully result in a database containing up to date data on the school organization and its environment, and this should enable the production of valuable managerial information (e.g. trends, patterns, forecasts). SISs are designed not only for assisting school managers, but also for clerical staff to record, process and output student, finance, personnel and other data for routine work.

Although the term “school information system” has historically tended to refer to school-based computer systems that support clerical and managerial school staff, some new types of computer applications may also be regarded as SISs: student monitoring system for evaluating student progress

Terminology

There is no consensus over the terminology used for SIS. In many instances, the system is called Management Information System (MIS) or School Management Information System (SMIS). There are two broad categories of SIS. They are:

- Management
- Administration

Management Components

- Educational Planning
- Capacity Planning
- Financial Planning
- School Year Evaluation
- Resource Evaluation
- Social Evaluation
- Overall Evaluation

Administrative Components

Students Data

- Student Enrollment
- Students' Attendance
- Students' Guidance & Counselling
- Students' Test Scores

School Administration

- Timetable
- Test Administration
- Resource Administration
- Human Resource Administration

Topic: 125 - Students' Profiling in SIS

Students Profiling

Student profiling in SIS is a set of information related to each students' age, prior schooling, attendance, health record, participation in school activities and academic records.

Why Students Profiling

Student profiling helps teachers, school management and parents to know the children and help the children in building on their strengths and address weaknesses.

Who Maintains Students Profiles

- Admission Office
- Accounts Office
- Health Assistant (if any)
- Class Teacher
- Subject Teachers
- Students (in some cases)

Who can access students profiles

- Teachers
- School Management
- Parents
- BoG

- Relevant Government Officials

Topic: 126 - Students' Profiling (Supporting Formative Assessment)

Formative Assessment is a tool to improve learning. In assessment for learning, teachers share learning targets with pupils; pupils know and recognize the standards for which they should aim; there is feedback that leads pupils to identify what they should do next in order to improve.

How is data of formative assessment used?

Commonly reported uses for data in all Schools are: to track pupil progress; to set targets; to identify underachieving pupils for further support; to inform teaching and learning and strategic planning (Kirkup et al., 2005). ICT can be used in many ways as a tool to monitor and analyze pupil performance. ICTs help in:

1. Recording and analyzing progress
2. Reporting and recording achievement
3. Recording prior learning
4. Testing and examinations
5. Using interactive learning packages

How do students' profiles lead to school improvement?

Students profiles of formative assessments help the schools in identifying:

- Individual students' progress
- Overall strengths & weaknesses of the school curriculum

Topic: 127 - School Year Evaluation

The process of judging overall annual performance of a school is called school year evaluation. School year evaluation is an essential feature of any school improvement programme. The school year evaluation is done by the school management or a nominating committee of the BoG.

What is evaluated?

1. The budgets spent in a school year (e.g. where did we spend more
2. than planned, where less?)
3. The personnel attendance record (e.g. turnover, illness of staff) in a school year
4. The academic results (e.g. the percentage of students in the final
5. grades passing this year's final examinations in comparison with other
6. school years; the percentage of students promoted to higher grades)
7. The utilization of other than financial resources (e.g. the classroom–student ratio)
8. The percentage of students that have achieved distinction in external examination
9. The “bottleneck grades” of students
10. Per subject, per teacher statistics on final examination scores in comparison with previous school years and with school internal examinations
11. The magnitude of student absenteeism
12. Patterns in students' choices of subjects and school types
13. Trends in cost types (the ones that increased, decreased or remained the same)
14. Overall Efficiency

Tool for School Year Evaluation

School Information System may be used as a tool in yearly evaluation. This tool may help in retrieving essential information. SIS can be extremely useful in evaluation if it is regularly maintained/ updated.

Lesson 25

RISK GOVERNANCE

Topic: 128 - Risk Governance

The way in which actors negotiate and construct 'landscapes' of risk can be subsumed under the term risk governance (Renn 2008 : 8; IRGC 2005). Risk Governance involves the 'translation' of

the substance and core principles of governance to the context of risk and risk-related decision-making.

Processes

- Pre-estimation
- Interdisciplinary risk estimation (including scientific risk assessment and concern assessment)
- Risk characterization
- Risk evaluation
- Risk management (including decision-making and implementation)

Characterization

Most risks are characterized by a mixture of complexity, uncertainty and ambiguity. Building a huge concrete building in an earth quake area might be cited as an example of high complexity, uncertainty and ambiguity.

Topic: 129 - Governance in Disaster Risk Reduction (DRR)

Disaster Risk Reduction (DRR)

The concept and practice of **reducing disaster risks** through systematic efforts to analyze and manage the causal factors of disasters is called disaster risk reduction.

What are Disasters

Hazards such as floods and earthquakes become disasters when society lacks the ability to cope with them. Hazards are natural disasters are not.

Challenge for governance

Funding is the major challenge for governance. However, investment in DRR is better than no investment in DRR. Governors should make this investment possible **because:**

- Investing 1, saves 7: Every dollar invested in risk reduction saves seven dollars in recovery efforts.
- The World Bank's Building Resilience report finds that over the last 30 years, natural disasters accounted for close to US \$ 4 trillion in economic losses.
- Half a million people died and 40 million went homeless after major disasters in Asia and the Pacific from 2004-2010. They include: Indian Ocean Tsunami (2004), the Kashmir earthquake (2005), the Sichuan earthquake (2007), Cyclone Nargis (2008), and the Pakistan floods (2010).
- Areas experiencing extensive disasters can see decreased school enrolment rates and increased dropout rates.
- Investing in DRR in education is necessary to safeguard and sustain valuable gains made towards development goals such as EFA and the MDGs.

Role of Education in DRR

The education sector has a key role to play in preventing hazards from becoming disasters. DRR exercise may include reduced exposure to hazards, lessened vulnerability of people and property, wise management of land and the environment, and improved preparedness for adverse events. Moreover, DRR can be done through:

- The promotion of DRR in teaching and learning
- The promotion of school safety and disaster management
- The provision of safe school environments

DRR in education can:

- Save lives and prevent injuries
- Ensure no learner misses out on education
- Build people's resilience to hazards

Topic: 130 - Hyogo Framework for Action (HFA) and Implications To Disaster Education

The World Conference on Disaster Reduction was held in January 2005 in Kobe, Hyogo, Japan, and adopted the Framework for Action 2005-2015: Building the Resilience of Nations and Communities to Disasters. It is referred to as the "Hyogo Framework for Action".

Resilience

The capacity of a system, community or society potentially exposed to hazards to adapt and learn from past disasters for better future protection and to improve risk reduction measures.

Priorities for Action

1. Ensure that disaster risk reduction is a national and a local priority with a strong institutional basis for implementation.
2. Identify, assess and monitor disaster risks and enhance early warning.
3. Use knowledge, innovation and education to build a culture of safety and resilience at all levels.
4. Reduce the underlying risk factors.
5. Strengthen disaster preparedness for effective response at all levels.

Recommended Activities for Priority 3

- Promote and improve dialogue and cooperation among scientific communities and practitioners working on DRR (Disaster Risk Reduction), and encourage partnerships among stakeholders, including those working on the socioeconomic dimensions of DRR.
- Promote the implementation of local risk assessment and disaster preparedness programmes in schools and institutions of higher education.
- Promote the implementation of programmes and activities in schools for learning how to minimize the effects of hazards
- Ensure equal access to appropriate training and educational opportunities for women and vulnerable constituencies; promote gender and cultural sensitivity training as integral components of education and training for DRR.

Topic: 131 - Progress on Disaster Education

Response to UN/ ISDR campaign 2006-2007

- Various international and/or regional conferences and workshops on school safety and school education have been held in different parts of the world.
- Countries have developed national action agenda for DRR

Regional National Initiatives

1. Islamabad Declaration on School Safety
2. Ahmedabad Action Agenda for School Safety
3. Bangkok Action Agenda

Islamabad Declaration on School Safety 2008

The Kashmir earthquake in 2005, 17,000 school-age children died in the collapsed schools and over 20,000 injured. Eight thousand schools were damaged beyond repair (HRMP 2009).

1. Identify school structural and non-structural vulnerabilities
2. Retrofit existing structures
3. Create evacuation plans and safe havens
4. Improve community and student awareness through outreach

Ahmedabad Action Agenda 2007

The agenda aims at achieving ‘Zero Mortality of Children in School from Preventable Disasters by the year 2015’. Priority areas are:

1. Disaster education in school
2. Disaster resistant school infrastructure
3. Safe school and community environments
4. Advocacy and government policy on school safety

Bangkok Action Agenda 2007

In October 2007, the Asia-Pacific Regional Workshop on School Education and DRR was held in Bangkok, whereby 304 participants from 24 countries discussed the ways to improve resilience of school communities struck by disasters in hazard prone areas

Priority Areas of the Agenda

1. Integrate disaster risk into school education
2. Strengthen disaster education for community resilience
3. Make schools safer
4. Empower children for disaster risk reduction

Safe Schools & Hospitals

In 2009, the UN launched the ‘One Million Safe Schools and Hospital’ campaign to address and advocate the need to ensure that schools and hospitals are built in compliance to the safety standards to enhance disaster resilience. “People in unsafe schools, hospitals are at the greatest risk of losing their lives.”

Minimum Standards Handbook

‘A Handbook of Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction’ was launched in 2004. The handbook is designed to provide governments and humanitarian workers the tools necessary to address the Education for All and UN MDG (INEE 2002 ; UN 2010).

Topic: 132 - National Initiatives on DRR in Pakistan’s Education Policy 2009

Pakistan, in particular the northern highlands, falls in the seismic active zone, is prone to earthquake as well other natural hazards such as floods, snow and ice avalanches, landslides and river erosions (HRMP 2009). **The Education Policy 2009 (p.32) states:**

Credible rehabilitation and disaster management plans need to be put in place to ensure early restoration of education service. Pakistan’s education system has now recognized the need for preparation of individuals and groups to grapple with the demands of emergencies and disasters through organized and effective responses.

Key Policy Actions

There are eight policy actions altogether. The following are the key points in this regard.

1. Awareness shall be raised amongst the students regarding emergency situations, natural disasters and school safety so as to enable them to take appropriate preventive measures and informed decisions in emergencies or crises.

2. Curriculum, especially of Social Studies, Geography, Languages, and Literacy shall include themes on emergencies, natural disasters and trauma management based on latest international best practices and shall also include information about response in an emergency or disaster.
3. Teacher education and training curricula shall include provisions to enable the teacher to address education in emergencies.
4. A repository of all emergency related materials, manuals, guidelines, minimum standards and research pertaining to education shall be maintained at the teachers training institutions, schools, colleges and universities.
7. National Disaster Management Authority shall make available the SOPs for the educational institutions to follow pre and post emergency situations.
8. Disaster Management Plans shall include education delivery mechanism for rehabilitation.

Topic: 133 - Earthquake Safety Education Programme of Iran

Background

Iran, being located near the faults, has high risks of seismic hazards and has suffered several earthquakes resulting in severe economic losses in the past.

Key Initiatives

The Iranian government has initiated the ‘School Earthquake Safety’ initiative, ‘School Safety Act’ as well as the ‘Earthquake Safety Education in School’

Key Features

- The programme is led by the Iranian MoE in collaboration with other public and civic organizations.
- Disaster lessons are integrated within science, geography, literature and other curricula with practice books for different grades and handbooks for teachers.
- Safety drills are the most commonly performed activities.
- Every year, the IIEES, Iranian MOE, National Committee for Natural Disaster Reduction, Iranian Red Crescent Society, Iran National Television and Radio, and other related national organizations organize these drills to prepare students and staff for appropriate and rapid responses during earthquakes.
- There is a broadcast of an ‘Earthquake safety alarm’ is on national and local radio.
- “School Earthquake Safety Councils” have been established. They involve parents and teachers who voluntarily serve for DRR and preparedness efforts at the individual school level (Petal 2008).

Topic: 134 - Future Perspective of Governance in Disaster Education (DE)

Governance in disaster education should employ an integrated approach to ensure DRR. The approach should not be limited to education curricula and safe school buildings. It should include other necessary elements too.

Integrated Approach in Disaster Education

- DRR awareness in curriculum
- Safe building
- Legislative measures

- Early warning systems
- Risk assessments
- Training of qualified professionals
- Community involvement

Implementation guide for HFA

‘Words into Action: A Guide for Implementing the Hyogo Framework’, by the UN/ISDR, provides advice on useful strategies for implementing the HFA. Gwee (2011) found that out of total 22 tasks, 16 tasks are related to the education sector and may be considered as Education in HFA.

Tasks Relevant to the Education Sector

Priority 1: Developing institutional base for disaster risk reduction in education

- Multi-stakeholder dialogue on DRR
- Systematic coordination for disaster education
- Allocate appropriate resources for disaster education

Priority 2: Identifying, assessing and monitoring disaster risks in the education sector

- Establish risk assessments for the education sector
- Strengthen early warning i through effective communication

Priority 3: Building a culture of safety through disaster education

- Develop public awareness programme on DRR
- Include DRR in the education system
- Develop DRR training and learning at community level
- Enhance dissemination of DRR information

Priority 4: Reducing the underlying risk factors in the education sector

- Develop understanding of sustainable ecosystem & resources
- Establish measures to incorporate DRR in urban and land-use planning

Priority 5: Preparing for effective emergency response and recovery in education

- Build on disaster preparedness capacities and mechanisms in the education sector
- Assess disaster response preparedness capacities and mechanisms through strengthened planning

Lesson 26

CONCEPT OF POLICY

Topic: 135 - What is a Policy?

The word "policy" is not a tightly defined concept but a highly flexible one, used in different ways on different occasions.

A policy may be defined as:

- A definite course or method of action selected (by government, institution, group or individual) from among alternatives and in the light of given conditions to guide and, usually, to determine present and future decisions.
- A specific decision or set of decisions together with the related actions designed to implement them.
- A projected programme consisting of desired objectives and the means to achieve them.
- A set of coherent decisions with a common long-term purpose(s). When decisions are rare, incoherent or opportunistic, complaints are made that a government or minister "does not have a policy". Government policies are often supported by special legislation.
- "A rule or guideline that reflects or directs the procedures, decisions, and actions of an organization and the individuals within it'."
- A power to determine what gets done, or not done.
- A position or stance developed in response to a problem or issue of conflict, and directed towards a particular objective. (Harman 1984: 13)
- . . . the implicit or explicit specification of courses of purposive action being followed, or to be followed in dealing with a recognized problem or matter of concern, and directed towards the accomplishment of some intended or desired set of goals. (Harman 1984: 13)

Features

For Harman, policy is a systematic product rather than a random entity. It is goal-oriented and it is complex – it is the co-ordination of several courses of action, and not one discrete activity.

Topic: 136 - Who make policy

Different policy makers are involved in making different kinds of policies like: foreign policy of a government; organizational policy of a multinational company, admission policy of a school, education policy of a state, health policy of a province etc.

Policy makers are generally expected to demonstrate:

1. Knowledge of the field
2. Awareness of global trends and issues
3. Awareness of local trends and issues
4. Openness
5. Critical thinking skills
6. Decision-making skills
7. Familiarity with latest research in the field
8. Constructive contribution in discussion forums
9. Ability to seek relevant information from field experts and other relevant organizations
10. Skills in writing policy documents in clear and concise manner

Policy making is an intellectual activity with a potential to affect many people within and outside the organizations and countries. It requires involvement of those people who have demonstrated required knowledge, skills and dispositions.

Topic: 137 - Introduction to Education Policy

Education policy may refer to the collection of laws and rules that govern the operation of education systems (Tikly, 2003). Education policy is a set of principles which direct the operation of education in a country. Kogan (1975) defined education policy as operational statements of values or 'authoritative allocation of values'. This definition locates policy within the context of wider fundamental questions like:

- What is education for?
- Who is education for?
- Who decides?

Policy as a Discourse

Discourses are about what can be said and thought, and also about values, beliefs and practices. Policy is considered as a discourse by many as it reflects values, beliefs and practices of the society and policy makers. Kogan (1975) identified three primary values underpinning educational policy. They are:

- Educational
- Social
- Economic

Educational Values

Education Policy clearly reflects educational values of a country. Policy statements like: Preparation of workforce or providing opportunities to experience learning are two contradictory educational values.

Social Values

Education Policy also reflects social values of the society and policy makers too. Values such as fundamental rights, respect for human dignity, rationality, individuality, equality, democracy etc. are some common social values.

Economic Values

The worth of a good or service is termed as an economic value. Education policy reflects economic values of a state too. For example investing on vocational training or Higher Education because of their economic returns signifies economic values influencing education policy.

Topic: 138 - Globalization & Education Policy

Globalization (in its different forms) has shown a profound impact on different aspects of education including education targets, study disciplines, resources etc. The most visible effect on education is of economic globalization. The growing impact of globalization has forced nation states to enhance the skill levels of their labour force. In turn, this has produced comprehensive reviews of their education systems (Mok 2003).

Economic Globalization

The impact of economic globalization is that many nation states attempt to maximize the economic benefits that can be accrued from a system of educational provision planned to meet specific economic and business needs.

A Paradigm Shift

Globalization has made a paradigm shift from material production towards a knowledge-driven economy whereby investment in human capital ... constitutes 'the key' to national competitiveness. (Lloyd and Payne 2003)

Human Capital Theory

Human capital theory has impacted educational policies in all parts of the world. Human capital theory puts an emphasis on the inter-relationship between individual choices, the demands of the labour market for specific skills and economic growth.

Need for Improving Human Capital

Elmore (1988) argues that in order to sustain the present standard of living and regain its competitive position in the world economy the USA will need a better educated work force. In Australia, it has been seen that students' mathematical capability must be improved to enable the economy to grow and be competitive (Kemp, 2000). In New Zealand, higher education systems are expected to contribute to economic development by providing more graduates for science-based occupations (Gould, 2001)

Link between Education & Market

'The value of educational qualifications does, at least in part, lie in their scarcity. Hence, education shares the main characteristics of other commodities traded in the market place' (New Zealand Treasury, 1987: 33).

Investing in Human Capital

Agbo (2004) argues that the most effective route to economic well-being for any society is through its human capital. Therefore, education is to be regarded as a productive investment rather than merely a form of consumption or something intrinsically valuable in its own right.

Frequently used Terms

- Efficiency
- Effectiveness
- Quality
- Product
- Value for money
- Choice
- Economic development

Education as a Commodity

Under the influence of economic globalization, education has become a commodity with both the individual and the state as consumer, the individual seeking to maximize personal benefit and the state seeking to maximize economic growth and development.

