

An Analysis of 14-19 Learning Reform in Pakistani Context

A Tale of 'Despair ...and Hope'

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Outline of the Talk

1. Where are we now?

- Facts and Figures: A Brief look at the Region
- Facts and Figures: The Case of Pakistan
- Reform Initiatives in South Asian Region
- Reform Initiatives in Pakistan – A Glance at Outcomes

2. Where do we want/ need to go?

- Identifying Directions

3. How do we get there?

- Issues related to Impact of Reform
- Suggesting the Way Forward...

Sum up

**Where Are
We Now?**

Facts and Figures: A Brief Look at South Asian Region

| South Asian Countries | Primary School Enrolment 2005% | | | Secondary school enrollment 1999 % | | | Secondary School Enrolment 2005 % | | | Tertiary Education Enrolment (GER) | | | Adult literacy rate% 1994 | | | Adult Literacy rate 2004 | | | Teacher Pupil ratio | Public expenditure on Education a %of GDP |
|-----------------------|--------------------------------|----|----|------------------------------------|----|----|-----------------------------------|----|----|------------------------------------|----|----|---------------------------|----|----|--------------------------|----|----|---------------------|---|
| | | | | | | | | | | | | | | | | | | | | |
| Bangladesh | 94 | 93 | 96 | 49 | 49 | 49 | 47 | 47 | 42 | 6 | 8 | 4 | 35 | 44 | 26 | 47 | 54 | 41 | 43:1 | 2.5 |
| India | 89 | 92 | 85 | 46 | 54 | 38 | 59 | 65 | 52 | 11 | 13 | 19 | 49 | 62 | 34 | 61 | 73 | 48 | 40:1 | 4.1 |
| Nepal | 79 | 84 | 74 | 34 | 40 | 28 | 43 | 46 | 40 | 6 | 8 | 3 | 33 | 49 | 17 | 49 | 63 | 35 | | |
| Pakistan | 68 | 77 | 59 | - | - | - | 27 | 31 | 23 | 5 | 5 | 4 | - | - | - | 50 | 64 | 35 | 44:1 | 1:8 |
| Sri Lanka | 97 | | | - | - | - | 83 | 82 | 83 | | | | - | - | - | 91 | 92 | 89 | | 3.1 |

Facts and Figures: A Brief Look at South Asian Region

Quality of Learning?

1. **Growing number of under-participation and underachievement;**
2. **Increased dropout rate (specially, in secondary and high secondary);**
3. **Failure to improve the quality of life /self behavior.**

Facts and Figures: A Brief Look at South Asian Region

Explaining Factors

1. **Heavy demand created by increased population, limited resources, uneven distribution of resources;**
2. **Political instability and lack of political will;**
3. **Lack of qualified teachers (esp. for 75% - 80 % rural population); and teachers' intellectual constraints;**
4. **Lack of teachers' professional commitment/ motivation;**
5. **Limited and outdated curriculum;**

Facts and Figures: A Brief Look at South Asian Region

Explaining Factors

6. **Restricted and routine school environment;**
7. **Low and affordable fee structure of public schooling makes it preferable for low income families/ female education;**
8. **Private coaching and tuition for getting good results; privileged students attend high-fee charging private schools;**
9. **Different school set-ups widening the gap between high achievers and the poor performers;**
10. **Technological divide – furthering the gap between have's and have-nots';**

Facts and Figures: A Brief Look at South Asian Region

Explaining Factors

11. Perpetuates social and economic inequities from one generation to the next – breaking the class barrier is simply not possible;
12. The average students of the public sector education cannot compete in the job market today;
13. Single public examination conducted at the end of the year;
14. Examination pattern determines the curriculum (rote learning/ memorization; traditional/ conservative pedagogies);
15. Achieving grades without understanding/ learning;
16. Core Emphasis: Read-Recall-Recite –Rewrite;

Facts and Figures: A Brief Look at South Asian Region

Explaining Factors

17. Physical environment unfavorable for learning

- Large class size;
- Shortage of space impeding physical activity/ mobility;
- High student-teacher ratio and, therefore, limited individual attention/ child-teacher interaction;
- Limited learning resources nor sports facilities are provided for.

