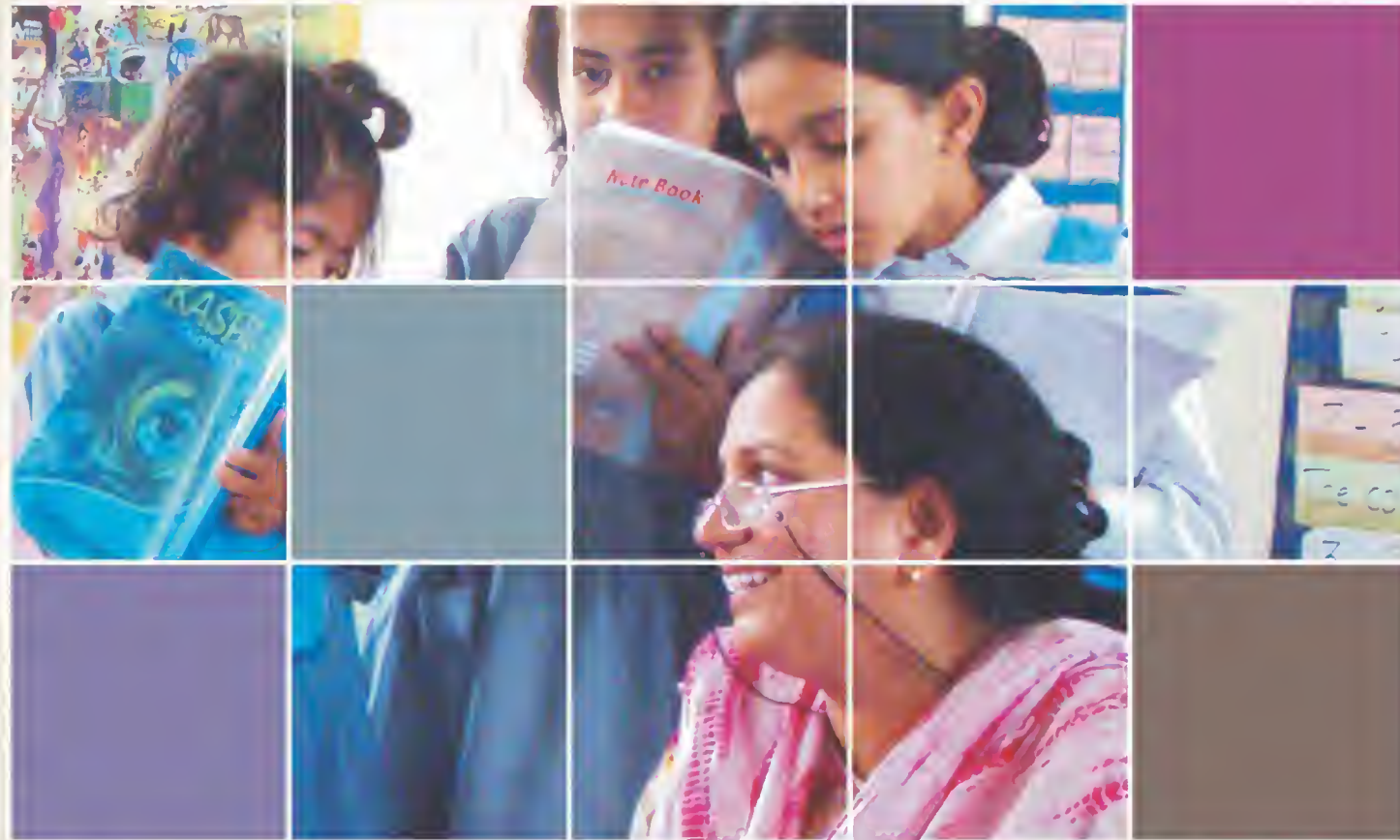


Status of **TEACHERS** in Pakistan 2013



United Nations
Educational, Scientific and
Cultural Organization

Status of
TEACHERS
in Pakistan

2 0 1 3

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Acronyms & Abbreviations

ADB	Asian Development Bank	PITE	Provincial Institute for Teacher Education
ADE	Associate Degree in Education	PSLM	Pakistan Social Living Measurement
AEPAM	Academy of Education Planning & Management	PTAN	Professional Teachers Association Network
AGA	Anita Ghulam Ali	PTC	Primary Teaching Certificate
ASER	Annual Status of Education Report - Pakistan	RITE	Regional Institute for Teacher Education
B.Ed	Bachelor in Education	RSU	Reform Support Unit
BSc	Bachelor of Sciences	SASI	School Assessment for School Improvement
CIDA	Canadian International Development Agency	SERP	Sindh Education Reform Program
CT	Certificate of Teaching	STEP	Strengthening Teacher Education Program
CTSC	Cluster Training Support Center	TES	Teacher Education Strategy
DFID	Department for International Development	UNESCO	United Nations Educational, Scientific, and Cultural Organization
DSD	Directorate of Staff Development	UPE	Universal Primary Education
DTSC	District Training Support Center	USAID	United States Agency for International Development
EFA	Education for All		
GCET	Government Colleges for Elementary Teachers		
GCPE	Government College for Physical Education		
GECE	Government Elementary College for Education		
GMR	Global Monitoring Report		
GPE	Global Partnership for Education		
IER	Institute for Education & Research		
IFTD	Institutional Framework for Teacher Development		
ILO	International Labor Organization		
ITA	Idara-e-Taleem-o-Aagahi		
MDG	Millennium Development Goals		
MTDF	Medium Term Development Framework		
NACTE	National Accreditation Council for Teacher Development		
NEP	National Education Policy		
NPST	National Professional Teaching Standards		
PEELI	Punjab Education & English Language Initiative		

ACKNOWLEDGEMENTS