Topic: 139 - Policy Development

Policy development/ formulation is a sensitive process embedded in contexts like: globalization, political pressures, socio-economic environment etc. These contexts provide strategic direction for policy making. A Simple Model of Policy Formulation shows that policy is developed for as well as in the light of socio-political environment which leads to setting strategic direction

Socio-political environment

- Contested discourses
- Dominant language of legitimation
- First-order values

Strategic direction

- Policy trends
- Establishing broad policy
- Policy domains set in the light of trends and broad policy

Policy Formulation: Focus on Human Capital Development**Socio-political environment**

- Economic functionality
- Labour market demands
- Maximize economic growth

Strategic direction

- Quasi-markets
- Direct or indirect control
- Skills and knowledge requirements

Policy Formulation: Focus on Citizenship & Social Justice**Socio-political environment**

- Definitions of citizenship rights
- Social cohesion and national identity
- Social justice and 'fairness'

Strategic direction

- Access and entitlement to services
- Participation in service provision
- Curriculum construction

Policy Formulation: Focus on Accountability**Socio-political environment**

- Economic utility
- Value for money

Strategic direction

- Market accountability
- Direct and indirect control
- Autonomous schools

Policy Formulation: Focus on Strategic Planning**Socio-political environment**

- Economic utility
- National identity
- Value for money

Strategic direction

- Accountability
- Direct and indirect control
- Autonomous school
- Long-term planning

Topic: 140 - Linear Model of Policy Development

Linear Model of Policy Development In many cases, a linear model of policy development is followed. This model shows internal workings of policy-making bureaucracies at the governmental level.

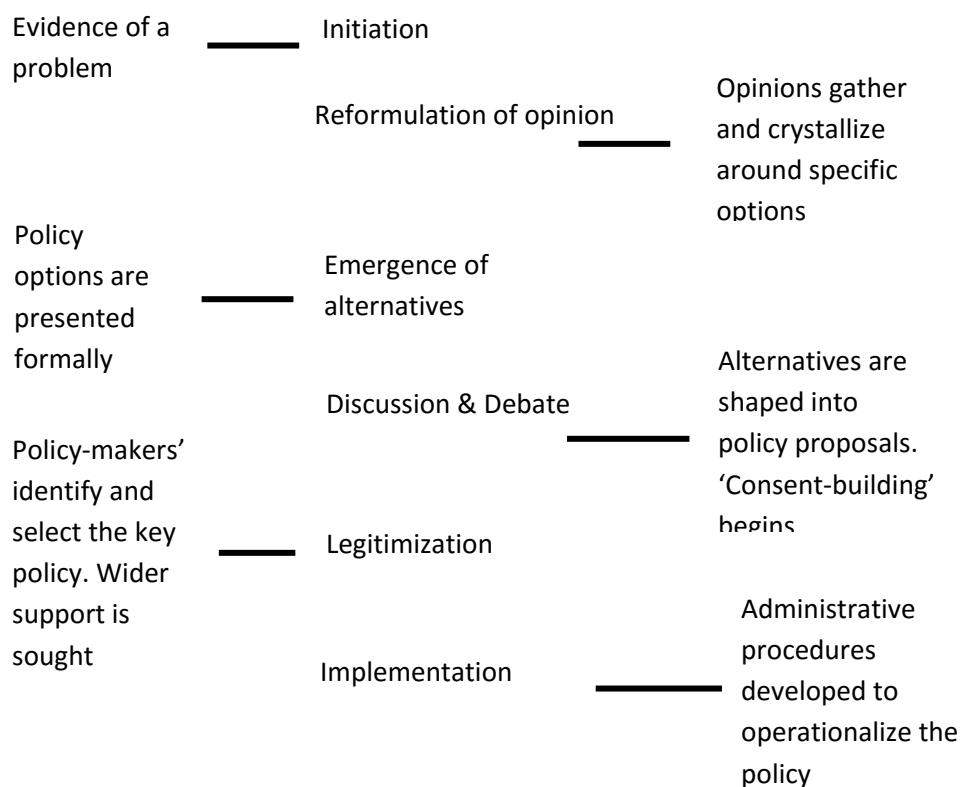


Fig: Linear Model of Policy Development

Though the model reflects key influence of important actors in the policy-making process, it does not adequately provide information about how policy is shaped and experienced by those involved at all stages in the policy making process.

Topic: 141 - Policy Contexts

The contexts in which policy is developed and interpreted are called policy contexts. Key contexts are:

- Context of influence
- Context of Policy Text Production
- Context of Practice
- Context of Outcomes
- Context of political strategy

Context of Influence

The context where interest groups struggle over the construction of policy discourses and where key policy concepts are established is labeled as context of influence.

Context of Policy Text Production

The context where texts represent policies is called context of policy text production. Texts have to be read in relation to time and the site of production, and with other relevant texts.

Context of Practice

Ball's (1992) context of practice refers to what practitioners do as a result of their unique interpretation of the policy. The interpretation depends upon practitioners' experiences, histories and values.

Context of Outcomes

This context highlights the manner in which policies impact upon existing social inequalities (Bowe et al, 1992). For example, policy of merit may deprive students of backward areas in getting admission in professional or other higher education institutes.

Context of Political Strategy

Ball's (1992) context of political strategy refers to the activities done to address inequalities. For example, protests to include quota system for disadvantaged.

Topic: 142 - Complexities of Education Policy**Complexities of Education Policy**

Education policy is both a product (a textual statement of values and principles) and a process (the power to formulate textual statements into operational practices). Education policy is a dialectic process in which all those affected by the policy may be involved in shaping its development. The policy process passes through a variety of stages and can take place at a number of different levels. Education policy is both a continuous and a contested process in which those with competing values and differential access to power seek to form and shape policy in their own interests.

Education policy is influenced by discourses in socio-political environment. These discourses range of from economic utilitarianism and urban regeneration to social inclusions and integration or assimilation. These discourses shape the strategic directions of the policy.

The text of education policy frequently reflects a variety of competing discourses. Such discourses will not only reflect differing values perspectives, but also the differential access to power since those with the power resources to mobilize can more readily shape policy debates.

The discourses are:

Contested and often generate sets of expectations that cannot all be met and problems that cannot all be resolved because resources are limited and some alternatives are mutually exclusive.

Market accountability, public-private partnerships, social justice and citizenship agenda are some examples.

Strategic Direction

Although strategic direction of policy is largely a product of the dominant discourse within the socio-political environment, it is often subject to different interpretations which may produce alternative organizational principles leading to competition in the market place or collaboration.

Topic: 143 - Learning Theory and Educational Policy

Educational policy as well as policy research have been shaped by changing understandings of how humans learn. The direct effects of such changes manifest themselves most obviously in policies and policy research about curriculum and pedagogy.

Trajectories to Understand Learning

- Individual Learning
- Collective Learning

Individual Learning

Learning occurs as a result of reinforcement (Skinner's theory). These views of learning had a strong influence on instructional policy and practice till 1960s with initiatives aimed at scripting lessons and designing instruction to foster very small, error free, increments of learning. The behavioral objectives and criterion referenced testing movements (Glaser, 1963) were also founded on this view of learning and had an enormous impact on curriculum design and assessment throughout the '70s. Competency movement and behavior modification programs continue through today.

Learning involves information processing (Information processing theory). This view of learning influenced policies and research. Research aimed at understanding and enhancing more domain-specific processes in science (White, 2001) and writing (Sperling & Freedman, 2001).

Learning occurs in cultural contexts (Vygotsky's Theory). This view of learning provided foundation for cooperative learning practices in schools lead to development of educational policies supporting such practices.

Cognition is situated (Anderson, Reder & Simon, 1996). This view of learning called for more authentic educational environments, support for out-of-school experiences and problem based instruction. Situated learning affected professional development policies of teachers and school heads.

Organizational or Collective Learning

One school of organizational theory (e.g., Simon, 1996) views collective learning as the sum of all individual learnings. The other school argues that the whole is more than the sum of its parts (Hutchins, 1996). The policy makers appreciated novel ideas of collective learning, but they did not consider them in policy making until early 1990s when Peter Senge's book "The Fifth Discipline" appeared.

Ideas drawn from organizational learning theory supported a growing understanding, in the educational community, that previous reform efforts had failed primarily because they had not taken into account the context in which teachers worked. The growing interest in collective learning is being reflected in the development of research and policy studies that extend beyond schooling to adult education. The movement of lifelong learning is one such example.

Topic: 144 - Literacies and Learning

Literacy is fundamental to human activity and learning, in both formal and informal contexts, at schools and other public institutions, at work, as well as in homes and communities.

Literacy definition

There is no single definition of literacy. In simple words it is “competence or knowledge in a specific area”. Common literacies are: reading & writing; numeracy; media literacy; computer literacy etc.

Literacy in Education

In education, literacy relates curricula to the development of individual abilities, to society, and to the world, not just as preparation for work but also for citizenship and for intergroup, international, and historical understanding.

Policy Issues

- Lack of communication between those who do research on literacy and those who formulate policy in governments and in schools.
- Colliding agendas of research and social action
- Mismatching of conceptions between home (social context) and school
- Mismatch between assessment and social context
- Mismatch between assessment and experienced curriculum.

Topic: 145 - Large Scale Educational Reform

Reforms taking place at district, provincial or national level are called large scale education reforms. Large scale education reforms require legitimate policies.

Why Large Scale Education Reform

To maximize the benefits of reform efforts, large scale reforms have taken place all over the world.

Key considerations

- Detailed study of current situation (students’ achievement, organizational working, teachers’ competencies, resources etc)
- Comparison with other educational systems with similar contexts
- Careful development of policy statements and actions
- Active implementation of the policy
- Continued support and monitoring
- Consistent reflection and improved actions

Role of comparative studies

The direct policy relevance of international studies has not been widely documented. It has been observed that international comparative studies may impact education policy and thus education reform in a country in many ways.

- Comparisons with other countries might identify certain aspects of a system that are problematic due to their being so different from other countries.
- The findings may contribute to the knowledge of how an effective educational system works.
- Comparative studies may also serve for accountability. Many governments have recently shown emphasis on this function.

INTERNATIONAL INITIATIVES ON EDUCATION – 1

Topic: 146 - The World Education Forum

The forum is an activity of global education community led by UNESCO, World Bank and other international organizations. The purpose of this forum is to review global situation of education and set future education directions.

In April 2000, the global education community came together at the World Education Forum in Dakar, Senegal and reaffirmed the vision of the World Declaration on EFA, adopted ten years earlier in Jomtien, Thailand.

Key Declarations

- World Declaration on Education for All (1990)
- Dakar Framework of Action (2000)
- Education 2030 (2015)

World Declaration on Education for All

Also known as Jomtien Declaration, is the first global level commitment to provide quality basic education for all children, youth and adults. The Declaration was outcome of the World Conference on Education for All held in Jomtien, Thailand in 1990.

Articles of EFA Declaration

Article 1: Meeting basic learning needs: Every person — child, youth and adult — shall be able to benefit from educational opportunities designed to meet their basic learning needs.

Article 2: Shaping the Vision : An ‘expanded vision’ is needed to meet the learning needs of all learners. The vision should surpasses present resource levels, institutional structures, curricula, and conventional delivery systems while building on the best in current practices.

Article 3: Universalizing Access and Promoting Equity

Article 4: Focusing on Learning useful knowledge, reasoning ability, skills and human values need to be the focus of education

Article 5: Broadening the means and scope of basic education: Early childhood care, primary universal education, supplementary educational programmes for children with no formal schooling, awareness of social issues and social actions need to be focused in basic education.

Article 6: Enhancing the environment for learning: All learners should get nutrition, health care, physical and emotional support

Article 7: Strengthening partnerships: State has obligation to provide basic education to all but it cannot do it alone. It should build and strengthen partnerships to achieve the purpose.

Article 8: Developing a supportive policy context: The provision of basic education for all depends on political commitment and political will backed by appropriate fiscal measures and reinforced by educational policy reforms.

Article 9: Mobilizing Resources: Existing and new financial and human resources, public, private and voluntary.

Article 10: Strengthening International Solidarity: All nations have valuable knowledge and experiences to share for designing effective educational policies and programmes.

Topic: 147 - Dakar Framework for Action (Goals)

The World Education Forum (26-28 April 2000, Dakar, Senegal) adopted the Dakar Framework for Action, Education for All: Meeting our Collective Commitments. In doing so, its participants reaffirmed the vision of the World Declaration on Education for All adopted ten years earlier (Jomtien, Thailand, 1990)

Background

An assessment of the Education for All (EFA) initiative was conducted in 1999 & 2000. The Assessment produced a detailed analysis of the state of basic education around the world. Each country assessed its progress towards the goals of Jomtien and reported its findings at six regional conferences in 1999 and 2000.

EFA Goals

Goal 1: Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children

Goal 2: Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality

Goal 3: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes

Goal 4: Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults

Goal 5: Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality

Goal 6: Improving every aspect of the quality of education, and ensuring their excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Topic: 148 - Dakar Framework for Action (Strategies)

The framework included twelve strategies to achieve the six goals. The strategies were developed in the light of lessons learnt in 1990s regarding EFA implementation.

Strategy 1: Mobilize strong national and international political commitment for Education for All, develop national action plans and enhance significantly investment in basic education

Strategy 2: Promote EFA policies within a sustainable and well-integrated sector framework clearly linked to poverty elimination and development Strategies

Strategy 3: Ensure the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development

Strategy 4: Develop responsive, participatory and accountable systems of educational governance and management

Strategy 5: Meet the needs of education systems affected by conflict, natural calamities and instability, and conduct educational programmes in ways that promote mutual understanding, peace and tolerance, and that help to prevent violence and conflict

Strategy 6: Implement integrated strategies for gender equality in education that recognize the need for change in attitudes, values and practices

Strategy 7: Implement education programmes and actions to combat the HIV/AIDS pandemic as a matter of urgency

Strategy 8: Create safe, healthy, inclusive and equitably resourced educational environments conducive to excellence in learning, with clearly defined levels of achievement for all

Strategy 9: Enhance the status, morale and professionalism of teachers

Strategy 10: Harness new information and communication technologies to help achieve EFA goals

Strategy 11: Systematically monitor progress towards EFA goals and strategies at the national, regional and international levels

Strategy 12: Build on existing mechanisms to accelerate progress towards Education for All.

Topic: 149 - Incheon Declaration

Incheon Declaration

The World Education Forum adopted the Incheon Declaration "Education 2030: Towards inclusive and equitable quality education and lifelong learning for all" on May 21, 2015. Over 130 Education Ministers and more than 1500 participants were present at the forum.

Background

The declaration builds on the global Education for All (EFA) movement that was initiated in Jomtien, Thailand in 1990 and reiterated in Dakar, Senegal in 2000.

EFA – and the Millennium Development Goals on Education – resulted in significant progress, but many of its targets, including universal access to primary education, remain unfulfilled. 58 million children are out of school and 250 million children are not learning basic skills. The Incheon Declaration must finish the ambitious EFA and MDG agendas.

Implementation Plan

The Incheon Declaration will be implemented through the Education 2030 Framework for Action, a roadmap for governments to be adopted by the end of the year. It will provide guidance on effective legal and policy frameworks for education, based on the principles of accountability, transparency and participatory governance.

Key Themes

1. Right to Education
2. Equity in Education
3. Inclusive Education
4. Quality Education
5. Lifelong Learning

Right to Education

Ensure equitable and inclusive quality education and lifelong learning for all by 2030

Equity in Education

Equitable access and learning, particularly for girls and women, must stand at the heart of the post-2015 agenda to unleash the full potential of all people.

Inclusive Education

An inclusive education not only responds and adapts to each learner's needs, but is relevant to their society and respectful of culture - a two-way dignified process

Quality Education

Quality education provided by trained and supported teachers, is the right of all children, youth and adults, not the privilege of the few

Lifelong Learning

Every person, at every stage of their life should have lifelong learning opportunities to acquire the knowledge and skills they need to fulfill their aspirations and contribute to their societies. Lifelong learning is about meeting the diverse and context-specific learning needs of all age groups, including the acquisition of basic literacy and technical skills through formal education and alternative pathways to learning. The [Belém Framework for Action](#) refers to lifelong learning as “an organizing principle of all forms of education”. The concept of lifelong learning requires a

paradigm shift away from the ideas of teaching and training towards those of learning for personal development.

INTERNATIONAL INITIATIVES ON EDUCATION – 2

Topic: 150 - Global Education First Initiative (GEFI)

Global Education First Initiative

The United Nations Secretary-General launched the five-year Global Education First Initiative (GEFI) in September 2012 to accelerate progress towards the Education for All goals and the education-related MDGs. The aims include:

- Rally together a broad spectrum of actors for the final push to 2015;
- Put quality, relevant and transformative education at the heart of the social, political and development agendas;
- Generate additional and sufficient funding for education through sustained global advocacy efforts.

Priorities

1. Putting every child in school
2. Improving the quality of learning
3. Fostering global citizenship

Partnerships

The GEFI is a partnership comprised of a range of actors and institutions including governments, UN agencies and multilateral organizations, civil society organisations, and the private sector.

Champion Countries

In 2012, the UN Secretary-General invited a group of Member States to serve as ‘Champion Countries’ for GEFI in order to galvanize support and visibility for the Initiative among governments. The Champion Countries seek to catalyze political and financial support for education by leading by example and advocating for GEFI. There are 16 Champion Countries. Some are:

- Australia
- Bangladesh
- Brazil
- Dominican Republic
- China
- Denmark
- Ethiopia
- Mozambique
- South Africa

Key Civil Society Organizations

- The Centre for Universal Education at Brookings Institution, USA
- Dubai Cares
- Educate a Child (a global programme), Qatar
- Plan International
- Education International

Other partners

- UNESCO
- UNICEF
- World Bank

- UNDP
- Global Partnership for Education

Topic: 151 - Millennium Development Goals

In 2000, world leaders came together at UN Headquarters to adopt the UN Millennium Declaration committing their nations to a new global partnership to reduce extreme poverty and set out a series of time-bound targets - with a deadline of 2015. They are known as the Millennium Development Goals (MDGs).

The Goals

1. Eradicate extreme poverty and hunger
2. Achieve universal primary education
3. Promote gender equality and empower women
4. Reduce child mortality
5. Improve maternal health
6. Combat HIV/ AIDS, Malaria and other Diseases
7. Ensure Environmental Sustainability
8. Global Partnership for Development

Millennium Project

The Millennium Project was commissioned by the United Nations Secretary-General in 2002 to develop a concrete action plan for the world to achieve the Millennium Development Goals and to reverse the grinding poverty, hunger and disease affecting billions of people.

MDGs Summit 2010

A global Action Plan was developed to achieve MDGs. The participants (Heads of State, private sector, international organizations, civil society and research organizations, pledged over \$40 billion in resources over the next five years to push progress on Women and Child's health.