Facts and Figures: A Brief Look at South Asian Region

Education Set Up in Pakistan Divided into Five Levels

Primary (grades 1 through five)

→ Middle (grades 6 through 8)

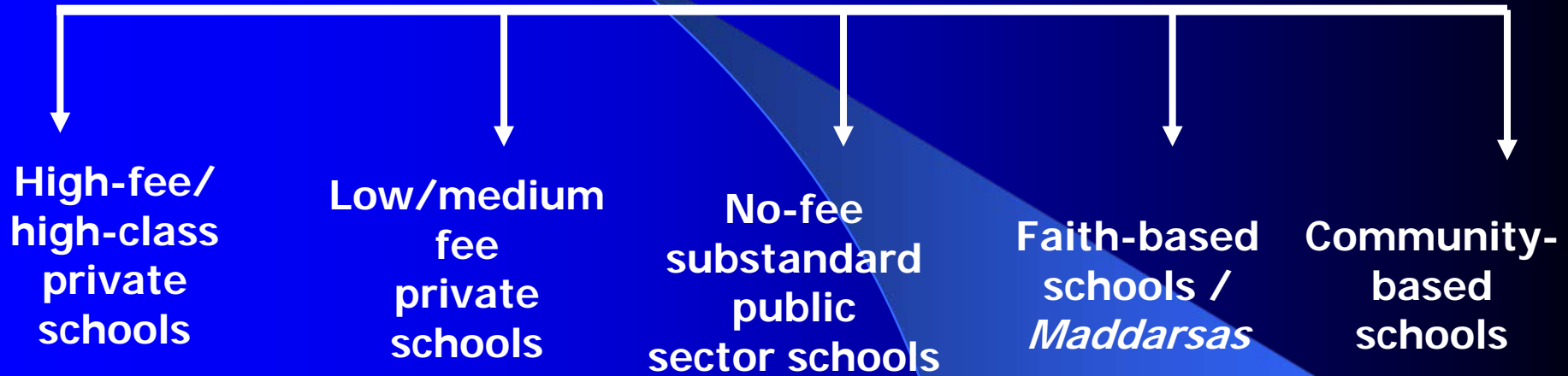
→ High (grades 9 & 10, leading to the Secondary School Certificate)

→ Intermediate (grades 11 & 12, leading to a Higher Secondary School Certificate)

University programs leading to graduate and advanced degrees.

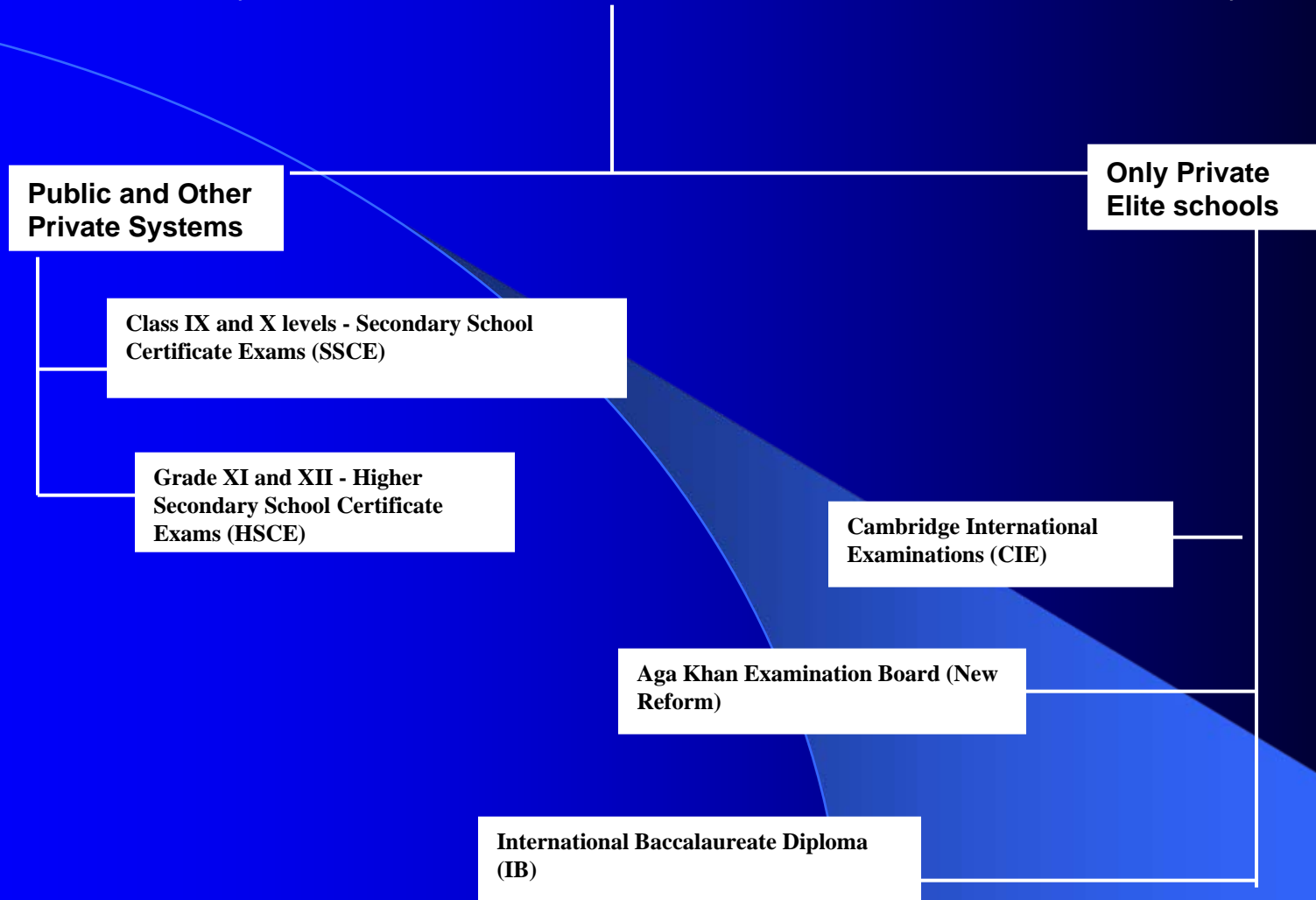
Facts and Figures: A Brief Look at South Asian Region