We dedicate this work to the daily teaching-and learning interactions of over 1.4 million teachers of Pakistan, who work across different levels of formal and non-formal delivery systems, in both, public and private sectors. We hope that this work will inspire them to reflect, review and rediscover their status as social engineers of the 21st century.

We particularly acknowledge Dr. Kozue Kay Nagata and her team at UNESCO Pakistan as a strategic partner in promoting knowledge creation and up gradation and commitment to sector-wide, rights-based inclusive approach to education in general to teachers' status, working conditions and professional development in particular.

We extend our gratitude to many institutions, both national and international, which informed this study. This booklet is based on significant body of work undertaken by many agencies that have been engaged in examining the role of teachers as the main drivers for achieving educational quality. These include: the former Ministry of Education, and the current Ministry, Government of Pakistan, Provincial Departments of Education, AEPAM, UNESCO, USAID, OECD, DFID, ILO, UNICEF, VSO, IDEAS and many other research institutions; these have been rich sources of information, data and in-depth

cutting-edge research on the subject of teachers' status and quality education.

We are particularly thankful to Mr Qaisar Rasheed (Deputy Secretary Budget and Planning, School Education Department) and Mr Mushtaq Sail (Deputy Secretary Elementary Education, School Education Department) Punjab, for providing us valuable information on public sector teachers' profiles. We are most grateful to Mr. Jamil Najam for mobilizing teacher unions and association/union leaders who filled out questionnaires and also participated in interviews.

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Introduction

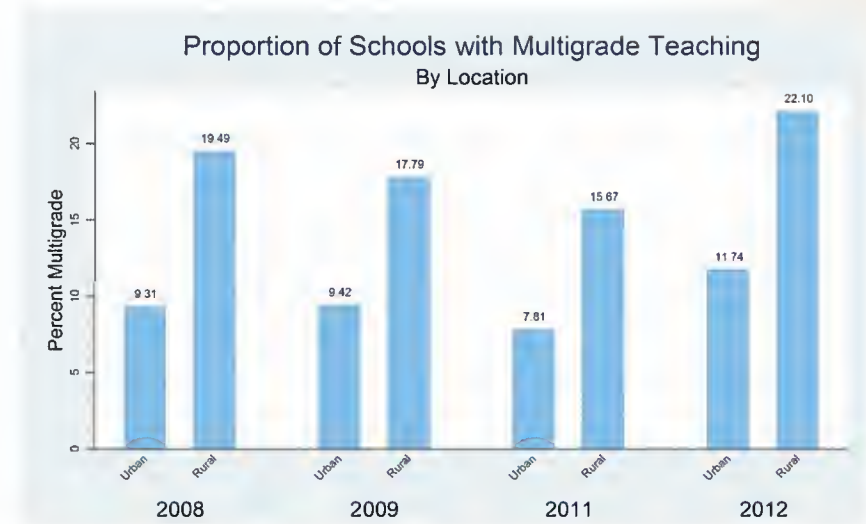
Chapter

1



This study on the status of teachers in Pakistan has been written within a national and global setting framed by landmark education milestones, and rising voices for upgrading learning as the central driver for ALL societies, both developing and developedⁱ.