MDG Acceleration and Beyond 2015

On 23 September 2013, the UN Secretary-General hosted a forum to catalyze and accelerate further action to achieve the MDGs. The forum focused on concrete examples of scaling up success and identifying further opportunities.

Topic: 152 - Achieving MDGs

How to achieve MDGs?

Improved, universal education is the only tool to achieve eight MDGs. States, districts, schools, civil society, media, teachers, parents need to work collectively at their respective levels to educate children.

MDG 1: Eradicate extreme poverty and hunger

Education is a powerful driver for poverty reduction and sustainable economic development. It empowers people with the knowledge and skills they need to increase production and income, to create and take advantage of employment opportunities and to reduce hunger and malnutrition. An exercise modeling the impact of attainment in fifty countries from 1960- 2000 found that an additional year of schooling can increase a person's earnings by 10% and average annual GDP by 0.37% (Hanushek et al., 2008).

MDG 4: Reduce Child Mortality

- The education of today's children and young people can ultimately determine the habits of tomorrow's parents.

- Children of parents with at least a basic education are more likely to survive after the age of five.
- On average, each additional year of a mother's schooling reduces the probability of the infant mortality rate by 5% to 10% (Schultz 1993). Having a mother with a primary education reduced child death rates by almost half in the Philippines and by around one third in Bolivia (UNESCO, 2009). In Syria in 2008, 77% of mothers whose child died before the age of 5 had not completed a primary education (UNDP, 2010).
- While a mother's primary education has a positive effect on child survival, in most countries the effects are much stronger at the secondary school level (UNESCO, 2009).
- In Ethiopia, child survival rates are more than twice as high for mothers with a secondary education than for those with only a primary education.

Demographic and health surveys suggest that in Indonesia, child vaccination rates are 18.7% for children whose mothers have no education, and are 67.6% for children whose mothers have completed at least a secondary education.

MDG 5: Improve Maternal Health

Links between maternal health and education are very strong. Most of the deaths and injuries are linked to a lack of care during pregnancy while women who are malnourished are particularly at higher risk.

Topic: 153 - Education for Sustainable Development (ESD)

Education that aims at sustainable economic and social development and care for environment is termed as ESD. The term is still evolving and is used very differently.

History

Education for sustainable development as an educational tradition was developed in early 1990. The United Nation Conference on Environment and Development (UNCED) held in Rio de Janeiro in 1992 lead to the concept of ESD.

In 2002, a follow up conference was organized in Johannesburg to stimulate the member states to make efforts to revitalize the agenda of sustainable development and to meet the challenges which emerged since the UN conference in Rio.

Despite the high expectations, no new big agreements were made in Johannesburg conference. However, an implementation plan was developed and foundation for a UN Decade for Education for Sustainable Development was laid.

DESD

United Nations declared 2005-2014 as UN Decade of Education for Sustainable Development. UNESCO has been working with the member states to promote ESD.

Vision of DESD

The vision is 'a world where everybody has the opportunity to benefit from education and learn the values, behavior and lifestyles required for a sustainable future and for positive societal transformation' (UNESCO, 2005).

ESD & Societal Change

Over the past few years, a general accreditation about education for SD as an important tool for achieving change has been developed. It has been proposed that in order to satisfy the need for education as change agent, the existing educational provision must be modified.

INTERNATIONAL INITIATIVES ON EDUCATION – 3

Topic: 154 - Content of ESD

Content of ESD

Though need of Education for Sustainable Development (ESD) has been stressed in literature, what constitutes ESD is not very explicit. ESD includes “values education, civic and citizenship education, health education, education for HIV and AIDS prevention, human rights education, ICT, gender equality, and environmental education”. (Tedesco, Opertti, & Amadio 2011, p.11)

Environmental Education

Tedesco, Opertti, & Amadio (2011, p.11) noted that among the sub themes, environmental education is the most frequently mentioned theme in curriculum documents (in more than 50 countries).

Context

“Over the course of the DESD, in many countries and regions, different sustainability issues and educational priorities have been emphasized, leading to a rich variety of ESD conceptions and practices”.

Topic: 155 - ESD Learning and Processes

UNESCO (2011) views ESD beyond content. ESD includes ESD processes and a set of skills and dispositions labeled as ESD learning.

ESD Learning

ESD learning includes:

- learning to ask critical questions;
- learning to clarify one’s own values;
- learning to envision more positive and sustainable futures;
- learning to think systemically;
- learning to respond through applied learning; and,
- learning to explore the dialectic between tradition and innovation (UNESCO, 2011, p. 8)

ESD Processes

- Processes of collaboration and dialogue
- Processes which engage the ‘whole system’
- Processes which innovate curriculum as well as teaching and learning experiences;
- Processes of active and participatory learning

Topic: 156 - Context of Today’s world & Need of ESD

Need of ESD in the Context of Today’s World

Today’s world has a wider range of environment, economic and social challenges. We have a collective responsibility to make our world a better place for ourselves and for future generations.

Today’s Challenges

- Billions of people continue to live in poverty and are denied a life of dignity
- There are rising inequalities within and among countries
- There are enormous disparities of opportunity, wealth and power.
- Gender inequality in many parts of the world

- Unemployment
- Global health threats
- Intense natural disasters
- Forced displacement of people
- Terrorism
- War

Disparities in GDP per capita of across Countries	
Qatar:	US\$ 143,532
USA:	US\$ 56,421
UAE:	US\$ 63,180
Iran:	US\$ 13,008 (2011)
China:	US\$ 10,518 (2012)
India:	US\$ 5,600
Pakistan:	US\$ 4,400
Afghanistan:	US\$1,072 (2007); 1,900 (2014)
Zimbabwe:	US\$ 589.46
Liberia:	US\$ 760
Somalia:	US\$ 600
Republic of Congo:	US\$ 348

Congo's War

The Second Congo War beginning in 1998 has devastated the country. The war that involves at least 7 foreign armies is the deadliest conflict in the world since World War II. By 2008 the Second Congo War and its aftermath had killed 5.4 million people.

Environmental Challenges

- Natural resource depletion
- Land degradation
- Freshwater scarcity
- Climate changes
- Sea level rise
- Ocean acidification
- Increased ecological footprint

Ecological Footprint

Footprint is the impact each of us makes on the planet by our everyday actions. Every time we eat, switch on a light, drink juice, wash or iron clothes, go on holiday or buy clothes, shoes, bag etc, we add to our footprint.

For more than 40 years, humanity's demand on nature has exceeded what our planet can fill. We would need the regenerative capacity of **1.5 Earths** to provide the ecological services we currently use. "Overshoot" is possible because we cut trees faster than they mature, harvest more fish than oceans replenish, or emit more carbon into the atmosphere than forests and oceans can absorb.

From 1961-2010, global human population has increased from 3.1 billion to nearly 7 billion, reducing the available bio-capacity per capita from 3.2 to 1.7 global hectare (gha). With world population projected to reach 9.6 billion by 2050 and almost 11 billion by 2100, the amount of bio-capacity will shrink further.

Topic: 157 - The Post 2015 Development Agenda**Post 2015 Agenda**

This Agenda is a plan of action for people, planet and prosperity. It also seeks to strengthen universal peace in larger freedom. Seventeen sustainable development goals and 169 targets will stimulate action over the next fifteen years in areas of critical importance for humanity and the planet.

Key Features

- Goals and targets balance 3 dimensions of development i.e. economic, social and environmental.
- The goals and targets seek to:
 - build on the MDGs and complete what these did not achieve.
 - realize the human rights of all and to achieve gender equality and the empowerment of all women and girls.

Target Areas

- People
- Planet
- Prosperity
- Peace
- Partnership

People**The agenda states that:**

We are determined to end poverty and hunger, in all their forms and dimensions, and to ensure that all human beings can fulfill their potential in dignity and equality and in a healthy environment.

Planet

The agenda states that:

We are determined to protect the planet from degradation, including through sustainable consumption and production, sustainably managing its natural resources and taking urgent action on climate change, so that it can support the needs of the present and future generations.

Prosperity

The agenda states that:

We are determined to ensure that all human beings can enjoy prosperous and fulfilling lives and that economic, social and technological progress occurs in harmony with nature.

Peace

The agenda states that:

We are determined to foster peaceful, just and inclusive societies which are free from fear and violence. There can be no sustainable development without peace and no peace without sustainable development.

Partnership

The agenda states that:

We are determined to mobilize the means required to implement this Agenda through a revitalized Global Partnership for Sustainable Development, based on a spirit of strengthened global solidarity, focused in particular on the needs of the poorest and most vulnerable and with the participation of all countries, all stakeholders and all people.

INTERNATIONAL COMPARISONS OF EDUCATION

Topic: 158 - Comparing Education Systems Worldwide

Comparing education has become very popular under globalization as it helps in formulating better education policies. However, it is extremely difficult to compare. The indicators used for comparisons are always questioned.

What to Compare

- Spending on education
- Teachers qualifications
- Teacher student ratios
- Students' time in school
- Teaching Time in a year
- Students' performance on international tests etc.

Spending on Education

In 2012, Governments around the world spent \$3.5 trillion on education.

- The US spent almost \$1 trillion on education;
- China spent \$330 billion
- Japan spent \$225 billion
- 3.5% of global education spending was in South Asia and Sub-Saharan Africa, which is home to 45% of the world's children.

Table: Student teacher ratios

Country	Ratio	Year
Austria	11:1	2013
Bangladesh	43:1	2011
Bhutan	24:1	2012
Brazil	21:1	2013
Congo	44:1	2012
Cuba	9:1	2013
Finland	14:1; 13:1	2012, 2013
Germany	12:1	2013
India	35:1	2011
Hong Kong	14:1	2013
Iran	26:1	2013
Pakistan	40:1; 43:1	2010; 2013
China	17:1	2013

Table: Teachers Working Hours per week in different countries

Country	Total hours	Teaching hours	Planning (may be out of school)	Professional dialogue with colleagues	Extracurricular
Finland	31.6	20.6	4.8	1.9	0.6
England	45.9	19.6	7.8	3.3	2.2

Singapore	47.6	17.1	8.4	3.6	3.4
Japan	53.9	17.7	8.7	3.9	7.7
Korea	37	18.8	7.7	3.2	2.7
Malaysia	45.1	17.1	6.4	4.1	4.9
Pakistan	39	24-26	3	1	1

Statistics for Pakistan (in the above table) have not been taken from an authentic resource. The tutor herself interviewed 33 teachers and has included that data.

Comparing education across countries is important as it helps in formulating better education policies. However, It is difficult to compare education. Some of the comparison indicators are: Teacher student ratios; teachers and students' time in school; students' performance etc.

Topic: 159 - International Comparison of Students' Performance

Who Compares students' performance

- Progress in International Reading Literacy Study (PIRLS)
- Trends in International Mathematics and Science Study (TIMSS)
- Programme for International Student Assessment (PISA)

The Progress in International Reading Literacy Study (PIRLS)

PIRLS is an international comparative study of the reading achievement, reading behaviors and attitudes of 4th-grade students in the US and students in the equivalent of 4th grade in other participating countries. The first administration of PIRLS was in 2001, and included 36 education systems. It was followed five years later by the second administration in 2006 to students in 45 education systems. The third administration of PIRLS was in 2011, with 53 education systems. PIRLS is coordinated by the International Association for the Evaluation of Educational Achievement (IEA).

Trends in International Mathematics and Science Study (TIMSS)

TIMSS provides reliable and timely data on the mathematics and science achievement of U.S. students compared to that of students in other countries. TIMSS data have been collected from students at grade 4 and 8 since 1995 every 4 years. In 2011, more than 60 education systems (countries and subnational entities) participated in TIMSS at grade 4 and 8. Almost 500,000 students appeared in the test.

Programme for International Student Assessment (PISA)

PISA is a Triennial international survey which aims to evaluate education systems worldwide by testing the skills and knowledge of 15-year-old students. Around 510,000 students in 65 economies took part in the PISA 2012 assessment of reading, mathematics and science representing about 28 million 15-year-olds globally. More than 70 economies have signed up to take part in the assessment in 2015 which will focus on science.

What Makes PISA Different

PISA is different because it develops tests which are not directly linked to the school curriculum. The tests are designed to assess to what extent students at the end of compulsory education, can apply their knowledge to real-life situations and be equipped for full participation in society.

Topic: 160 - Countries Performance in PISA 2012

Top Ten Countries in Mathematics

1. Shanghai-China
2. Singapore

3. Hong Kong-China,
4. Chinese Taipei
5. Korea
6. Macao-China
7. Japan
8. Liechtenstein
9. Switzerland
10. Netherlands

Top Performers among students

Students able to perform at level 5 or 6 (ability to develop and work with models for complex situations, and work strategically) are labeled as Top Performers.

- On average across OECD countries, 13% of students are top performers in mathematics.
- Shanghai-China has the largest proportion of students performing at Level 5 or 6 (55%)
- 40% students of Singapore can perform at level 5 or 6.
- 34% students of Hong Kong can perform at level 5 or 6.

Policy implementation

Proficiency in mathematics is a strong predictor of positive outcomes for young adults, influencing their ability to participate in post-secondary education and their expected future earnings.

- The OECD's Survey of Adult Skills finds that foundation skills in mathematics have a major impact on individuals' life chances.
- The survey shows that poor mathematics skills severely limit people's access to better-paying and more-rewarding jobs.
- The survey shows that people with strong skills in mathematics are more likely to volunteer in political processes, and are even more likely to trust others.

Improvements from 2003 to 2012

Of the 39 countries and economies that participated in both PISA 2003 and 2012, Mexico, Turkey and Germany improved in their mathematics performance during the period.

Top Five Countries in Reading in PISA 2012

1. Shanghai-China
2. Hong Kong-China
3. Singapore
4. Japan
5. Korea

Top Performers in Reading

- Students able to perform at level 5 or 6 (ability to handle texts that are unfamiliar in either form or content and can conduct fine-grained analyses of texts) are the Top Performers.
- 8% of students are top performers in reading. Shanghai-China has the largest proportion of top performers – 25%
- More than 15% of students in Hong Kong-China, Japan and Singapore are top performers

Top Five Countries in Science in PISA 2012

1. Shanghai-China

2. Hong Kong-China
3. Singapore
4. Japan
5. Korea

Top Performers in Reading

- Students able to perform at level 5 or 6 (ability to handle texts that are unfamiliar in either form or content and can conduct fine-grained analyses of texts) are the Top Performers.
- 8% of students are top performers in reading. Shanghai-China has the largest proportion of top performers – 25%
- More than 15% of students in Hong Kong-China, Japan and Singapore are top performers

Top Five Countries in Science in PISA 2012

1. Shanghai-China
2. Hong Kong-China
3. Singapore
4. Japan
5. Finland

Top Performers in Science

Among OECD countries, 8% of students are top performers in science (Level 5 or 6). These students can identify, explain and apply scientific knowledge and knowledge about science in a variety of complex life situations.

Top Performers in Problem Solving

Students in Singapore and Korea, followed by students in Japan, **score higher in problem solving** than students in all other participating countries.

Topic: 161 - Key Findings of PISA

Factors affecting students' performance

- Pre-primary education
- Students' Socio-economic status
- Allocation of Resources
- School's autonomy
- Teacher-student relationship

Influences on Students' Performance

1. Across OECD countries, students who reported that they had attended pre-primary school for more than one year score 53 points higher in mathematics than students who had not attended pre-primary education.
2. Across OECD countries, a more socio-economically advantaged student scores 39 points higher in mathematics – the equivalent of nearly one year of schooling – than a less-advantaged student.
3. The impact of socio-economic status on problem-solving performance is weaker than it is on performance in mathematics, reading or science.
4. Schools with more autonomy over curricula and assessments tend to perform better than schools with less autonomy when they are part of school systems with more

accountability arrangements and/or greater teacher-principal collaboration in school management.

5. Quality of teachers directly affect students' performance.

Policy Implications

- Pre-Primary Education may be made mandatory to improve students' performance in mathematics.
- The countries should minimize socio-economic differences through economic policies and education as socio-economic differences impact students' mathematics performance.
- There should be more justified allocation of resources.

It is important to attract the most talented teachers into the most challenging classrooms, and to ensure that children from all socio-economic backgrounds benefit from such a disciplinary climate.

Policies that improved Teachers Quality

Countries that have improved their performance in PISA, like Brazil, Colombia, Estonia, Israel, Japan and Poland have established policies to improve the quality of their teaching staff by either:

- introducing teaching license
- providing incentives for high-achieving students to enter the profession,
- increasing salaries to make the profession more attractive and to retain more teachers,
- by offering incentives for teachers to engage in in-service teacher-training programmes.

HISTORY OF EDUCATION POLICIES IN PAKISTAN – 1

Topic: 162 - History of Education Policies in Pakistan

Besides each five year plan, there have been parallel education policies particularly focusing on educational improvement. These policies have mainly been prepared by the Ministry of Education (MoE).

List of National Education Policies

- National Conference: 1947 (Not a Policy)
- Report of the Commission on National Education: 1959
- The New Education Policy: 1970
- Education Policy 1972-1980
- National Education Policy and Implementation Programme: 1979
- National Education Policy: 1992
- National Education Policy: 1998-2010
- National Education Policy 2009

List of Plans

- First Five Year Plan: 1955-1960
- Second Five Year Plan: 1960-65
- Third Five Year Plan: 1965-70
- Fifth Five Year Plan: 1978-83
- Sixth Five Year Plan: 1983-88
- National Literacy Plan: 1984-86
- Nationwide Literacy Programme: 1986-90
- Seventh Five Year Plan: 1988-93
- Eight Five Year Plan: 1993-98
- Education Sector Reforms: Action Plan 2001-2004
- The National Plan of Action on Education for All, 2001-2015

Five Years Plans

In Pakistan the task of planning in all spheres of development including education is mostly carried out by the Planning Commission (PC), which has been responsible for developing five-year development plans since its inception in the 1950s.

Key Elements of all Education Policies

- Attainment of overall literacy including adult literacy
- Universal primary education for school age children
- Improvement in school completion rates and reduction in dropouts
- Improving quality, equity and access of education

Outcomes of Policies and Plans

- Most of the policies and plans so far have failed to **fully** achieve their desired objectives.
- The target of the first five year plan (1955) to achieve universal primary education by 1967 is one that still looks unattainable in the near future.

Topic: 163 - National Education Conference 1947

After Independence, first meeting on education was held at Karachi from November 27 to December 1, 1947. The meeting is called National Education Conference 1947.

Agenda of the Conference

- Setting up infrastructure (Advisory Board of Education, Inter University Board, Council of Technical Education)
- Identifying mechanism to addressing high illiteracy (85%) in the country
- Ideological basis of independent Pakistan
- Language of instruction

Quaid-e-Azam's Vision of Education

“...there is no doubt that the future of our State will and must greatly depend upon **the type of education** we give to our children, and the way in which we bring them up as **future citizens of Pakistan** ... we should not forget that we have to compete with the world which is moving very fast” (Quid-e-Azam).