Many Parallel School Set-ups Run in Pakistan



Facts and Figures: A Brief Look at South Asian Region

Examination System (14-19) – Public and Other Private Systems



Facts and Figures: A Brief Look at South Asian Region

Vocational Training

- Four year certificate, normally offered in high schooling
- Varieties of trades offered to the students
- Jobs as carpenters, masons, mechanics, welders, electrician, refrigeration and similar other trades
- 498 vocational institutions with an enrolment of about 88 thousand in 2001-2002
- Quality of these institutes – Matter of serious concern!

Facts and Figures: The Case of Pakistan

Students Experiences of and Reflections on their Learning Experiences in the Secondary School: A Case Study of Public School

School Culture

- Hierarchical and restricted structures of the society, where respect is viewed as uni-directional;
- Recruitment of teachers and educational staff, transfers, posting and promotion is politically driven;
- Teachers compelled to follow instructions; usually, suppressing their individual potentials and eschewing creative thinking;
- School environment encourages obedience and passivity – contributing to existing power imbalance and injustice in society.

Facts and Figures: The Case of Pakistan

Students Experiences of and Reflections on their Learning Experiences in the Secondary School: A Case Study of Public School (Contd.)

Teaching and Learning

- **Secondary and higher secondary schools employ traditional modes of teaching;**
- **Teachers perceive routine teaching as secure, convenient and compensated option;**
- **High distance culture in Pakistan encouraging obedience and submission; students are discouraged to raise questions and make meaningful contribution;**
- **In case of not obeying schools pattern of learning, students face humiliation;**

Facts and Figures: The Case of Pakistan

Students Experiences of and Reflections on their Learning Experiences in the Secondary School: A Case Study of Public School (Contd.)

Teaching and Learning

- **Teachers/ management do not see this as a matter of concern nor envisage the consequences of existing practices;**
- **No/ limited engagement in co-curricular activities;**
- **Outside the classroom, the students bully each other or fight among themselves;**
- **Final examination seen as a means of testing students' knowledge or deciding on their progress and promotion;**
- **Additionally, class tests, lesson tests and monthly tests are conducted for rote-memorization/ content-drilling.**

Facts and Figures: The Case of Pakistan

Our Teaching and Learning - Comments by a Group of 15-16 Years Students

“One of our teachers shouts so loudly that it causes us headache; she reads from the book on her own all day” (translation)

“Humari eik miss itna zore sey chilati hey key humara sar dard hojata hei; wo sara waqat khud hi kitab “say si partihi rahti heiy.”

Facts and Figures: The Case of Pakistan

Our Teaching and Learning - Comments by a Group of 15-16 Years Students (Contd.)