In 2010 the historic 18th Amendment to the Constitution made education a fundamental right through provision of article 25 A. This article guarantees Right to Education for all 5-16 year olds in Pakistan without discrimination stating that “The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law”. The 18th Amendment also abolished education from the concurrent list devolving education completely to the provinces and winding up of the federal education ministry completely allowing each province to work out its own policy, curriculum, language, standards and all operational dimensions. Each province has developed its education sector plans up to 2018 aligned to 25 A where access and quality together are seen as an anchor milestone inextricably linked to each other, with teachers being central to the outcomes. Each sector plan argues at length on addressing teachers’ shortages and also on enhancing the qualifications, capabilities and performance of teachers (Khyber Pakhtunkhwa, Punjab, Balochistan and Sindh). The twin goals of access and quality will not be met unless the triple challenge of teacher presence, adequacy and competency are taken into account. Teacher presence and lack of teachers in schools has been ranked as one of the top causes of low levels of learning achievement in the public sector institutions (<http://pesrp.edu.pk/pages/Teachers-Recruitment>). Several studies such as ASER 2013 and IDEAS 2013 have observed the number of classes where multi-grade teaching happens on account of chronic shortage of teachers.

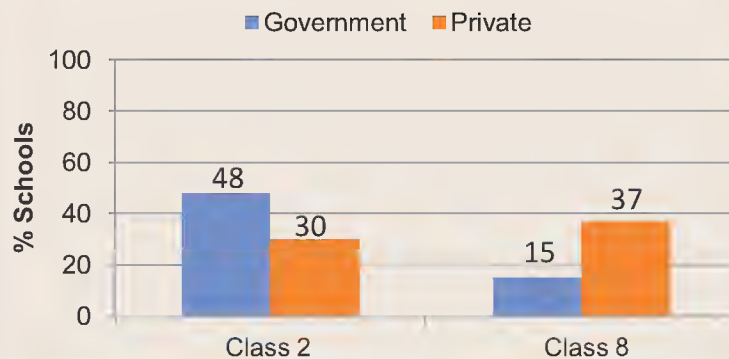


Source: An Investigation into Teacher Recruitment and Retention in Punjab, IDEAS 2013

The study conducted by IDEAS on “Teacher Recruitment and Retention in Punjab” highlights the rising trend graphically. Multi grade teaching refers to one teacher teaching more than one class in the same classroom. The problem is not one of public only but also private schools where in middle grades there is more multi-grade teaching than in public schools (ASER 2013). ASER 2013 revealed that 48% of the surveyed government schools and 30% of the private schools had Class 2 sitting with other classes. Moreover, 15% of surveyed government schools and 37% of private schools had Class 8 sitting with other classes in 2013.

As the 2015 deadline approaches, it is clear that considerable progress has been made since the Education For All (EFA) targets and the Millennium Development Goals were launched in 2000; however, the

Figure 1.1 Multi grade teaching-National



Source: Annual Status of Education Report - ASER Pakistan 2013

task is far from complete. Recent attention to the global 'learning crisis' stems from an accumulation of evidence that, despite expanding access to primary education, basic learning levels are unacceptably low; an estimated 250 million children globally demonstrate weak literacy and numeracy skills, especially among the poor and most marginalized groups.

In response to the emerging education challenges, the Education for All Global Monitoring Report team (2013) has proposed the following Post 2015 development agenda for consideration:

1. Completion of early childhood education, primary education and lower secondary education: Ensure that by 2030 all children and adolescents, whatever their circumstances, have equal access to, and complete, comprehensive early childhood education, primary and lower secondary education.

2. Quality of early childhood care and education, primary education and lower secondary education: Provide comprehensive early

childhood care and education, primary and lower secondary education of sufficient quality to ensure that by 2030 all children and adolescents, whatever their circumstances, have an equal chance of achieving recognized and measurable learning outcomes, especially in literacy and numeracy.

3. Acquisition of youth and adult skills: Ensure that by 2030 all young people and adults, whatever their circumstances, can acquire skills needed to obtain decent jobs and lead fulfilling lives, through equitable access to appropriate training, including via second-chance programmes.