Recommendations of Primary Education Committee

- The Conference formed committees for primary, secondary and adult education.
- The Primary and Secondary Education Committee considered it essential that “a national system of education should be based on the strong foundations of free and compulsory primary education.”
- The committee proposed separate pre-primary and primary education stages for children of ages 3 to 6 and 6 to 11, respectively. It also took account of the problems of medium of instruction, teacher
- training, physical education, etc

Suggestions of Adult Education Committee

- The Committee on Adult Education pointed out that 140 years would be required to liquidate the problem of 85% illiteracy.
- The committee suggested setting up of a permanent system of adult education to solve the problem in a period of 25 years.
- The report recommended stage-based programme of adult education. The first 5 years were to be devoted to planning, recruitment of teachers and training. In the sixth year, about 500,000 persons were to be made literate with an annual increase of 300,000 thereafter.
- Proposal of imposing a tax on those employers who do not make adequate provision for the education of their employees was also presented for consideration.

Language for Instruction

“English must for some considerable time to come retain its pride of place both in the sphere of our university education and as a means of international communication” (Quaid's saying reported in GOP 1947: 11). The committees decided that English be retained as a compulsory language at school. The report did not make any explicit decision about the instructional language of non-governmental schools (convents, public schools etc.)

Topic: 164 - National Commission on Education 1959

Also known as Sharif Commission, was established on Dec. 30, 1958 and inaugurated on January 1959 by the president. The commission was tasked to suggest measures for making the best possible uses of its available human and national wealth.

Significance Prior to 1959, various recommendations on education had been put forward in conferences, meetings and consultations, but a comprehensive national education policy was not formulated. Sharif Commission's Report is first education policy of Pakistan.

Contributors

UNESCO, educators, representatives of industry and commerce, officers of the civil and defense services and leading personalities of public life, contributed to the commission report.

Major Recommendations

The Sharif Commission Report was comprehensive in its study and recommendations. It emphasized universal primary schooling, eradicating illiteracy and promoting the national language, among others.

Major Recommendations of the Commission

- Residential secondary schools may be encouraged
- Secondary school curriculum should include a core of compulsory subjects along with optional technical and vocational subjects
- The conducting of Intermediate courses should be vested upon the Boards of Secondary Education instead of the universities
- The degree courses should be of three years duration
- Comprehensive' scholarship programmes for the gifted students should stretch from beyond the primary stage to the top
- Provision should be made for adequate facilities for female education.
- The government and the community should equally share the cost of primary education, three-fifths of the cost of secondary education should come from fees. In higher education, the community should bear a larger portion of the cost than before.
- Administrative set up to be changed including decentralization of the management of primary education, revamping of the examination system, and a new management structure for technical education.

Recommendations on Religious Studies

The report proposed that religious studies should be taught at three levels:

1. Compulsory, for Muslims from class 1-8
2. Optional, from class 8-12
3. Optional at University level and research be encouraged to deal with challenges & issues of modern times.

Why was report rejected

The report was rejected primarily by the students because of:

- The denial of political rights of the students
- Strict conditions of enrolment in higher education
- Three years degree course
- Heavy load of English course in higher secondary level
- Enhancement of tuition fees at schools and colleges

Movement against the Report

The student community forged a movement against the implementation of the Sharif Commission Report. When the movement got momentum in 1964 the government was compelled to declare an instant end to the implementation of the report of the Commission.

Topic: 165 - Education Policy 1972-1980

The 1972-1980 Education Policy was drafted in a clear, straightforward tone and refrained from philosophical pronouncements. The policy included some new initiatives.

Primary/Secondary Education

- Free and universal education up to Class X for both girls & boys to be accomplished in two phases:
 - ✓ In the first phase October 1972 all public & private schools to provide free education up to class VIII.
 - ✓ Second phase starting 1974, free education extended up to Class X.
- By 1979 Pakistan would have universal primary education for boys & by 1984 for girls (class V).
- For curriculum revision, Committee of chairman of Boards was created.
- Physical training was encouraged at Primary & secondary levels.

Higher Education

- Called for the establishment of UGC
- Proposed greater interaction between inter university Board and UGC
- Proposed the establishment of an Open University that would provide education through distance learning and non-formal method
- Encouraged research, scholarship and talent
- Promised to institute National Professorships
- Promised interest free loans to talented students

Religious Education

- Declared Islamic studies compulsory up to grade 10.
- New educational radio channels were proposed to give more time to recitation of Holy Quran.

Curricula & Textbooks

- To bring all curricula inline with 'Basic Ideology' (not defined) of Pakistan
- Promised free reading material & textbooks at elementary level
- Proposed curricula revision and strengthening of the National Curriculum Bureaus & Curriculum centers in the provinces

Privatization

Privatization was discouraged and the policy nationalized the entire private education, except the religious educational institutions.

Literacy & Non-formal Education

- Promised eradication of illiteracy in the shortest possible time
- Proposed the establishment of National Literacy Corps to train adults in Literacy Centers nationwide.

Special Education

- For the first time, policy drew attention on the handicapped children and announced formation of handicapped children's committee.
- Promised to make special arrangements for the handicapped children in schools.

Teachers Training & Service Conditions

- Promised to improve service conditions, training & salary structure for the teachers.
- Announced government pay scales for teachers
- Fresh college / university teachers were given grade 17 i.e. gazetted grade

HISTORY OF EDUCATION POLICIES IN PAKISTAN – 2

Topic: 166 - Education Policy 1979

The 1979 Education Policy was presented one year after the launching of the Fifth Five Year Plan. The policy called for Islamization of all education and also emphasized that Pakistan to be seen in the context of Islamic Ummah.

Primary/Secondary Education

- Proposed to replace the existing four-tier system, namely, primary, secondary, college, university to three tiers, namely, elementary, secondary & university
- Introduced Mathematics as a compulsory subject for all students from class IX to XII.
- National Institute of Psychology was established to help devise program modules for secondary school and for aptitude tests & personality problems.
- Called for using village mosques between Fajir & Zuhar as primary schools.

Higher Education

The policy recognized that research was not given adequate attention in the universities, therefore proposed the creation of National Institute of Educational Research that would promote coordination & collaboration.

Language & Religious Education

- Urdu was propounded as an instrument of ideology and national cohesion
- Called for strengthening Urdu as national language.
- Proposed that Islamic studies and religious studies to be treated as core of education
- The social status of Imam was improved
- Announced the formation of 5,000 mosque schools
- The graduates of the Madrassah given foreign scholarship

Curricula & Textbooks

- Proposed setting up of curriculum committees at appropriate levels for up gradation of curricula
- Asked for establishing a permanent Curriculum Bureau in each province to 'devising curriculum & coordinating with provincial textbook boards & teachers training institutions

Privatization

- Reversed 1972 policy and viewed privatization of education as a viable policy prescription for changing the direction of education in Pakistan.
- Private sector was allowed to open up educational institutions

Non-formal Education

- Declared that adult/youth education be conducted after Zohar, Asar and EYESHA prayers
- Proposed that the MoE will sponsor 10,000 adult literacy centers
- Announced the establishment of a National Council on Adult Education in the AIOU

Special Education

- Announced devising of special curricula arrangements in the schools for children with special needs.
- Announced the opening up of teachers training institute for the Deaf & Dumb in Sindh and the other for the Blind in Punjab.

Teachers Training & Management

- Proposed to upgrade all existing elementary training institutions to Colleges of Elementary Teachers
- Promised the launching of massive ideological reorientation training programme
- Proposed the establishment of Academy of Educational Management and Planning for in service training.

Topic: 167 - National Education Policy 1992

The Policy document contained a 17-point conceptual framework and a 15-point statement of objectives. As its primary objective, the Policy stated “Basic education for all shall be pursued not merely as a sectoral target, but as an integral part of human development plan.

Literacy Rate

The policy pointed out that national drop out rate at primary level stood around 50%. The policy promised eradication of illiteracy by 2002.

Higher Education

- Encouraged the formation of Research & Development centers; centers of excellence and called for endowments for research at the universities.
- Proposed that National Council of Social Sciences be established to promote research in social sciences
- Introduced National Testing Service for regulating access to higher education

Curricula & Textbooks

- Declared that textbook, curricula reforms initiated in the 1970’s have outlived their utility
- Called for moral education based on Islamic values.
- Launched a frontal attack on textbook boards regarding quality of the books
- Allowed development of textbooks under private sector, breaking the monopoly of textbook boards
- Allowed private publishers to publish textbooks.

Privatization

- To attract the private sector, the policy promised interest free loans, plots for constructing educational institutions and income tax rebate.
- Accredited international universities were to be encouraged to set up campuses in Pakistan or collaborate with private schools & universities.

Literacy & Non-formal Education

- Promised legislation for the promotion of adult education
- Directorates of Adult Education with federal & provincial ministries would provide training at the division & district levels
- Promised financial support from private sector & NGO’s

Technical & Vocational Education

- Called for the setting up of National Technical & Vocational Education Council.
- Promised to increase the number of Directorate of Technical Education

Teachers Training & Service Conditions

- Proposed that teachers training curricula would have an enhanced Islamic Education component
- The teachers were advised to teach Islamic concepts & worldview to students

Management

- Called for strengthening the Academy of Educational Planning and Management
- Promised increasing financial autonomy & authority of DEOs to address problems of school teachers
- Proposed the establishment of National Education Management Information System.

Topic: 168 - National Education Policy 1998-2010

The Policy recalled provisions of the Universal Declaration of Human Rights (1948) and set a target that “by the year 2002-03, 90 percent of the children in the primary age group (5-9) will be in schools and by the year 2010, the gross enrolment will rise to 105 per cent.

Primary/Secondary Education

- The Policy proposed to construct 190,000 new formal primary schools, 250,000 non-formal basic education centres, and 57,000 mosque schools, upgrade 60,000 primary schools, begin double shifts in 20,000 existing primary schools, and recruit 527,000 additional teachers
- To prevent drop out and increase primary school enrollment the policy proposed the announcement of Compulsory Primary Education Act by 2004- 05.

Higher Education

- Called for reform in curricula and bringing university education system to international standards
- Proposed Islamic law courses at International Islamic university and Bahwalpur Islamia university
- Proposed establishment of health & science universities in the private sector
- Proposed instituting a federal law to ensure research quality in the universities and other institutes.
- Proposed centers of advance research in the universities.

Religious Education

- Islamiyat was made compulsory from Grade 1 to BA/BSc and in professional colleges
- Holy Quran to be taught along with translation from class VI to class XII
- Proposed the creation two posts of Qari all teachers training institutions of the country.

Curricula & Textbooks

- Called for removing all materials from the textbooks that were that are repugnant to the ‘teachings of Islam’ and ‘Ideology of Pakistan’
- Recommended that federal curriculum bureaus and provincial textbook boards should continue to review and approve textbooks
- Promised the incorporation of issues like population, environment, Aids in the curriculum at various levels Instead of single textbook it proposed multiple textbooks

Privatization

- Expanded provisions of denationalization
- The policy postulated that government alone could not take the responsibility of educating the nation and encouraged private sector to play a positive role while the government would provide conducive regulatory framework

Literacy & Non-formal Education

- Promised a massive Non-formal Basic education program that would raise the literacy level to 70% by the year 2010

- Promised to launch two programs; Quranic Literacy Program and National literacy Movement

Vocational Education

- Proposed the strengthening & expansion of 194 existing vocational institutes with the provincial departments
- Called for revision, up gradation of technical and vocation curricula to improve the skills of Pakistani Youth

Teachers Training & Service Conditions

- Proposed establishment of a Education Public Service Commission for the recruitment of teachers
- Promised revision of curriculum of all M. A Education and B. A Education
- Proposed the establishment of a new National Institute of Teachers Education (NITE), which would train and improve the skills of over 300 teachers annually
- Called for the setting up of Teachers Foundation to cater for the needs of teachers.

Topic: 169 - Education Sector Reforms

ESR were launched in 2002. The reforms were planned to meet challenges confronted at all sub-sectors of education. The action plan was revised in 2004 to reflect a national education agenda within the devolution framework.

Policy Framework

- ESR was in line with the constitutional provision guaranteeing the fundamental right to education.
- All basic education targets for primary schooling, adult literacy and gender equality were within the framework of Dakar Declaration and the MDGs.
- The document of ESR stated that “Government is committed to ensure improved access to physical assets, education, vocational skills, training and other education services that enhance the human capital of the poor and enable them to generate income through asset utilization and gainful employment.

School Access

- ESR emphasized the education provision for all school age children and it proposes to achieve 76% net primary enrolment by 2005
- ESR program targeted improvement in gross enrolment at middle level from 38% to 80% by 2015

School Improvement Programme

A major focus of Education Sector Reforms was to make primary schools more functional by providing missing facilities such as, electricity, drinking water, boundary walls and other basic amenities so that the children do not drop out on account of dysfunctional environment which is not conducive to learning. ESR also made provisions for girls education

Decentralization

As per the Devolution Plan 2001, responsibility of the delivery and the management of education was shifted to the district. Decentralization gave increased autonomy over the provision of education at the district level.

Strategies for Quality Education

- (a) Benchmarking competencies;
- (b) Continuous improvement of curricula;
- (c) Professional development of teachers, planners, managers and staff at all levels;
- (d) Establishment of National Educational Assessment System (NEAS);
- (e) Strengthening and upgradation of Teacher Training institutions;
- (f) Setting Academic Audit through linkage of grants/ incentives with quality;
- (g) Increase of non-salary budget for provision of conducive educational environment and learning materials;
- (h) District based educational planning and implementation under the Devolution Plan
- (i) Developing a National Strategy for Information Communication Technologies (ICTs) and its concurrent implementation at the macro and micro levels through innovative initiatives, mobilizing public, private sectors and international corporate and development partners.

Higher Education: Targets

- Increasing access to higher education from 2.6% to 5%
- Shift from Humanities to Science & Technology from current 70:30 ratio to 50:50
- Introducing IT Education in all public universities

NATIONAL EDUCATIONAL POLICY 2009 – 1

Topic: 170 - National Education Policy 2009 (Introduction)

Review of the education policy 1998-2010 started in 2005, well before time because of challenges of globalization and country's new international commitments of EFA and MDGs. The current policy took final shape in 2009.

ESR and Education Policy 2009

- The purpose of the Policy was to chart out a national strategy for improvement in education.
- Many of the policy actions outlined had already been initiated through reforms: most notably in the domains of curriculum development, textbook/ learning materials policy, provision of missing facilities.
- A number of initiatives were already being implemented by the provincial and district governments.
- The Policy took account of the ongoing reforms and integrated them into its recommendations.

Global Competiveness

The policy included comparison of Global Competitive Index (GCI) of Pakistan with China, India, Malaysia, Sri Lanka and Bangladesh and highlighted that Pakistan falls behind with GCI of 108 from all other countries in the indicators of education and health. Sri Lanka is ahead of others with GCI 36.

Social Cohesion

The policy showed commitment to reduce social exclusion and ensure social cohesion, however, no mechanism had been mentioned to achieve social cohesion

Standards for Education

The policy maintains that standards have been missing in Pakistani education. As a result, impact of interventions have never been truly measured. The policy highlights that the National Education Management Information System (NEMIS) had begun the process of computing indicators.

Policy for Students

The policy maintains that the objectives of the education policy would serve the interests of learners rather than of those who develop policy or implement programmes.

Topic: 171 - National Education Policy 2009 (Filling the Commitment Gap)

The policy has identified the commitment gap at the national level and suggested ways to fill the commitment gap. Some of them are: Reaffirmation of educational vision; more realistic aims & objectives; and mobilizing resources

Reaffirmation of Educational Vision

The policy states that: The reaffirmation of educational vision requires a change of mindset that would permit development of goals, policies and programmes in support of the vision. MoE has adopted the following vision:

“Our education system must 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 nationhood,

the concepts of tolerance, social justice, democracy, their regional and local culture and history based on the basic ideology enunciated in the Constitution of the Islamic Republic of Pakistan.”

Key Aims & Objectives

There are 20 key aims and objectives. Few have been included here with original numbers from the policy.

2. To play a fundamental role in the preservation of the ideals, which led to the creation of Pakistan and strengthen the concept of the basic ideology within the Islamic ethos enshrined in the 1973 Constitution of Islamic Republic of Pakistan
3. To create a sense of unity and nationhood and promote the desire to create a welfare State for the people of Pakistan
7. To develop a self-reliant individual, capable of analytical and original thinking, a responsible member of society and a global citizen
12. To develop a whole of sector view through development of a policy and planning process that captures the linkages across various sub sectors of the education system
13. To enable Pakistan to fulfill its commitments to achieve Dakar Framework of Action, Education For All goals and Millennium Development Goals relating to education
16. To eradicate illiteracy within the shortest possible time through universalizing of quality elementary education coupled with institutionalized adult literacy programmes
20. To organize a national process for educational development that will reduce disparities across provinces and areas and support coordination and sharing of experiences

Key Policy Actions

- Inclusive and child-friendly education will be promoted to achieve EFA and MDGs
- Provincial and district governments shall establish monitoring and inspection systems
- National Standards for educational inputs, processes and outputs shall be determined

Mobilizing Resources: Policy Actions

- The Government shall commit to allocating 7% of GDP to education by 2015
- The Government shall explore ways to increase the contribution of the private sector
- A system of checks and balances for the private sector shall be formed to oversee the issues of fees, school standards, salaries of teachers and hygiene etc.
- A system for donor harmonization and improved coordination between development partners and government agencies shall be developed
- Government and educational institutions shall strengthen planning and implementation capacity to improve utilization of resources.

Topic: 172 - National Education Policy (Filling the Implementation Gap)

The policy has identified some key governance issues regarding poor performance of the education sector. The policy says that such problems need to be addressed.

Key Governance Issues

- Absence of a whole-of-sector view
- Unclear roles in fragmented governance
- Parallel systems of education (public-private divide)
- Weak planning and management
- Lack of stakeholder participation

Developing a Whole Sector View

The policy has highlighted education sector divides in the country. It states that:

At the Federal level, the responsibilities are carved up between the Higher Education Commission (HEC), National Vocational and Technical Education Commission (NAVTEC) and the Ministry of Education. In the Punjab, the Department for Literacy and Non-formal Education is separate from the Provincial Education Department. In Balochistan, Literacy comes under the Social Welfare Department. There is no mechanism for developing a whole-of-sector view provincially as well as the national level.