“Sir beats us a lot!” (Translation)

“Sir buhat martey heiy”

If we get absent, our Miss doesn't trust that we can also get ill; she throws us out of the class” (Translation)

“Chuti ker laitey heiy, miss ko yaqeen nahi aata key hum biamar they is liay kam nahi kia, bahar niqal diti heiy”

“...we can't understand the homework; our teachers asks us to stand up; they beat us!” (Translation)

“Miss homework hamari sumjeh mein neihen aata heiy to teachers hum ko khara ker daitey heiy, martey heiy.”

Facts and Figures: The Case of Pakistan

Our Teaching and Learning - Comments by a Group of 15-16 Years Students (Contd.)

“Sir says you wouldn’t study/learn!” (Translation)

“Sir kehtye hei tum kia parogay”

“Sir says: You would become a hawker! You won’t possibly learn a thing!” (Translation)

“Sir kehtey hey key tum to thaila lago gey; prahna thumar kam nahi”

Reform Initiatives: Interventions at a Glance

| Country | Area of Intervention | Reform Initiatives | Year |
|------------|--|---|-----------|
| Bangladesh | <i>Literacy and Non Formal Education</i> | Post Literacy and Continuing Education II (ADB) | 2004/2006 |
| | <i>Teacher Training and School Capacity Building</i> | <ul style="list-style-type: none"> • Capacity Building for Secondary (ADB) • Teaching Quality Improvement for Secondary Education | |
| | <i>Improve Gender Parity</i> | Female Secondary School Stipend Program | |

Reform Initiatives: Interventions at a Glance

| Country | Area of Intervention | Reform Initiatives | Year |
|-----------|-----------------------------------|-------------------------------------|-----------|
| Sri Lanka | <i>Secondary Education Reform</i> | Secondary Education Modernization 2 | 2004/2006 |
| | | Secondary School Training | |
| | | School Computerization | |

Reform Initiatives: Interventions at a Glance

| Country | Area of Intervention | Reform Initiatives | Year |
|-----------------|--|--|-----------------------|
| Pakistan | Strengthening School Management | LEAD | 2004/ 2007 |
| | Integration and Modernization of Faith Schools | Secondary School <i>Madrassa</i> Reform Program | |
| | Basic Education – Integration with Life Skills | Restructuring of Technical Education and Vocational Training | |
| | Capacity Building in the Area of Assessment | NEAS (USAID) | |
| | Policy and Planning; Professional Development; Literacy; Information and Communication Technologies; etc | Education Sector Reform Assistance (ESRA) | |

Reform Initiatives in Pakistan: A Glance at Outcomes

1. Quantitative Achievement/ Achieving Numbers

- Since 2002, student enrollment in USAID's target districts increased by 15.5 %;
- More than 45,600 teachers, mentors and education administrators trained in modern teaching methods And school administration;
- USAID supported and funded over 10,945 School Improvement Grants and trained 7,596 school management committees;
- More than 104,000 students graduated from youth and adult literacy programs;

(Source: USAID Assessment Report, 2008)

Reform Initiatives in Pakistan: A Glance at Outcomes

- 2. Establishment of Private High Secondary Schools/Collages, e.g.**
 - Establishment of Aga Khan Faculty of Arts and Sciences;
 - We have set up a number of good quality institutions of higher education - they cover less than 10 per cent of the relevant age cohort;
- 3. New Entry Requirements for Higher Education**
- 4. Establishment of Private Examination Boards**

Reform Initiatives in Pakistan: A Glance at Outcomes

5. **Revised Social Studies Curriculum to bring a neutral perspective of history and develop an attitude of pluralism among youth**
6. **Mathematics curriculum is under process of revision (1 – 18)**
7. **Integration of *Madrassa* (faith-based) Curriculum with the mainstream general education system**
8. **Creation of Pakistan *Madrassa* Education Board to establish a network of “model *madrassas*” and regulate others (August 2001)**

Reform Initiatives in Pakistan: A Glance at Outcomes

9. **Provision of Computer Education to Public Schools (July 2004 Announcement)**
10. **Policy to make 'English Medium Education' mandatory**
 - Introduce 'English Medium Education' on a phased basis ('Education Sector Reforms- Policy decisions');
 - For Science, Mathematics, Computer Science and other selected subjects in all schools;
 - Eighteen colleges of the city of Karachi would be turned into "Model English Medium Colleges"