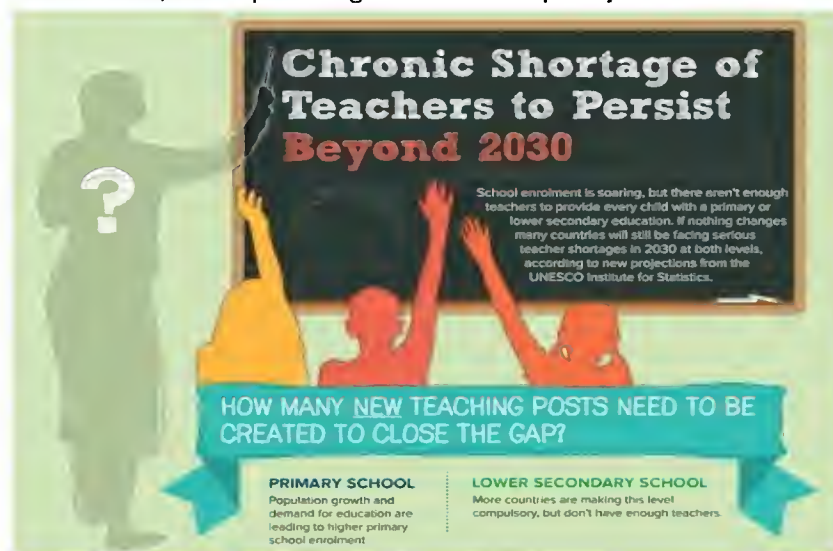
4. Elimination of inequalities: Eliminate inequalities in education by 2030, taking specific measures to reach those disadvantaged by factors such as gender, poverty, location, ethnicity or disability.

5. Financing of education: By 2030, ensure that no country is prevented from achieving education goals by a lack of resources:

- By maximizing government revenue and ensuring that government spending covers education needs, targeting the marginalized when necessary.
- by maximizing aid, and targeting it at countries and groups who need it most.
- by maximizing resources from the private sector, and targeting them at countries and groups who need them most.

The scale of the global teacher gap recently highlighted by the UNESCO Institute of Statistics (UIS) raises another grave concern for achieving the goal of education quality. The figures reveal that about

58% of countries and territories around the world currently do not have sufficient teachers in classrooms to achieve universal primary education (UPE) by 2015 – the second Education for All and the second MDGs. According to the UIS fact sheet, the world will need an extra 3.3 million primary teachers and 5.1 million lower secondary teachers in classrooms by 2030 to provide all children with basic education. The new UIS projections help to gauge the global teacher shortage while identifying those countries facing the greatest needs of recruitment. The challenge of recruiting teachers does not lie just in the numbers, but in providing children with **quality teachers**.



Far too often teachers remain under-qualified, poorly paid and with low status. As the 2013/14 EFA Global Monitoring Report concept note outlines that the global teacher shortage needs to be tackled with measures to reach those most at risk of not learning, by ***providing teachers with more and better training, more investment in resources for their schools, and better tools and data to monitor***

and improve education quality by assessing how much children are actually learning.

1.1 Teachers in Pakistan: Challenges and Opportunities

The role of teachers in upholding the challenges of quality and access is unequivocal in a country of 182 +million people, where 62.1% are under 24 years of age and 28.8% (rural) are of 5-16 years old (PSLMs 2011-12). In the most recent 100 page landmark order by the Supreme Court on November 22, 2013 (rtepakistan.org/wp-content/uploads/2012/12/const.p.37_2012_final.pdf), the honorable Chief Justice of Pakistan noted “..in our view, to achieve the goal of compulsory and free education for the children of the age of 5 to 16 years in view of Article 25A of the Constitution, following measures are required to be taken: -

- (a) Accreditation Boards in all Provinces and ICT be established under law with an authority, inter alia, to improve current miserable conditions of the institutions;
- (b) The Accreditation Boards may also consider to approach the respective Governments with the plea that the teachers be allowed to perform their task of imparting education, which is their basic assignment and respective institutions may make alternate arrangement of manpower from other departments to achieve the objects for which the teachers are always engaged and involved because on account of their authorized absenteeism the task of teaching the students has been suffering badly, which is an issue of national importance adversely affecting the future prosperity of Pakistan.” (Para 174 a-& c pp.99-100)

The wordings of the supreme court order may be an important opportunity to negotiate upgraded conditions of work not just for the teachers but for the education system as a whole in Pakistan.

Whilst countries across the globe have gradually progressed towards achieving MDGs, Pakistan too has made positive strides in relation to quality and access of education achieved over the last few decades in both quantity and quality compared to the baseline in 1947 at the time of independence. Teaching and learning practices in Pakistan have improved over the years with several large scale education sector reform programs in basic and higher education to improve the professional status of teachers through improved credentials both pre and in-service, salary packages and conditions of work. The obsolete certification of Primary Teachers Certificate and Certificate of Teaching or PTC/CT has been almost phased out in favor of a higher qualification of B.A/BS.C and B.Ed rendering a positive impact on the resume characteristics of teachers. Strong measures are being implemented for recruiting better qualified teachers at primary and middle levels. According to a recent survey conducted by the British Council in Punjab, 51% of the public middle sector teachers have completed their B.Ed. and 18% of the public middle sector teachers hold M.Ed. degrees. The survey also reveals strong motivational levels for transformative measures and skills. Teachers (majority comprising of those belonging to the younger teaching workforce) are eager to adopt and practice new teaching methodologies and raise their teaching practices at par with the global standards. As a permanent initiative through the platform of teacher unions, independently and through public sector initiatives, teachers are being recognized professionally through highly respected and generous annual awards for innovative practices on learning and teaching. Public