Situation after 2009

Under the 18th amendment, education was declared a provincial responsibility and in April 2011 the federal MoE was devolved to provinces. It was named as: Ministry of Professional and Technical Training. It was renamed again in June 2013 and current name “Ministry of Federal Education and Professional Training ” was given in June 2014.

Key Policy Actions

- Organizational fragmentation of education at federal and provincial levels shall be assessed for rationalization and where feasible various streams shall be managed by one organization.
- Sector-wide planning shall be co-ordinated by the MoE

Overcoming Fragmented Governance

The policy states that:

The relations between the provincial governments and the local governments are in transition. The main problem arises from an administrative instead of a functional division of powers between the provincial and the Local Governments. Greater clarification will also be needed if decentralization is pursued right to the school level. It is essential that different levels of governments should come together to articulate a clear understanding of inter-tier roles and responsibilities.

Key Policy Actions

- Decentralization shall be pursued at each level of governance to devolve decision making eventually to the school level, which shall become the basic unit for planning, including school based budgeting.
- Decentralization shall focus on delegation of educational functions

Bridging the Public-Private Divide

The policy states that:

- Registered private schools often charge more fees than they are authorized to.
- Private schools are generally not following the regulation of offering free admission and education services to 10% needy but meritorious students.
- The curriculum and qualifications structures do not give a clear idea of their equivalence with public sector qualifications.
- The public sector has failed to capitalize on the potential benefits of synergies from the growth in private sector.

Key Policy Actions

Provincial Governments shall encourage private education at the school level as an option available to those who can afford such education. At the same time, Governments shall take steps to encourage public sector institutions to draw benefit from the resources available in the private sector.

- A common curricular framework in general as well as professional education shall be applied to public and private institutions
- Provincial and Area Governments shall develop accountability regulations for private sector institutions
- Non-profit educational institutions should be provided tax incentives

Building Management & Planning Capacity

The policy states that:

- The strategies in regard to Devolution require considerable strengthening of planning capacity at all levels of programme development and delivery
- An important requirement for planning is the availability of standards for both input requirements and educational outcomes, which is lacking at present
- Good planning and monitoring through standards also requires data and indicators of performance. These have been severely lacking at all levels of educational activity and performance

Key Policy Actions

- A management cadre for education shall be introduced.
- Education sector management will be done by education managers without any intervention from politicians and civil servants
- Education planners and decision makers shall be trained in the use and analysis of educational statistics to make informed decisions
- EMIS would expand and include a Personnel Management Information System (PMIS) as well as Financial Management Information System (FMIS)
- A separate data base for literacy shall be developed

NATIONAL EDUCATIONAL POLICY 2009 – 2

Topic: 173 - Islamic Education in National Education Policy 2009

Chapter 4 of the National Education Policy 2009 has been dedicated to Islamic Education. The policy refers to the constitution of Pakistan which states that “Muslims shall be enabled to order their lives in the individual and collective spheres in accordance with the teachings and requirements of Islam as set out in the Holy Qura’an and the Sunnah.

Key Policy Actions

- The objectives of teaching of Islamiyat shall be to ensure that all Muslim children are provided opportunities to learn and apply the fundamental principles of Islam in their lives with the purpose of reformation and development of society on the principles of the Qura’an and Sunnah.
- Islamiyat shall be taught as a compulsory subject from Grade I to Grade XII (For Grades I and II as an integrated subject and from Grade III onwards as a separate subject), extending up to graduation in all general and professional institutions. Non-Muslim students shall not be required to read lessons/pages on Islam in the textbook of integrated subject for Grades I and II.
- Advanced Islamic Studies shall be offered as an elective subject at Grades IX-X and XI-XII.
- Provision shall be made for teaching of the subject of Ethics/Moral Education in lieu of Islamiyat to non-Muslim children and subject specific teachers, where possible, shall be appointed according to the requirements.
- Individuals desirous of pursuing higher education in Islamic Sciences shall be encouraged and scholarships shall be provided to outstanding students to pursue higher education in Islamic institutes of repute, both at home and abroad.
- Islamic teachings shall be made the part of teacher training curricula and the curricula of other training institutions.
- It shall be ensured that textual and other learning materials do not contain anything repugnant to Islamic injunctions and controversial material against any sect or religious/ethnic minorities.
- The Institutes of Educational Research in Universities in collaboration with Departments of Islamic Studies shall commission research on Islamiyat Curriculum and recommending strategies for making it more relevant to the needs of the ever changing society.

Madrassah Education authority shall be established by the Federal Government with a mandate to:

- Provide an opportunity to all Madaris to excel and enhance their services
- Arrange funds for education and socio-economic welfare of students
- Improve facilities
- Provide support in vocational training

The policy has referred to Objectives Resolution of 1949 and constitution of Pakistan to make Islamic education a key element of the education policy. Policy actions cover a range of aspects to promote Islamic Education

Topic: 174 - Broadening the Base & Achieving Success National (element of Education Policy 2009)

The Education policy 2009 envisions the target of broadening the base as a strategic priority. It states that the superstructure of the knowledge society cannot be erected without a wide and high quality base.

Early Childhood Education

The Education policy states that “Pakistan is committed to the Dakar Framework of Action, the first goal of which is to expand and improve comprehensive ECE for all children, especially for the most vulnerable and disadvantaged. A curriculum for ECE has also been developed.

Key Policy Actions

- Improvements in quality of ECE shall be based on a concept of holistic development of the child that provides a stimulating, interactive environment, including play, rather than a focus on regimes that require rote learning and rigid achievement standards.
- ECE age group shall be recognized as comprising 3 to 5 years. At least one year preprimary education shall be provided by **the State** and universal access to ECE shall be ensured within the next ten years.
- For ECE teachers, a two-year specialized training in dealing with young children shall be a necessary requirement.

Elementary Education

The policy states that the survival rate to Grade 5 is 72%. Of those who complete Grade V, many do not make transition to the secondary level. The Policy focuses attention on two critical problems:

- (i) narrow base of the sector; and (ii) poor quality of provision.

Key Policy Actions

- All children - boys and girls - shall be brought inside school by the year 2015
- Government shall make efforts to provide the necessary financial resources to achieve the EFA goals
- Wherever feasible, primary schools shall be upgraded to middle level
- High priority shall be paid to reducing the dropout rates
- Food based incentives shall be introduced to increase enrolment and improve retention and completion rates, especially for girls
- Government shall establish at least two “Apna Ghar” residential schools in each province to provide free high quality education facilities to poor students

Secondary & Higher Education

The policy states that Pakistan’s national average ratio of secondary to primary school is 1:6 but, in certain parts of the country, it reaches the high figure of 1:13. There is a clear need for expanding the provision.

Key Policy Actions

- Counseling facilities shall be made available to students from the elementary level onwards, in order to constructively utilize their energies, to deal with any displays of aggression or psychological distress
- A system for ranking of primary and secondary educational institutions across the country shall be introduced with rankings based on result outcomes, extra-curricular activities and facilities provided to the students. This will encourage healthy competition amongst schools.

Literacy & Non-formal Learning

Policy has identified four main difficulties with current literacy and non-formal learning programme. They are:

- Programmes are not regulated by some minimum quality standards
- No certification and accreditation
- Poor links between current literacy programmes and employment opportunities
- Literacy programmes are rarely found effective

Key Policy Actions

- Literacy rate shall be increased up to 86% by 2015 through up-scaling of ongoing programmes of adult literacy and non formal basic education
- Government shall develop and enforce minimum quality standards for organizations involved in literacy in the form of literacy certification and accreditation
- A system shall be developed to mainstream the students of non-formal programmes into the regular education system, and a system of equivalence shall be developed to permit such mainstreaming
- Provinces and district governments shall allocate a minimum of 4% of education budget for literacy and non-formal basic education (NFBE)
- Arrangements shall be made to use school buildings (where available) for adult literacy after school hours.

Topic: 175 - Policy on Raising the Quality of Education

Quality of Education

Chapter 6 of the policy is about current issues of education quality and policy actions to raise the quality of education in the country. The policy has identified some key areas to improve overall quality of the system.

Areas for Quality

The policy states that: Improving quality requires action in the areas of teacher quality, curriculum and pedagogy, textbooks, assessment approaches, and in learning environment and facilities.

Teachers Quality

Policy states that: Reform is required in all areas: pre-service training and standardization of qualifications; professional development; teacher remuneration, career progression and status; and governance and management of the teaching workforce.

Key Policy Actions

A Bachelors degree, with a B.Ed., shall be the minimum 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. PTC and CT shall be phased out through encouraging the present set of teachers to improve their qualifications.

Teacher training arrangements, accreditation and certification procedures shall be standardized and institutionalized.

- Teacher education curriculum shall be adjusted to the needs of the school curriculum and scheme of studies.
- Governments shall take steps to ensure that teacher recruitment, professional development, promotions and postings are based on merit alone.
- Provincial and Area Administrations shall develop effective accountability mechanisms

- Governments shall take steps to improve social status and morale of teachers.
- Incentives shall be given to teachers in rural or other hard areas.

Curriculum Reform

The policy acknowledged that: A comprehensive review of school curricula was initiated in 2005. The Curriculum Wing of the MoE reviewed the scheme of studies in the first phase. In the second phase, the revised curricula for 25 core subjects (Grades I to XII) were notified in 2007.

Key Policy Actions

- Curriculum development shall be objectives driven. It shall focus on learning outcomes rather than content
- The curriculum development and review process, as well as textbooks review process, shall be standardized and institutionalized within the framework of the Federal Supervision of Curricula, Textbooks and Maintenance of Standards of Education Act, 1976
- Professional Councils like PM&DC and Pakistan Engineering Council (PEC) shall be involved in consultations for relevant curriculum development
- Environmental education shall be made an integral part of education
- ICTs shall be utilized creatively to assist teachers and students from varied socio-economic backgrounds

Improving Students Assessment

The policy states that: Assessment system currently suffers from several deficiencies in promoting quality education. The severe one is practice of rote learning. Efforts have to be made to address this issue and inculcate critical thinking.

Key Policy Actions

- Pakistan shall make efforts to offer itself for international level academic assessments by 2015, participating in mathematics and science assessment conducted under the umbrella of Trends in International Mathematics and Science Study (TIMSS)
- Multiple assessment tools in addition to traditional examinations shall be explored
- Examination systems shall be standardized to reduce differentials across students appearing in different boards of examinations
- The Examination boards shall be responsible for capacity building of paper setters and examiners

Co-curricular & Extra-curricular Activities

Beside other areas, the policy has also highlighted the importance of extra and co-curricular activities in raising quality of education. A range of policy actions have also been identified.

Topic: 176 - Strengthening Skill Development & Innovation

The policy highlights the need of skilled labour force by stating that Pakistan has a large population and therefore a comparative advantage in labour costs. However low skill levels dampen the potential of the labour force to significantly contribute to economic growth.

Technical Education & Vocational Training

The policy has identified the issue of quantity by stating that “in most countries, the relative share of the applied segment of the tertiary sector is higher than the 18.5% in Pakistan”.

TEVT Issues The policy acknowledges that Pakistan progressed rapidly in the 50s to early 60s and met the requirements of growing manufacturing sector. Technical and vocational training

systems were expanded. However, after the initial success subsequent investment in the sector failed to keep pace with the changes in the market.

- Many institutions and jurisdictions are involved in governance of this field without a clear demarcation of their responsibilities.
- There is no focal point for coherent planning for the sector.
- The voices of business sector are not adequately considered while shaping the content, structures and certification of study programmes.

Key Policy Actions

- Inputs of all stakeholders like industrial/ Agricultural/ Service sectors etc. shall be institutionalized to ensure their inclusion in reforms of TVE.
- Skills Standards and Curriculum should be developed and standardized at the national level.
- The TVE curriculum shall be developed in standardized modules for each trade to eliminate differentials across various training institutions and also help in assessment and certification of apprentices in non-formal sectors for their entry into formal vocational/ technical sectors.
- TVE shall be extended according to the need of the area i.e. Tehsil, District and Division
- Skills-based vocational training courses, relevant to the local labour market, shall be offered to the graduates of literacy programmes by the National Education Foundation, provincial/ area literacy department/ directorate and relevant NGOs.
- Technical education institutions before offering (if planning to offer) degree programmes, shall also seek clearance from Pakistan Engineering Council before launching such programmes.
- Governments shall take practical measures to remove social taboos attached to TVE and promote dignity of work in line with teachings of Islam.

Some Possible Strategies

- A National Qualifications Framework (NQF) shall be established in consultation with professional bodies (like PEC, PM&DC, ICAP etc.) along with a changed programme structure that encompasses all qualifications in the country, both academic and vocational/technical. The NQF shall be competency based and provide entry points and progression routes throughout the structure of qualifications.
- All administrative jurisdictions and stakeholders shall be involved in a consultative process to develop the NQF programme.
- A University of Technology shall be established at the national level.

NATIONAL EDUCATIONAL POLICY 2009 – 3

Topic: 177 - Higher Education

Chapter 8 of the National Education Policy 2009 is about Higher Education. This chapter includes the need of HE, role of HEC in Pakistan, challenges regarding HE in Pakistan, Strategic Vision and 30 Policy Actions.

HE Challenges

- Low participation rates (4.7%) as compared to India (7%) and Malaysia (12%)
- Low allocation of per capita expenditure
- Quality
- Governance of colleges

Strategic Vision: Some Key Points

- *Faculty* is the heart and soul of the university, and without an active and well qualified faculty it will not be possible to have meaningful development in this sector.
- *Institutions of higher learning* are *knowledge repositories* whose faculty and students acquire knowledge and apply it to understand and address "local" issues.
- An integral role of higher education institutions is in assisting policy making and serving as "*think tanks*" to the public and private sectors.
- In the modern global knowledge-economy, employers increasingly look up to universities and colleges to deliver the *well-educated workforce*.
- *Brain Drain* is a daunting problem for Pakistan. Whilst it is essential to encourage mobility as a source of intellectual enrichment, measures are to be introduced to encourage Pakistanis to return to their country of origin and to participate in its economic, social and cultural development.
- It is imperative that award of Ph.D. degrees should signify *original contribution* to the world body of knowledge as certified by international experts.

Key Policy Actions

- Steps shall be taken to raise enrolment in higher education sector from existing 4.7% to 10% by 2015 and 15% by 2020.
- Investment in higher education shall be increased to 20% of the education budget along with an enhancement of the total education budget to 7% of GDP.
- Opportunities for *collaboration* with the world scholarly community should be provided for both post-graduate students and faculty.
- *Tenure Track* system of appointment of faculty members will be institutionalized.
- Universities shall develop quality assurance programmes.
- Ranking system of the universities shall be made more broad-based, including parameters that directly reflect the quality of learning.
- Universities shall develop standards for colleges affiliated with them and these must then be categorized accordingly.
- Accreditation councils will be established to allow accreditation of undergraduate programs in the respective disciplines for which these councils are established.

Topic: 178 - The Implementation Framework

The policy states that Development of detailed implementation plans, priorities and strategies is exclusively the task of the provincial and district governments. However, to facilitate the process and develop a clear path and mechanism, an overall framework for implementation is being recommended here.

Policy as a Living Adaptable Document

The policy contends that policy should not be time-bound reality of education is an ongoing and living process. The policy will be subject to changes as and when ground realities demand review of specific area or areas discussed in the document.

The policy states that the time frames will be determined by the implementation plans and not by policy except where Pakistan is committed to International agreements. Periodic revision of the NEP will be replaced by a continuous cycle of review. The policy will be revised in the light of feedback from the implementers.

Implementation

Implementation is conceived as a continuous process of review, implementation, monitoring, feedback and adjustments as considered and agreed necessary during the course of implementation.

Ownership

- Ownership of all stakeholders and tiers shall be essential. Emphasis will be laid throughout the process on interprovincial Exchange.
- Modalities and time schedules for implementation of a particular area of reform may vary from province to province within the overall common framework.

Topic: 179 - The State of Pakistan' Education

Education Policy 2009 was developed in the light of a stock of the educational state of the country including access, equity, quality, resources, and structure of the education system. This stock has been included as annexure in the policy.

NER & GER

NER = Enrolled children in the official school age group / Total number of children in the official school age group
 GER = Enrolled children of all ages / Total number of children in the official school age group

If many children outside of the official primary school age range are enrolled in primary school, the GER can exceed the NER by a large margin. A comparison of primary school NER and GER can therefore indicate where delayed enrollment and grade repetition are most widespread.

Access to Educational Opportunities

- Gross Enrolment Ratio (GER) for Early Childhood Education (ECE) rose from 36% of all children aged 3-4 years in 2001-02 to 91% in 2005-06 and 99% in 2007-08. However, there remain questions about the quality of provision in so-called “Katchi” class.
- In Primary level, GER rose from 71% for 2001-02 to 84% in 2005-06 and 90% in 2007-08.
- Participation at the secondary school level has also improved: the GER and the NER rose, respectively, from their levels in 2001-02 of 24% and 20%, respectively, to reach 31% and 24% in 2005-06 and exactly same in 2007-08. Except for ECE, Pakistan's performance on GER and NER lags behind its neighbours from the primary level and

above. The performance on primary completion rate is particularly weak, and Pakistan's adult literacy rate (49.9%) is lower than the rate for countries like Sri Lanka (90.7%), Iran (82.4%), Indonesia (90.4%), Vietnam (90.3%), Egypt (71.4%) and India (61%) for 2004-05.

Equity

- The averages for Pakistan mask large differences in access across gender, ethnic minorities, provinces, regions and rural-urban divides.
- In 2005-06, the Gender Parity Index (GPI) for primary education was below the parity level, 0.82 and 0.85 in 2007-08 for both GER and NER. These figures showed significant improvements from their 2001-02 figures of 0.7222.
- The situation improves significantly for higher education, where in certain subject areas the index is in favour of females.
- The rural schools suffer more from poor facilities: while 90% of urban schools benefit from water sources, only 63% of rural schools do so.
- Sanitation facilities, are available to 88% of urban schools but only to 56% of schools in the rural setting.
- The adult literacy rates in 2007-08 were highest for Punjab (56.6%) followed by Sindh (55.6%) and lowest for Balochistan (45.5%).

Quality of Provision

The 2005 results show that the average score of Grade 4 students in Urdu (369) and Mathematics (421) was well below the scaled mean score of 500. The 2006 results confirm that the average score of Grade 4 students was less than 50% of the possible marks in each of the four subjects Tested

National Education Census 2006 reveals that most schools are sparsely equipped. Library facilities, computer resources, sports and recreation facilities are poor. However, the paucity of facilities can be gauged from the fact that only 60.2% of schools had drinking water in 2005-06 and 63.9% in 2007-08; and only 52.4% latrine facilities in 2005-06 and 60.8% in 2007-08; and 50.8% schools were having boundary walls in 2005-06 and 60% in 2007-08, notwithstanding the fact that progress has been recorded in each of these areas since 2000-01.