Reform Initiatives in Pakistan: A Glance at Outcomes

11. Devolution of Power/Decentralization:

- District and provincial governments given functional responsibility for delivering
 - Elementary and secondary education,
 - Primary and secondary health,
 - Agriculture, and intra-district roads
- Establishment of School Management Committees (SMCs) for Increased community participation:
 - SMCs in Sindh and Punjab,
 - Parent Teacher Associations (PTAs) in N.W.F.P,
 - Parent Teacher School Management Committees (PTSMCs) in Baluchistan

Reform Initiatives in Pakistan: A Glance at Outcomes

12. **Establishment of Literacy and Non formal Education Programme Board**

Definition of literacy is under review:

- One who can read a newspaper and write a simple letter in any language (Pakistan);
- One who can read and write with understanding in any language (India)

13. **Pakistan Non-Government Organization Support Program**

14. **Establishment of Teacher Education Institutes Aga Khan University, Institute for Educational Development**

Where Do We Want/Need to Go?

Identifying Directions...

Identifying Directions...

Personal and Intrapersonal

Conceptually, the aim of 12 years schooling is to

1. Develop knowledge and understanding of different disciplines in order to pursue their higher education in the area that are of special interest and concerns and/or to begin their work career in which they desire to grow further;
2. Develop skills and attributes, such as self-awareness, self-management, international awareness, etcetera;
3. Articulate ideas and viewpoints in written and verbal form and communicate ideas in coherent and cogent manners;
4. Become life –long learners (develop learning skills and attitude to learn from experiences, practices, and observations).

Identifying Directions...

Personal and Interpersonal

Conceptually, the aim of 12 years schooling is to

5. Develop skills and attitude to work collaboratively and independently on tasks, assignments, activities, and projects; develop personal and interpersonal skills;
6. Consider critiques offered by fellow students and or other sources.

Identifying Directions...

Individual and Society

Conceptually, the aim of 12 years schooling is to

1. Contribute actively to progress of their family;
2. Take an interest in issues and dilemmas that affect the wider society and humanity as a whole;
3. Approach issues from multiple perspectives – understand the issues that affect human beings in the modern world;
4. Acquire and exercise human and civic values so that they develop skills and interact within their own as well as international context;

How Do We Get There?

- **Issues Related to Impact of Reform Initiatives**
- **Suggesting the Way Forward...**

Issues related to Impact of Reform Initiatives

- 1. Increased number of private schools indicate failure of public school education;**
- 2. Despite increased enrolment, the dropout rate and limited participation rate remain an issue;**
- 3. Issue of injustice, which comes through mental and emotional poverty of political leaders and decision maker;**
- 4. Schools' authoritarian culture, inadequate teacher knowledge, lack of professional commitment and many other constraints are reasons for failure of teacher education.**

Issues related to Impact of Reform Initiatives

5. How can decentralization work, in the context of

- power and responsibilities being assigned to less deserving people,
- high level of corruption,
- weak monitoring system,
- politically driven transfer and recruitment?

6. Huge investment made to upgrade the content of national curriculum, training of teachers to implement it; however,

- What do we mean by reform in curriculum?
- Why are there different curriculums for different socio-economic groups/families?
- How can reform be possible if there is a discrimination of curriculum?

7. When a student can receive a good grade on an examination and yet not understand some basic concepts, something is wrong!

Suggesting a Way Forward...

8. **The slogan should be: ‘ Quality Education for All’; not just quantity of education;**
9. **And...that also, not just for a handful of elites;**
10. **Need to design curriculum that will shape an individual’s holistic development and help prepare them for the “unknown world”; to deal with the issues concerning them in future (Pace Marshal)**
11. **future oriented - global, technology-based; knowledge-skill oriented; value-based curriculum; and active and interactive, inquiry-based approaches, involving critical thinking, reflective , analytical and strategic thinking skills.**

Suggesting a Way Forward...

- 1. Quality of future and life is not connected with what resources we have or should have, but with our capacity to learn continuously (both, formally or informally);**
- 2. Schooling should be seen as a place, where teachers actively**
 - Engage learners in real-life experiences;**
 - Foster experimentation and collaborative inquiry;**
 - Enable students to link their natural and more intuitive ways of learning with more formal and disciplinary forms of knowledge creation; and**
 - Invite young people to reconnect learning and life**
- 3. Strategic networking, partnerships, as well as strategic sharing of resources between governments and private sectors could be a possible way-out**

To Conclude...

Failure is not an option!!

**...though there are daunting
challenges, but still there is
hope...**

**Thank you for
your patient
listening...**