INSTITUTION BASED POLICIES – 1

Topic: 180 - Institution- based Policies

Institution-based policies are localized policies with limited scope. Though the institution policies or local policies are autonomous, they are embedded in larger education policy and the social context.

Who makes institutional policies

In schools, usually board of governors or special committees make school policies. In higher education, administrative policies are usually made by syndicate and approved by senate while academic policies are developed and reviewed by the Academic Council and approved by the senate.

Common School Policies

- Student related Policies
- Instructional Policies
- Teachers Professional Development Policy
- Research & Development Policies
- Human Resource Policies
- Purchase Policy
- Construction Policy etc

Key Considerations

- Coherence in policy statement and policy action
- Coherence between policies (there should not be any conflict among different policies)
- Clear, jargon free language

Conflicting Policies

Here are four sets of conflicting policy statements.

- Assessment would allow each child to maximize her/his potential.
- A child failing in any two subjects in annual aggregate result would NOT be promoted in next class.
 - The school believes in fairness and will provide equal opportunity to all children to excel.
 - A student scoring less than 60% in aggregate and less than 70% in individual subjects (in mock exams) will not be allowed to appear in final Board Examination. Such children will appear as private candidates.
- ✓ Teachers are school assets and school is committed towards professional development of its teachers.
- ✓ Teachers are to make arrangements for their professional development. School will not pay for teachers' courses.
 - ❖ Teachers are entitled to get 12 casual and 12 sick leaves in a whole year.
 - ❖ Employee's salary will be deducted if s/he avails more than two leaves in a month.

Topic: 181 - Admission Policy

Admission Policy

Policy specifying admission requirements and procedures in an institute is termed as an admission policy.

Key Considerations

- Level (play group, grade I, V, VIII, matric, Intermediate, undergraduate, postgraduate, doctoral)
- Age
- Domicile
- Prerequisites (competence, grades, marks, CGPA, entry test percentage etc)
- Previous conduct
- Funding (in case of private education)
- Quota (teachers' children, kinship, disability, remote areas)

Sample Policy for Admission in Kindergarten

- Child should be between 4 ½ – 5 ½ years of age at the time of admission which takes place in the month of December every year
- Child should pass school test to secure admission. The test consists of items to check child's knowledge of personal hygiene, numeracy and literacy skills for 4 ½ years old children
- Child should demonstrate knowledge of the use of soap, toothbrush and tooth paste; forward and backward counting till 50, write alphabets in upper and lower cases and be able to pronounce three letter words
- Pass criteria is 80% mark
- There is NO re-sit examination
- Admission form may be obtained from the admission office without any charges. The form may be down-loaded from school website
- Complete form MUST reach the admission office before the closing date. Child birth certificate, 3 passport size photographs and parents ID card copy need to be attached with the form.
- Admission test is scheduled on the third day of admissions closing
- Three preschool teachers mark tests and send report to the admission office
- Admission office will prepare result and get vice principal's approval
- The merit list is displayed after 5 working days of the admission test
- The list is displayed on the school website too
- Second merit list is displayed only if some students do not pay fee within 5 days of list display
- Parents are NOT allowed to accompany their children in the test centre
- The school reserves right to increase or decrease seats
- The school offers 10% of the total admissions to brilliant, needy students, 5% to the children of school employees and 85 % on open merit.

Topic: 182 - Curriculum Policy

Curriculum policy is an outline of the principles leading to designing, implementing, assessing and reviewing the curriculum.

Curriculum Orientations

Research shows that people have different curricular orientations. Schiro (2012) classified curricular orientations as:

- The Scholar academic
- The Social Efficiency
- The Learner Centred
- The Social Reconstruction

How does curriculum orientation/ ideology direct curriculum policy

- The Scholar Academic orientation would lead to offer “ideal subjects” regardless of their societal need or children’s interests
- The Social Efficiency orientation would lead to offer those subjects which are essential for employment
- The learner-centred orientation would allow students to choose what and how they want to learn
- The Social reconstruction would lead to offer subjects with collaborative decisions of teachers, students, parents and school heads.

Elements of a curriculum policy

- Curriculum statement
- Aims
- Curriculum Development Process
- Long term Planning
- Mid-term Planning
- Short term planning
- Responsibilities
- Assessment
- Review
- Re-designing

Sample Curriculum Statement

At ‘Apna School’ we offer a broad, balanced, relevant, and learner-centred curriculum to cater for the needs of diverse children. The curriculum is also in line with the national education policy.

Sample Aims

The aims of ‘Apna School’ curriculum are to:

- Promote high standards in reading, writing, mathematics and ICT literacy
- Promote critical and creative thinking
- Promote individual potential of all children
- Make children life long learners

Curriculum Development

School curriculum committee is responsible for long term planning of curriculum. The committee decides if the curriculum would be offered as discrete subjects or integrated units/projects.

Curriculum Process

Teachers plan medium term and short plans in the light of long term plans. Curriculum committee supports the teachers in their task. Teachers implement plans in classes and curriculum committee along with teachers assess the success of curriculum. Students’ feedback is also sought.

Curriculum Review

Curriculum committee keeps getting feedback from teachers, head teachers and the students to review the curriculum annually. There might be very few changes but review is done annually.

Topic: 183 - Assessment Policy

Assessment policy is a set of principles and procedures used to assess individual students' learning, tracking their progress to ultimately assess the effectiveness of the school curricula.

Components of School Assessment Policy

- Assessment Philosophy
- Aims of Assessment
- Reporting Students' Progress (Time Frame)
- Methods of Collecting Data
- Writing Reports
- Communicating Reports

Considerations

- Type of the institute (preschool, primary or secondary school, university)
- Assessment philosophy (assessment of learning or assessment for learning or assessment as learning or blend of two more philosophies)
- Fairness, Dealing with absentees case etc.
- Type (criterion, norm or self assessment), time schedule and weightage for continuous and summative assessment and reporting students' progress and teachers' responsibility

URLs of some useful assessment policies are:

https://www.mcgill.ca/secretariat/files/secretariat/university_student_assessment_policy_4.pdf
<http://www.isutrecht.nl/wp-content/uploads/2015/01/ISUtrecht-Assessment-Policy.pdf>

INSTITUTION BASED POLICIES – 2

Topic: 184 - Attendance and Behaviour Policy

The policies outlining institutes' expectations regarding students' attendance and behaviour may be called attendance and behaviour policies. Many institutes make separate policies of attendance and behaviour.

Sample Attendance Policy

1. Students are expected to maintain minimum 85% attendance throughout the year, in both terms.
2. Applications should be sent to school for all absences. Approved absences are not fined.
3. Application for sick leave exceeding two days must be supported by a medical certificate from a registered medical practitioner and must be submitted to the principal's office within two days of absence.
4. Application for special leave shall be addressed and submitted in writing to the Principal before an absence is authorized.
5. Students are not allowed short or half leave.

Sample Behaviour Policy

1. Students are expected to complete their class and homework on time. If students do not exhibit responsibility and responsiveness, they will be detained after school. Ten detentions will lead to one suspension.
2. Students are expected to come in neat, proper uniform. They may be detained if they do not abide by the rule.
3. Students should maintain 85% attendance. Going absent without information (leave) will lead to fine of Rs 100 per leave.
4. Students should reach school on time. Late arrival to school is fined
5. Students are expected to NOT ALLOWED to smoke, bunk classes, bully, misbehave with the teachers or other school employees, use abusive language, use unfair means during examination or damage school property. In case of any offence student will be suspended and any three suspensions lead to expulsion from school.
6. Students involved in physical fighting inside or outside the school premises, vandalism or possessing weapons, drugs or alcohol will be expelled from the school.

Topic: 185 - Examination Policy

A set of principles and procedures for examiners and examinees specifying the conduct of examination is called examination policy. Higher education institutes have more elaborated examination policies as compared to schools.

Sample Items

1. Examination of term 1 are held in December and for term 2 in May every year for all students except those appearing for external examination.
2. Students will NOT sit in their respective classrooms during exams.
3. Teachers on invigilation are usually not students class or subject teachers.
4. Teachers are expected to submit their mid term and final term examination papers along with marking key by 4th Monday of November and 4th Monday of April respectively.

5. Date-sheet of each examination is prepared and communicated, one month before examination.
6. Exam syllabus is also communicated one month before exams.
7. Examination office is responsible to arrange copied of the examination papers before the exams.
8. Examination office sends sealed papers and attendance sheet to invigilators 10 minutes before examination start.
9. The invigilator follows examination time strictly. In case of serious time issue, invigilator may increase time with permission of examination office.
10. Invigilators submit exam papers (after counting and signing) to the examination office.
11. The examination office sends exam papers for marking to the respective teachers' who are given 1 ½ day to mark each set of 25 papers.
12. Rechecking of examination papers is held after 2 days of result submission.
13. Result is announced after 2 weeks of examinations.

For Students

- Students are expected to:
- Reach examination center on time
- Remove books and other materials from their desks
- Observe silence
- Not use mobile phones
- Stop writing once time is over
- Keep sitting in the room even if they finish paper earlier etc.

Topic: 186 - School Council Policy

School Council Policy specifies the membership procedures, roles of different members and the whole council.

Policy Elements

- Scope of work (budget approval, by-laws)
- Composition
- Procedures for elections of members like parents' representative, teachers representative, non-academic staff representative, students representative etc
- Term length
- Vote (one vote of each member)

Sample Policy Items

- School council meets on quarterly basis. There could be addition meetings too if agenda items develop.
- Agenda of the meeting is circulated 3 weeks before the meeting.
- Quorum of the meeting should be 2/3 of the total members
- A member absent for 2 consecutive meetings would be replaced with someone else by voting of the council members.
- The council members are expected to declare any conflict of interest clearly.
- The council composition may vary from 14-21 members.
- The council is expected to circulate minutes of meetings within 3 working days of meeting.

Topic: 187 - Fee Policy

Fee policy communicates institute's principles and procedures regarding tuition fee, admission fee, fee waiver, security fee, library fee. As finances are involved, this policy is sensitive and should include every small detail.

Sample Policy Items

- Fee at "Apna School" is charged on a bi-monthly basis.
- Fee bills are issued around the 20th – 25th of the billing month and are sent to parents through students. Parents should ensure that they get the bill by 25th of the billing month.
- Late fee fines are charged if dues are not cleared by the stipulated date.
- Not receiving the fee bills is not considered a reason for delayed payment.
- Students who do not clear their fee bills will not be allowed to attend school or sit in the examinations and the school reserves the right to hold their progress reports, transcripts, examination entries and other certificates.
- Students expelled from school are not entitled to get security refunded.
- School fee is subject to an annual increase of 12%.
- Registration, admission and school fee are non-refundable.
- For matric students, security fee refund is processed two months after the announcement of results.
- Readmission of a student to the school is considered a new admission if the student leaves the school and clears all dues.
- 25% concession in fee is given to a third sibling only.
- The management reserves the right to change the fee policy time to time. However, change is communicated to the parents immediately.

Sample Ambiguous Items

- School fee is subject to an annual increase.
- Fee bills are issued around 20th-25th of the billing month.
- Late fee deposit is highly discouraged.
- No school leaving certificate is given if a student leaves without information.
- 25% concession in fee is given to a sibling.

INSTITUTION BASED POLICIES – 3

Topic: 188 - Collaboration & Linkage Policy

A set of principles and procedures specifying the establishment of academic linkages by the institute is termed as linkages policy.

Why a formal policy

- To provide a framework for student/staff exchanges and research collaboration
- To secure long-term commitment to a project
- To gain the approval of foreign governments or to obtain third party funding

What is included

Operational definitions of the key terms like: academic linkages; national linkages; international linkages; informal linkages; formal linkages; approval officer; approval authority; institutional resources etc

Sample Policy Statements

- Informal International Linkages are a widespread, normal, and desirable feature of academic life, and will often suffice to achieve the desired collaborative ends
- Formal International Linkages should be considered only when needed to provide the framework and support activities/programs for commitments of institutional resources
- Duplication and redundancy in formal international agreements should be avoided
- Proponents of a Formal International Linkage must demonstrate the value of the linkage and the availability and appropriateness of any institutional resources
- Formal International Linkages are approved by the most relevant and convenient approval officer, as determined by the syndicate. The Approval Officer for matters of academic programming is the Dean and the Vice-chancellor or rector

Source:

<http://www.ucalgary.ca/policies/files/policies/Policy%20on%20International%20Linkage%20Agts.pdf>

Topic: 189 - Recruitment Policy

The recruitment policy specifies the principles and detailed procedures involved in recruiting the staff. Organization governors need to develop rational, cost-effective and clear recruitment policies to ensure the employment of the best available resource.

Sample Recruitment Policy of a School

The recruitment policy has been devised to ensure that the best possible staff are recruited on the basis of their merits, abilities and suitability for the position and to ensure that no job applicant is treated unfairly on any grounds including gender, religion, disability etc.

- Employment of teaching and non-teaching staff depends upon the number of students.
- For present and future balance of staffing levels, the Director of Studies ensures that the school has a steady supply of initiated, qualified and experienced teachers.
- A job description and person specification is prepared by the Director of Studies.
- Potential teachers are located through the school website and newspaper advertising, word of mouth and unsolicited CVs.
- All potential teachers are directed to the online application form and asked to complete it.

- All teaching staff recruited in primary section are required to have a minimum second class Bachelors degree while in secondary and middle section, a second class Masters degree is the minimum requirement. Teaching qualification like B.Ed. (minimum 1 year), Postgraduate Diploma (1 year) or Certificate (1 year) is essential, additional requirement.
- Minimum two years teaching experience is essential to apply for the position.
- Applications from teachers with disabilities are welcomed. Where a disabled candidate has appropriate skills, experience and qualifications, every effort will be made to enable their employment.
- Candidates are required to complete the online application form and CVs are requested from all applicants. Suitable candidates for interview are selected according to the job description and person specification.
- Interview is conducted to assess candidate's teaching style, spirit of collegiality and problem solving skills.
- Candidates' references are followed up by email (with a written request form) and by phone.
- Qualifications claimed by academic staff are verified.
- Copies of qualifications and certificates are kept on file.
- Candidates' identity is verified by sight of original CNIC.

A very detailed recruitment policy of school is available on:

<http://www.newtonprepschool.co.uk/827/working-at-newton-prep/recruitment-policy-procedure>

Topic: 190 - Science Lab Policy

Mostly schools do not have a written policy of science lab. This may lead to big damage. To ensure safety, there must be clear lab policy including all principles and procedures for purchase of lab items, disposal and handling of lab materials.

Sample Science Lab Policy

The science lab is managed by the lab supervisor/ attendant who must possess a Bachelor's degree in pure science. The lab attendant should demonstrate knowledge of lab equipment and chemicals during interview.

- The Laboratory shall always be locked when not in use
- All sorts of mess shall be cleaned immediately after usage of the Laboratory
- Teachers shall always accompany learners visiting the Laboratory. Under no circumstance shall learners be allowed to be in the Laboratory without the teacher
- Teachers shall arrange with the Laboratory supervisor a day before the visit
- Learners shall perform experiments under strict supervision of the teacher
- Any form of injury should be reported immediately to the office of the Principal
- No label (either on the apparatus or Cupboards) shall be removed
- Charts must be utilized in the Laboratory only. Teachers should not remove charts from the laboratory
- No chemicals, apparatus etc should be taken to classrooms
- Touching and/or tasting chemicals is strictly prohibited
- All apparatus including scales and microscope shall only be utilized in the Laboratory under strict supervision of the teacher
- Some chemicals are flammable when come into contact with oxygen. Opening chemical bottles is therefore a hazardous activity which must only be done by the teacher after thorough reading of directions and instructions for use

- Movement should be minimized in the Laboratory
- Broken articles should not be touched by any learners
- The teacher in charge of the period shall carry full responsibility of anything happening to learners in the Laboratory
- The lab supervisor is responsible for disposing off expired chemicals safely
- The supervisor should replace the damaged equipment possibly within two week time
- The supervisor should request the science teachers in December and June to provide her/him with a list of materials they require in the lab
- The supervisor should get the materials possibly in two week time.

Topic: 191 - Policy for Employee' Professional Development

The policy specifying the principles and procedures regarding professional development of academic and non-academic staff may be formally called policy of employee' professional development. Sometimes organizations allow professional development by asking employees to sign long term employment contracts with the employers.

Sample Policy

Our employees (academic & non-academic) are our asset. The school encourages and supports all staff to pursue professional development activities to increase their job skills and knowledge for their current positions as well as their longer-term careers.

- All supervisors and staff members are encouraged to work together to identify training needs in advance through the Performance Development Plan (PDP).
- There is a professional development committee to facilitate employees in their professional development.
- The school will make every effort to cover travel-related costs for job-related training and conferences in accordance with the school's travel policy.
- Staff members may attend professional development courses (maximum of 1 week) with full pay and course fee is afforded by the school.
- Staff members may attend professional development courses for additional 1 week with half pay. The school does not pay for the course fee.
- The staff members wishing to attend longer courses will be allowed to attend courses without pay. They will be required to inform the professional development committee at least 2 months before the course so that replacement arrangements can be made. In case of delayed information, the school may not approve leave.
- Reimbursement for out of town conferences (one annually) will cover reasonable transportation, housing costs, and conference registration fees.
- In accordance with the school's reimbursement policy, receipts will be required to document all approved expenses.
- Staff members are encouraged to take advantage of lower early registration fees whenever possible.
- Every year the school tries to provide professional development opportunities to all of its employees. However, preference is given to those who have not attended a course during the year.

Topic: 192 - Common Organizational Policies

Policies related to Administration

- Office Hours Policy

- Transportation Policy
- Harassment Policy
- Purchase Policy
- Cafeteria Policy
- Asset Management Policy
- Printing Policy
- Marketing Policy
- Payment policy

Human Resource Policies

- Leave Policy
- Appraisal policy
- Promotion Policy
- Retirement Policy
- Termination Policy
- Pension Policy
- Provident Fund Policy
- Appeal Policy

Important but Rare Policies

- Occupational Health, Safety & Welfare
- Privacy & Confidentiality
- Complaints Policy
- Volunteers' Service Policy
- Internship Policies
- Intellectual Copyright Policy
- Research & Development Policy

STANDARDIZED EDUCATION

Topic: 193 - The Concept of Standardization (Standardized Education)

The process of formulation, publication and implementation of guidelines and rules for repeated use aiming at achieving a minimum degree of uniformity in the given field, may be termed as standardization.

A Standard

The International Organization for Standardization (ISO) has defined a standard as a document that provides requirements, specifications, guidelines or characteristics that can be used consistently to ensure that materials, products, processes and services are fit for their purpose.

Historically, the subject of standardization was interlinked with:

- national industrial development
- internationalization
- engineering sciences

During industrialization, the efforts of company standardization were directed towards the development of safety standards. In the 20th century, with the implementation of computer-aided design and computer-integrated manufacturing concepts, standardization has become an instrument of strategic corporate management.

Standards in Education

Like other fields, standardization has been promoted in education all over the world resulting into standardized curricula, standardized assessment and standardized instructional practices.

Why Standards in Education

Academic standards provide a consistent, clear understanding of what students are expected to learn, so teachers know what to teach, and parents know what they need to do to help their children. Standard expectations make it possible to shift the focus from the “process” of teaching and learning (did everyone follow the scripted curriculum?) to the “outcomes” regardless of the path or pace taken to achieve mastery.

Disadvantages of Standardized Education

Standardization - or the use of pre-determined measures to judge individuals may disadvantage students of low-economic backgrounds regarding their admissions in HE. It can also promote a particular ideology and exclude all other perspectives.

Topic: 194 - Standardized Curriculum

The curriculum based on outcome standards is called standardized curriculum. It is different from content driven curricula as the content driven curricula does not focus on students’ learning rather on delivering the content.

Advantages

- Standardized curriculum supports some level of equity by ensuring all students experience same curriculum
- Teacher-proofing through scripted curriculum reduces harm that can be done by poor teachers
- Flexibility to choose teaching resources

Disadvantages

- Standardization limits the opportunities for students with varying potentials

- Curriculum standardization de-professionalizes teaching by marginalizing the professional judgment as the curriculum is scripted and prescriptive

Case of Pakistan

MoE notified curricula of 25 subjects in 2007. These curricula were prepared in 2006 & 2007. Unlike previous curricula, these curricula are outcome driven. Preparation of such curricula was an attempt to ensure standardization.

Elements of National Curricula 2006, 2007

- Competencies
- Standards
- Yearly Benchmarks
- Students' Learning Outcomes

Topic: 195 - Standardization of Textbooks

A textbook is learning resource that is in print or electronic form designed to support a substantial portion of the curriculum and standardization of textbooks involve preparation of textbooks on the specified standards of quality and curriculum.

Why to standardize textbook

Textbooks are the only available resource for many teachers and students in some countries. Their quality directly affects students' learning. The process of standardization helps in producing quality textbooks.

Content: Reference of technology & Language

- The content must reflect uses of technology related to the grade level or subject and allow students to use and develop these skills.
- The language used must be appropriate for the reading level of the grade.

Content: Quality

The content must be of sound scholarship and must have contemporary relevance. The information must be presented in adequate depth and sophistication for the grade or learning area/subject/course and build on students' previous knowledge and skills to achieve SLOs.

- Accuracy of information
- Correspondence between the narrative and illustrations
- Bias free (The material should present more than one point of view, and be free from discriminatory or inappropriately value-laden language, photographs, and illustrations)

Assessment

- Engaging learning exercises
- Valid methods of assessment suggested

General features

- "General and technical standards (size, paper stock, cover stock, preferred binding)
- Cover specifications (use of logos, font, font size, general layout, qualifiers)
- Printing specifications (font types and size, suitable per grade level)

Topic: 196 - Standardized Assessment

Large-scale standardized assessment is assessment conducted by states, districts, divisions, national or international entities to get a sense of how students are doing in comparison with peers across the state, district etc.

Goal of Standardized Assessment

The goal of standardization is to ensure that all students are assessed under uniform conditions so that interpretation of their performance is comparable and not influenced by differing conditions.

Participants

These assessments are mandated, so a teacher cannot simply opt her students out of participation in them (although there are procedures that parents can invoke to pull their children out).

Disadvantages

- High quality standardized assessments are very expensive to administer so they are generally limited to multiple-choice tests that are relatively narrow and of limited utility in gauging the achievements of an individual student.
- The high-stakes nature of summative testing biases schools towards focusing on test success at the cost of other learning that may better serve students in the long run. Rather than serving as an indicator of overall student learning, the test becomes the end goal in itself.

Topic: 197 - Standardization of Teacher Education

Standardization of Teacher Education includes structuring of a teacher education programme to ultimately help ALL the student teachers (from all regions) acquire the desired skills, knowledge and expectations.

Steps

1. The first step towards standardization is policy statement. National Education Policy 2009 has identified the problem of competencies of teachers and mentioned that by 2018, B.Ed. would become the minimum requirement for recruitment as a teacher.
2. Standards Development
3. Curriculum Development
4. Professional Development of Teacher Educators
5. Assessment Strategies and tools
6. Quality Assurance of the whole programme

STANDARDIZATION OF TEACHER EDUCATION – 1

Topic: 198 - National Professional Standards for Teachers (NPST)

MoE in collaboration with UNESCO developed national professional standards for teachers under the STEP project. These standards were officially adopted by representatives of all provinces/ areas in the National Steering Committee Meeting held on Nov1, 2008 in Islamabad.

Rationale

- To produce world class teachers, the fundamental requirement is establishing standard
- To help in licensing teachers
- To establish policies, procedures and systems of accrediting teacher education programmes

Standards List

1. Subject Matter Knowledge
2. Human Growth and Development
3. Knowledge of Islamic ethical values/ social life skills
4. Instructional Planning and Strategies
5. Assessment
6. Learning Environment
7. Effective Communication and Proficient use of information communication technologies
8. Collaboration and partnerships
9. Continuous Professional Development and Code of Conduct
10. Teaching of English as second/ foreign language

Composition

Each standard includes:

- i. Knowledge and Understanding (Content i.e. What Teacher Knows)
- ii. Dispositions (Behaviours, Attitudes and Values)
- iii. Performances (Skills i.e. What Teacher can do and should be able to do?)

Topic: 199 - NPST (Standard 1 i.e. Subject Matter Knowledge)

Teachers understand the central concepts, tools of inquiry, structure of the discipline especially as they relate to the National Curriculum/ Content Standards, and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.

Knowledge and Understanding

Teachers know and understand:

- The National Curriculum Framework
- Pedagogical Content Knowledge
- The evolving nature of the discipline
- The new emerging concepts, theories and trends (of what? Is missing)
- The in-depth knowledge of the subject matter and the relationship of that discipline to other content areas
- The relationship of reading, writing and arithmetic principles to the domain

Dispositions

Teachers' value and are committed to:

- Facilitate learners in a multiple ways
- Make knowledge applicable to real world situation
- Helping diverse children to develop self-confidence and subject matter competence
- The belief that all children and adolescents can learn at highest levels

Performance and Skills

Teachers demonstrate their knowledge and understanding through:

- Effectively explaining the content
- Use of appropriate tools of inquiry according to the nature of the subject and considering students' prior knowledge
- Giving examples of application of the content from practical life.

Topic: 200 - NPST (Overview and key aspects of Standard 2 i.e. Human Growth & Development)

Teachers understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.

Knowledge and Understanding

Teachers know and understand:

- How student construct knowledge, acquire skills and develop habits of mind
- Individual differences among students
- Motivational strategies to achieve and excel
- The process and skills that help students to develop knowledge, skills and dispositions of reflective thinking and enable students to solve problems in classroom and out of the class

Dispositions

Teacher's value and are committed to:

- The educability of all children and adolescents
- Appreciate the multiple ways of knowing and thinking
- Treat all students equitably
- The belief that all children and adolescents can learn at high levels and achieve success

Performance and Skills

Teachers engage in activities to:

- Promote critical and creative thinking, problem-solving and decision-making skills by engaging students in formulating and testing hypotheses according to the method of inquiry and standards of evidence within the discipline
- Foster cooperation and collaboration for collective problem solving
- Develop and demonstrate skills to use instructional technologies.

Topic: 201 - NPST Standard 3 i.e. Knowledge of Islamic Ethical Values/ Social Life Skills

Teachers understand the Islamic ethical values and practices in the light of Quran/ Sunnah and other religious contexts, and the implications of these values for bringing national and global peace, unity and social adjustment.

Knowledge and Understanding

Teachers know and understand:

- The Islamic code of conduct (beliefs, prayers and ethics) in light of Quran and Sunnah (i.e. MaarooF and Munkir, equality, justice, brotherhood, balance, tolerance and peace)
- The values which are globally accepted and are being promoted
- The negative impact of prejudice, discrimination, [on the basis of] social class, gender, race and language on the moral development of students and society

Dispositions

Teachers value and are committed to:

- Bring awareness among people that “Quran” and Sunnah” is only the valid source of knowing about Islamic values
- Tolerance and celebration of diversity
- Dialogue as a means to conflict resolution

Performance and Skills

Teachers engage in activities to:

- Create a learning community in which individuals and their opinions are respected.
- Signify Islamic/ Ethical values, and provide guidelines to clarify their use in internal and external discourses.
- Practice Islamic teachings in classrooms and schools to prevent the misunderstandings that can lead to the mischaracterization and even demonization of Islam and other faiths.
- Create a safe and secure learning environment.

Topic: 202 - NPST Standard 4 i.e. Instructional Planning and Strategies

Teachers understand instructional planning, design long-term and short-term plans upon knowledge of subject matter, students, community, curriculum goals, and employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and performance skills of all learners.

Knowledge and Understanding

Teachers know and understand:

- The aims, goals and objectives of education as well as curriculum for specific subject and their importance in instructional planning.
- To plan instructional strategies based on students’ needs, development progress and prior knowledge.
- The effect of out of school activities including homework.
- General methods of teaching and classroom management.
- Special methods of teaching different discipline of knowledge

Dispositions

Teachers value and are committed to:

- Attain goals and objectives of the curriculum they are going to teach
- Pedagogy of care, collaboration and cooperation
- Team-work and cooperative learning
- Multiple ways to solve problems

Performance and Skills

Teachers engage in activities to:

- Identify and design instruction appropriate to students' stage of development, learning styles, strengths and needs
- Plan instruction based on knowledge of classroom, school and community culture
- Plan homework and out of the class activities to accelerate, extend and consolidate students learning
- Use formal and informal methods of assessment, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation and revision of practice [to inform future practice.

Topic: 203 - NPST Standard 5 i.e. Assessment

Teachers assess students' learning using multiple assessment strategies and interpret results to evaluate and promote students' achievement and to modify instruction in order to foster the continuous development of students.

Knowledge & Understanding

Teachers know and understand:

- Different types of assessments (for example, criterion-referenced and norm referenced instruments, traditional standardized and performance-based tests, observation systems and assessment of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development
- The results of assessment to evaluate and improve teaching and learning
- Measurement theory of assessment-related issues, such as validity, reliability, bias and scoring concerns

Dispositions

Teachers value and are committed to:

- The belief that students' learning outcomes are the basis for growth and the deficiencies are opportunities for learning
- Fair, objective assessment and reporting to students and families

Performance & Skills

Teachers engage in activities to:

- Develop and use teacher made tests for continuous internal evaluation of students performance and skills at different stages of the academic program
- Analyze student performance using multiple sources of data, and to modify future plans and instructional techniques that promote desired student learning outcomes
- Provide students with constructive feedback on their learning and encourage them to use data and self-assessment strategies to monitor their progress toward achieving their personal goals
- Help students engage in objective self-assessment

Topic: 204 - NPST Standard 6 i.e. Learning Environment

Teachers create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Knowledge & Understanding

Teachers know and understand:

- How learning takes place in classrooms
- The principles and strategies of effective classroom management that promote positive relationships, cooperation and purposeful learning activities in the classroom
- How that classroom environment influences learning and promotes positive behaviour for all students
- How classroom participation supports student commitment to learning

Dispositions

Teachers value and are committed to:

- The role of students in promoting each other's learning and recognizes the importance of peer relationships in creating ethical climate of learning.
- Use democratic values in the classroom

Performance & Skills

Teachers engage in activities to:

- Develop and share classroom management and discipline plan
- Create a cooperative classroom climate for all students, by practicing effective listening and group facilitation skills
- Create a positive classroom environment which is socially, emotionally and physically safe
- Establish and maintain appropriate standards of competitive behaviour
- Use instructional time effectively

STANDARDIZATION OF TEACHER EDUCATION – 2

Topic: 205 - NPST Standard 7 i.e. Effective Communication and Proficient Use of ICTs

Teachers use knowledge of effective verbal, nonverbal and written communication techniques and tools of information processing to foster the use of inquiry, collaboration and supportive interactions with students and parents. Teachers are able to use instructional and information communication technologies for curriculum enrichment, instruction, assessment and evaluation of learning outcomes.

Knowledge & Understanding

Teachers know and understand:

- The importance of verbal, nonverbal and written communication in the teaching and learning process
- Operating and integrating technologies in classroom and laboratory activities
- Use of computers as instructional, research and evaluation tool.
- How to use available diverse technical tools (art work, videos, cameras, phones, computers, etc.) in their classrooms

Dispositions

Teachers value and are committed to:

- Being thoughtful and responsive listeners
- Fostering diversity of opinions among students
- Use of all educational and informational technologies to enhance different aspects of teaching and learning

Performance & Skills

Teachers engage in activities to:

- Communicate clearly in Local/ Urdu/ English using appropriate oral and written expressions
- Reading reflectively in Local Language/ Urdu/ English
- Foster accurate reporting and sharing of facts, opinions and beliefs
- Design and use students report cards
- Incorporate up-to-date information in lesson plans
- Use diverse databases to supplement textbooks
- Develop students portfolios, test items, assignments and assessment through computers.

Topic: 206 - NPST Standard 8 i.e. Collaboration and Partnership

Teachers build relationships with parents, guardians, **families** and professional organizations in the community to support students learning.

Knowledge & Understanding

Teachers know and understand:

- The importance of effective school/ home interactions that contributes to high quality teaching and learning.
- The role of the school within the community and how to utilize partnerships to contribute to student learning and development

- Different approaches to collaborate effectively with parents, professionals and community

Dispositions

Teachers value and are committed to:

- Recognizing the role of parents, guardians and other family members as a child's teacher
- Facilitate intellectual, physical and ethical development of students through cooperative learning and interaction with community institutions

Performance & Skills

Teachers engage in activities to:

- Identify and utilize family and community resources to foster student learning and provide opportunities for parents to share skills and talents that enrich learning experiences
- Establish respectful and productive relationships and to develop co-operative partnerships with diverse families, educators and others in the community in support of student learning and well-being.
- Link schools with business, industry and community agencies.

Topic: 207 - NPST Standard 9 i.e. Continuous Professional Development and Code of Conduct

Teachers participate as active, responsible members of the professional community, engage in reflective practices, pursuing opportunities to grow professionally and establish collegial relationships to enhance the teaching and learning process. They subscribe to a professional code of conduct.

Knowledge and Understanding

Teachers know and understand:

- The demands of a professional code of conduct.
- How educational research and other methods of inquiry can be used as a means for continuous learning, self-assessment and development.
- How to be inventive and innovative about teaching practice.
- How to develop and maintain a personal professional portfolio.

Dispositions

Teachers value and are committed to:

- Refining practices that address the needs of all students
- Professional reflection, assessment and learning as a continuous process
- Collaborate with colleagues
- Demonstrate professional ethics

Performance and Skills

Teachers engage in activities to:

- Use reflective practice and the Professional Development Standards to set goals for their professional development plans.
- Make entire school a productive learning climate through participation in collegial activities.
- Seek advice of others and draw on action research to improve teaching practice.
- Uphold ethical behaviours in teaching, learning and assessment.

Topic: 208 - NPST Standard 10 i.e. Teaching of English as a Second/ Foreign Language

Teachers understand pedagogy of English as second/ foreign language and effectively communicate in English language.

Knowledge and Understanding

Teachers know and understand:

- Status of English in Pakistan.
- Aims of teaching English as a subject at the national level.
- Syntax and structure of English language.
- English teaching methods and steps of learning process.
- Specific learning difficulties i.e. Second Language Impairment.

Dispositions

Teachers value and are committed to:

- Lessen biases and anxiety for learning ESL/ EFL.
- Address all specific needs related to ESL/ EFL

Performance and Skills

Teachers engage in activities to:

- Use simple English along with supportive Urdu for effective teaching and learning purposes.
- Identify, analyze and address Specific Learning Difficulties in English [as a second/ foreign] language.
- Gradually enable students to communicate in English through a natural sequence of language acquisition i.e. listening, reading, writing and speaking.
- Provide classroom opportunities for choral reading, descriptive writing and spoken English.
- Apply ESL/ EFL theories, rules and pedagogy.

Topic: 209 - National Accreditation Council for Teacher Education (NACTE) Standards

Set up by HEC, the NACTE looks after the matter of accreditation of teacher education institutions, their departments, faculties and disciplines by giving them appropriate ratings.

Scope

- All the existing teacher education degree programmes are within the jurisdiction of the Council. Any new programme in teacher education is also referred to the Council for the grant of accreditation.
- The accreditation is done for specific degree programmes and not institutions.
- Accreditation is mandatory for all relevant academic programmes offered by public and private sector institutions
- The Council assists and advises teacher education institutions in planning their academic and professional programmes.

Standards

NACTE has developed 7 National Standards for Accreditation of Teacher Education Programs. These standards define the requirements for specific and essential components of a teacher education program.

Standard 1: Curriculum and Instruction

Curriculum is properly designed to attain the National Professional Standards for Teachers, is approved by the competent authority and disseminated to all concerned.

- The Curriculum Development Process
- Curriculum Content and Description of the Program
- Course Transaction and Classroom Management
- Teaching Learning Procedures and Methods
- Teaching Practice and Internship

Standard 2: Assessment & Evaluation System

The institution has a fair and transparent assessment and monitoring system that follows-up on various traits of prospective teachers from entry to exit of the program, monitors the performance of the teacher educators and evaluates institutional functioning for individual and institutional consumption and program Improvement

- Assessment and Evaluation System of the Program
- Maintenance of an Assessment System
- Assessment and Monitoring of Prospective Teachers
- Assessment and Monitoring of Teacher Educators

Topic: 210 - NACTE Standards 3-4

NACTE Standards 3-4

3. Physical Infrastructure, Academic Facilities and Learning Resources
4. Human Resources

Standard 3: Physical Infrastructure, Academic Facilities and Learning Resources

The program is provided with adequate and necessary facilities, infrastructure and learning resources to prepare teachers following the prescribed curriculum and providing opportunities for supervised teaching practice and internship through linkages with the school system.

- Facilities
- Library
- Orientation & Support

Standard 4: Human Resources

The institution maintains, develops and supports experienced leadership, qualified teacher educators and competent support staff to conduct the program through an inbuilt staff-development mechanism.

4.1 Recruitment

The program recruits the necessary personnel through transparent procedures and criteria.

4.2 Professional Conduct

The teacher educators and support-staff follow professional ethics in their behaviour.

4.3 Professional Development

The teacher educators and support-staff take advantage of the opportunities provided by the program of institution for professional development.

4.4 Workload of Teacher Educators' and Support Staff

Teacher educators and support staff follow a clear policy for the distribution of workload.

4.5 Incentives for Retention

A clear incentive system is devised and executed to enhance retention of teacher educators and support staff.

Topic: 211 - NACTE Standards 5-7**Standard 5: Finance & Management**

There is transparent, competent and strategic management of administrative and financial matters of the program and its host institution.

5.1 Budget of the Program

The Program manages its budget transparently and accrues independent funds when possible.

5.2 Management

The program is effectively and efficiently managed

5.3 Retention of Prospective Teachers

The program provides an environment and instruction that retains competent prospective teachers.

Standard 6: Research & Scholarship

The program facilitates its educators and prospective teachers to undertake research, at the individual and institutional level, to promote the educational process.

6.1 Program's Research and Knowledge Generation Plan

The program has a knowledge generation / research plan that covers a wide range of relevant local, national and international issues.

6.2 Dissemination and Use of Research Outputs

The research outputs are disseminated to the concerned stakeholders and are used for the improvement of the program and institution.

Standard 7: Community Links and Outreach

The institution has link and interacts with its community to mutually support each other to develop and strengthen an equitable society.

7.1 Linkage with the Community

The program sustains a constant dialogue with the community for mutual benefit and support.

7.2 Supporting an Equitable and Fair Community

The program takes measures to assure that its treatment is fair, equitable and supportive to members of society.

GOVERNANCE CHALLENGES IN PAKISTAN

Topic: 212 - Gap in Policy Implementation/ Practice

Practice: Policy Implementation

Policy implementation is a process to actualize, apply and utilize the policy in the world of practice (Bhola, 2004, p.296). For Hope (2002) policy implementation is a process of transforming educational policy into practice.

Policy vs Practice

There is unresolved debate in literature about whether policy making and policy implementation are distinct, separate processes or should be considered as part of the policy making process. The first view is more prevalent in bureaucracy.

Ali (2006) has mentioned following references in his study “Why does policy fail?...”

The synoptic view sees no clear distinction between policy formulation and implementation, as real policy is formulated not only at the legislative level, but continues to be reformulated at the administrative level (Trowler, 1998); and also at school level (Hope, 2002).

Fitz, Halpin and Power (1994, p.66) concluded that ‘formulation’ and ‘implementation’ cannot easily be distinguished in education policy. Therefore, it might be useful to separate policy and implementation as different theoretical constructs for purposes of analysis, however, the distinction becomes blurred in actual practice.

Major Reasons

- Unclear/ Ambitious Goals
- Lack of Political Commitment
- Inefficient Governance Structure
- Low level of decentralization
- Resources

Inefficient Governance

- World Bank (2001) reported that Pakistan falls well below average on key governance.
- Frequent transfers of officials among education bureaucracies further aggravate the issue.

Topic: 213 - Governance Challenges (large variation)

Governance Challenges: Variations

Variation in education provision is the biggest challenge for educational governance in Pakistan as variation does not allow uniformity.

Kinds of Schools in Pakistan

- State run schools/ public sector schools
- Elite private schools
- Middle income private schools
- Low income private schools
- Trust schools
- Missionary schools
- Schools run by NGOs
- Madrassa schools
- Non-formal schools

How is variation a challenge?

- Difficulty in standardizing curricula
- Assuring quality instruction
- Assuring quality assessment at school level
- Standardizing teachers' recruitment and pay scales
- Policy implementation.

Topic: 214 - Governance Challenges (mazes of teacher education)**Mazes of Teacher Education (TE)**

Pakistan has a complex system of teacher education with a large variation in teacher education programmes as well as administrative structures of teacher education institutes.

Variation in Programmes

- 1 year B.Ed. offered after BA/B.Sc
- 4 year B.Ed. (Honours) offered after Intermediate studies
- M.Ed. offered after 1 year B.Ed.
- MA offered after BA/B.Sc.

M.Ed. Degree holders can teach at secondary school and student teachers

- 2 years MPhil offered after MA Education
- PhD offered after MPhil degree

MPhil and PhD degree holders can teach at university level

- 1 year "Primary Teaching Certificate (PTC)"
- 1 year "Certificate in Teaching (CT)"
- 1 year Diploma in Education

Variation in Institutes

Some institutes with unclear mandate

- Bureau of Curriculum in Baluchistan
- Provincial Institute of Teacher Education
- Directorate of Staff Development
- University of Education

Case of GCEs

GCEs are affiliated with multiple organising and governing bodies with respect to curriculum, examination, recruitment of teacher educators, budget and administration.

Topic: 215 - Governance Challenges (Security)**Security of Educational Institutes**

Pakistan is facing serious security issues for more than a decade. Educational institutes are not an exception. Institutions security is a big challenge for the educational governors.

Budget & human resource

Education budget is not enough to provide security resources (security fences, metal detectors, armed guards and emergency communication systems) in all educational institutes.

Peace Zones

In February 2015, UN Envoy for Global Education Gordon Brown proposed a foolproof security plan for provision of better safety measures in the schools of Pakistan.

The plan includes proposal of creation of peace zones around schools, negotiated with local community and religious leaders.

The plan warns of concerns over school transport and calls for buses to be checked every day for explosive devices.

If schools are attacked, the report said there must be a way of rapidly calling for assistance and alerting other schools.

There were also suggestions that small schools in isolated areas could be brought together into places where they could be better protected or moved to areas of greater safety. Brown called upon the international community to fund the security improvements.

The challenge for education governors remains of adequate funds.

CURRENT EDUCATION SECTOR PLANS IN FOUR PROVINCES – 1

Topic: 216 - Key Targets of Sindh Education Sector Plan (SESP) 2014-2018

Background of SECS 2014-2018

The 18th Amendment to Pakistan's Constitution, approved in 2010, abolished the Federal Ministry of Education and transferred full authority for education to the provinces, with the proviso that education would be free and compulsory for all children between the ages of 5 to 16.

SESP is first document by the province in response to 18th amendment. It continues to be guided by the National Education Policy of 2009, but represents a significantly new vision of education goals and possibilities specific to the rapidly evolving context of the province itself.

TARGETS FOR 2018

ECE / Katchi Targets:

Gross Enrolment Ratio (GER)* From 32 % to 45 % for pre-primary age children (3-5 years).

Primary & Middle Targets:

Net Enrolment Ratio (NER) From 59 % to 77 % for primary school age children.

NER From 34 % to 50 % for middle school age children.

Secondary & H. Sec Target:

From 23 % to 35 % for lower secondary school age children.

From 19 % to 30 % for higher secondary school.

Literacy Targets: An increase in the number of adults who are literate from 59 % to 70 %

Objectives, Strategies, Targets & Activities for Curriculum

- To develop relevant, comprehensible and transparent curricular targets to achieve learning outcomes, responsive to the current and emerging needs and challenges.
- To develop an assessment policy, framework and process and promote the effective use of assessment data at all levels.
- To ensure that teachers are able to access the revised curriculum and students are able to access quality textbooks in a timely manner.
- To develop the capacity of key institutions for improved curriculum, provision of quality textbooks/ learning materials and better assessment practices.
- To develop a Curriculum Implementation Framework and a mechanism for systematic and continuous curriculum improvement.
- To develop strong linkages and collaboration among organizations working on curriculum, textbook and assessment.

Topic: 217 - Teacher Education in Sindh Education Sector Plan (SESP) 2014-2018

Vision of Teacher Education

The historical analysis of the policy context indicates that the emphasis has remained for a long time on

‘teacher training’, rather than a more holistic view of development and learning. TED in Sindh needs to be viewed as a developmental process of learning and growth.

SESP Objectives, Strategies, Targets and Activities

Goal: To achieve targets set by SESP for NER at all levels and improve learning outcomes by 10 % through strengthened Teacher Education and Development

- To build the management, tactical, budgetary and volume capacities of pre-service teacher education institutions.
- Strengthen in-service teacher development institutions to promote Continuing Professional Development (CPD).
- Provide continuous professional support to teachers on effective teaching, linking this to improved student learning outcomes.

SESP Strategies for TE

- Review and analysis of Teacher Education (TE) policies and initiatives, in accordance with 18th amendment and Sindh Free and Compulsory Education Act 2013
- Introduction of Teacher Licensing and Certification system in the province
- Review and develop Sindh TE Strategic Plan 2018
- Introduce QA mechanism for programmes
- Introduce different TE programmes based on NC 2006 and NPSTP 2009

Topic: 218 - Baluchistan Education Sector Plan (BESP) 2013-2017

Background of BESP 2013-2017

The Sector Plan has been prepared in the backdrop of the 18th Amendment to the constitution of the Islamic Republic of Pakistan. The BESP has set its sights on long term achievement of the targets of EFA and MDGs while keeping the 25A framework as the basic guideline.

BESP: Broad Strategies

1. Quality and relevance as fundamental elements of sustainable education reform.
2. Equity as a critical cross cutting factor.
3. Inclusion of communities and children left out of the education process.
4. Multiple approaches within the province based on:
 - a. Level of functionality of the education system in various parts of the province.
 - b. Development
 - c. Demography
 - 5 A process to diffuse the provincial plan into district plans.
 - 6 A multi-tiered monitoring process to oversee implementation of the Sector Plan.

BESP: Coverage

1. The BESP includes school education, higher education (excluding universities), and literacy and non-formal education. Issues of access, equity, quality and relevance and governance and management have been included across each sub-sector. School education occupies the maximum space due to its scale. We can remove this if nothing comes up.
2. The Plan has been developed as a 5 year document to be reviewed on an annual rolling basis. To avoid duplication the Plan borrows from other ongoing reforms undertaken by different development partners and the government.

BESP: Cross Cutting Strategies

Chapter 6 of the BESP includes cross cutting strategies to achieve the identified targets.

- Coordination among sub-sectors (primary, middle, secondary, higher education, TVE and among departments/ organizations like school education, BOC, BISE etc)
- Development of Standards for educational inputs, processes and outputs
- Development of Education Experts
- Research Culture

- Capacity Development of organizations

Topic: 219 - Baluchistan Education Sector Plan (BESP) 2013-2017 (Quality)

Quality and Relevance in Education

The BESP targets quality of education for all students. The main strategic objective is to: Improve the teaching-learning process in the classroom to shift from rote learning to development of higher order thinking.

Quality Areas

The plan has comprehensively addressed following areas regarding quality.

1. Curriculum
2. Textbooks
3. In-service teacher training
4. Pre-service teacher training
5. Assessment
6. School Environment
7. Relevance of the plan
8. Language and Education
9. ECE

Text on each area includes:

Current situation

Strategic Objectives

Strategies

Goal

The goal is to improve student learning outcomes at all levels by 5% by 2017. The indicators for gauging quality of education at school level include both direct and proxy indicators. The most direct indicator of student learning outcome can only be determined through a baseline assessment conducted by PEAS (Provincial Education Assessment Centre) for the current year. The survival rate functions as a proxy indicator for quality as it depicts system efficiency along with drop out and repetition rates.

Curriculum

Curriculum development had remained an exclusive federal subject since 1976. As the provincial education department has not had much experience in curriculum review and development, the government has decided to adopt Curriculum 2006 prepared by the erstwhile MOE.

Strategic Objectives

1. Effective implementation of curriculum 2006 to ensure maximum possible achievement of the objectives of the curriculum.
2. Capacity development of the education department and related organizations to implement the curriculum and monitor the implementation process.
3. Development of provincial capacity to review the curriculum.

Curriculum Implementation Framework

The curriculum will be implemented in coordination with the BISE, BTBB, PITTE, Directorate of Schools (DOS) and Directorate of Colleges (DOC).

CIF consists of the following components:

- a) Dissemination of the curriculum
- b) In service teacher training
- c) Pre-service teacher training

- d) Assessments
- e) Textbooks
- f) Feedback mechanism for future review of curriculum

CURRENT EDUCATION SECTOR PLANS IN FOUR PROVINCES – 2

Topic: 220 - Overview of Punjab School Education Sector Plan (PSESP) 2013-2017

PSESP 2013-2017: Overview

The goals of the PSESP have been defined within the policy framework of the 18th Amendment NEP 2009, Textbooks and Learning Materials Policy 2007; and within operational framework of the Chief Minister's Road Map, along with other initiatives such as the Punjab Education Sector Reform Project (PESRP).

Objectives

1. To provide a comprehensive systemic and synergized overview of the education sector with identification and analysis of gaps.
2. To propose strategies for improvement in access, quality and equity of education by addressing gaps and challenges within the sector.
3. To synergize reforms within the framework of the CM's Roadmap to optimize returns on investment; improve efficiency of the sector; and ensure sustainability of reforms.
4. To identify and determine resource and capacity requirements for implementation of strategies to achieve desired goals.
5. To serve as a guiding document to harmonize and align donor support.

Implementation Strategy

The Implementation Strategy for PSESP has 3 main strands:

Oversight and Monitoring

A multi-layered oversight mechanism will be developed. The highest oversight body will be the Provincial Standing Committee on Education of the Provincial Assembly .

Dissemination

PSESP will be implemented in districts and by specialized organizations like the PTBB, BISE etc. Specific implementation strategies and oversight mechanisms will be developed at the decentralized levels as well as by the specialized agencies.

Implementation Strategy

Decentralization

PSESP will need support from stakeholders of the department, the community and political forces. A multi-tool awareness and education campaign will be designed to target media, teachers, managers, parents, and political leadership.

Topic: 221 - Structure & Functions of Education Sector in PSESP 2013-2017

Structure & Functions

The SED is responsible for school education through its field formations' teachers; head teachers and other organizations like: PTB, the nine BISE, and the Punjab Examination Commission. The PSESP 2013-2017 has identified quality, enrolment and governance as the key frameworks.

Quality

1. Standards
2. Curriculum
3. Teachers
4. Textbooks

5. Examinations
6. School Environment

Enrolment: Strategies

1. Undertake a tracer study to evaluate educational outcomes for graduates of various streams i.e. public, private etc.
2. Review curriculum/syllabi for secondary education to enhance relevance to the world of work (i.e. enhance employability).
3. Undertake a study to evaluate the causes for failure of the technical stream in schools.
4. Linkages between TVE and general education need to be developed.
5. Linkages between Higher Education and School Education need to be developed.
6. Provision of incentives/stipends for children of poor families.

Enrolment: Strategies (DRR)

1. School building designs need to be reviewed in light of DRR diagnosis and policy.
2. TLM development for teachers and students for DRR preparedness.
3. Training of head-teachers and teachers in DRR preparedness.
4. Ensure that the capacity of district unit is developed sufficiently to integrate DRR principles and practice into education policy, planning, and implementation processes.
5. Community's understanding of DRR enhanced through an awareness strategy.

Governance: Key Strategies

1. Merit based Human Resource Management
2. Improve Managerial Efficiency and Development of Expertise
3. Utilization of Data
4. Integrated and Research-based Planning Process
5. Improved Monitoring and Evaluation Processes
6. Coordination Mechanism to Strengthen Reform Process
7. Gender Sensitized Management
8. Public-Private Partnership

Topic: 222 - Overview of KPK School Education Sector Plan (ESP) 2010-2015

The Education Sector Plan is a medium-term development plan to develop the education sector in Khyber Pakhtunkhwa, increase the stock of human capital and encourage progress, peace and prosperity across the province.

Principal Objectives

The principal objectives of the ESP are to provide guidelines for the preparation of short term plans (Annual Work Plan) and to serve as a monitoring and evaluation tool to assess progress against the targets set in accordance with the MDGs and EFA.

Approach of the Plan & Priority Areas

Education sector Road Map is an approach with focus on current situation and develop a strategy for future.

Main priority areas of ESP area:

1. Universal Primary Education.
2. Consolidation, including quality and
3. Removal of gender disparities.

To address these three issues E&SE Department has identified key priority areas which are access without discrimination, completion of education and improve quality of education in

schools through community participation, creating conducive learning environment, improve quality of teachers and upgrading schools.

The plan states that ESP will be followed by separate District Strategic Plan (DSP) for all the districts. The aim is, while adhering to broader parameters outlined in the ESP, the DSP would ensure more focused approach. It will also facilitate periodic i.e. reviews and the consequent course-correction.

Some Strategies to cope with additional responsibilities of 18th Amendment

- In the longer term, a Provincial Education Policy will be developed.
- A Research and Development Wing will be established in the E&SE Department.
- Capacity building of Directorate of Curriculum and Teachers' Education (DCTE) in terms of infrastructure, human resource, curriculum development experts etc in order to cope with the challenges of developing curricula, syllabus and education standards.
- For uniform curriculum standards, an Inter-Provincial Coordination Review Committee (ICRC) will be activated.

Topic: 223 - KPK School Education Sector Plan (ESP) 2010-2015: Quality **Quality in KPK School ESP**

ESP initiatives regarding improving quality of education include:

- School Improvement Plans
- Improvements in textbooks and learning materials development
- Improved mechanisms of assessment
- Financial resources
- Teacher training
- Establishing better school libraries

Some Strategies

- The Institutional Framework for Teacher Development (IFTD) is the notified strategy of government for the improvement of teacher education and teacher professional development in the province. A Capacity Development Strategy was prepared in 2010
- Improved Internal and External Assessment
- Re-activation of co-curricular activities in schools
- Improving the quality of learning in primary schools through better qualified teachers, localization of teacher support through Local Circle Offices (LCOs) and improved teacher management
- Documentation of trainings

All the textbook boards and publishers must adhere to:

- Introducing the new textbook development policy;
- Setting up the Inter-Provincial Standing Committee on Textbook Policy;
- Reform and capacity development of textbook boards;
- Submission of manuscripts, review and approval process;
- Development of school reading and learning materials (other than textbooks) by publishers;
- Printing, marketing, sale and distribution.

Empowering schools to develop annual SIP

- SIPs are designed to chart all activities to be undertaken, supervised or monitored by the PTCs, specifically:
- Create a planning process based on a shared vision of where the school is now, what the PTC wants it to accomplish and a clear idea of how the SIP can help;
- Set objectives for improving teaching and learning;
- Identify ways to improve well-being of all pupils in schools and help them achieve their full potential.

Complete documents of provincial education sector plans may be downloaded from the following websites.

<http://www.kpese.gov.pk/Downloads/Education%20Sector%20Plan.pdf>

http://www.aserpakistan.org/document/learning_resources/2014/Sector_Plans/Punjab%20Sector%20Plan%202013-2017.pdf

http://www.aserpakistan.org/document/learning_resources/2014/Sector_Plans/Balochistan%20Sector%20Plan%202013-2017.pdf

<http://www.sindheducation.gov.pk/Contents/Menu/Final%20SESP.pdf>