acknowledgement of teachers for their professional acumen through both non-monetary and monetary awards leads to elevation of their social status and improved performance. During the past two decades 1000s of teachers have benefited through out of country study tours, diploma programs and professional networks creation to further enhance their knowledge and practices¹.

Despite the progress achieved so far on a number of fronts, education indicators in Pakistan regarding both quantity and quality of education present dire challenges. Participation rates (particularly at higher education level), resourcing (particularly the low GDP allocation to education) and learning outcomes are comparatively low in relation to other countries within the region as well as internationally (Das, Pandey and Zajonc, 2006 ; Memon, Joubish and Khurram, 2010).

Although the government has been trying to incentivize the profession, there is a strong perception that teaching is the last choice of young professionals in Pakistan. This is matched by average and below average candidates seeking to join the teaching profession (Saeed and Mahmood, 2002). Additionally, recruitment can often be based on political economy than merit (Westbrook et al., 2009). Low levels of teacher subject matter knowledge are widely reported (Aslam and Kingdon, 2011; Khamis and Sammons, 2004) and this has been coupled with dwindling levels of motivation linked to the low social status of the profession, lack of a structured promotions mechanism and poor working conditions.

Shortage of teachers is another major challenge which threatens education progress. Punjab faces a shortage of 61,916 teachers

¹ Under large scale public sector programs funded by the World Bank; Asian Development Bank; DFID; European Union; USAID; US State Department; USEF; AusAid etc. Professional Teachers Networks such as PTAN, PELI;

(Ministry of Education, 2012) whereas Khyber Pakhtunkhwa needs 120,637 teachers at the primary level and 148,172 teachers at the secondary level by 2015 (Education Sector Plan, Khyber Pakhtunkhwa, 2010/11-2015/16). In each province/area, Education Sector Plans have been developed to identify teacher shortages against targets of enrolments needed for meeting the obligations under Right to Education 25-A for 5-16 year olds. The efforts are being supplemented by policies which offer some flexibility in application of recruitment rules (hiring of intermediates and graduates or teachers without a PTC as primary teachers), part-time, contract based hiring of teachers, including the retired ones etc.

1.2 Making a Difference: What needs to be Done?

The challenges of quality learning are multiplying in an increasingly complex and volatile society. Teachers need to be supported to become extraordinary professionals to cope with multiple and shifting demands of today and tomorrow in the 21st Century. Their competencies and motivations have to be complemented by efficient and deep-rooted practices by the state to deliver quality education in enabling systems. The system should be such that it effectively factors in the positivity and synergy of the teaching workforce while gradually building up their skills for an enhanced service outcome. Attention and resources of the state need to be re-profiled to a more dispersed sector wide architecture of education across varied clientele.

This year, the World Teachers' Day 2013 was marked by special events with a focus on preparing future teachers for the upcoming challenges and generating momentum around the world for further

initiatives and development. This day commemorates the Special Intergovernmental Conference on the Status of Teachers that took place in Paris on 5th October, 1966. This conference culminated in the "Recommendation concerning the Status of Teachers" and was signed by representatives of **UNESCO** and the **International Labour Organization**. The aim is to gain an understanding of the work being done in schools, colleges and departments of education. World Teachers Day 2013 aptly focuses on the overarching theme of "Global Citizenship and Cultural Diversity". The theme underscores the truism that teachers need to infuse global knowledge and perspectives into their teaching to enable students to attain global competence and become visionary learners.

It is therefore important to prepare teachers for this educational emergency and equip them with methods and opportunities for upgrading subject specific expertise along with an understanding of technology and the globalized world to ensure that students learn about the world and develop the skills they will need to engage with its people, cultures, and economies responsibly and effectively.

The objective of this Report is to provide information about the current status of teachers in Pakistan, their presence and spread, working conditions and the potential for them to influence policies and programs. Teachers are considered to be the lynchpin of the education system. The report covers teachers from pre-primary to higher secondary level (K - Grade XII) in formal sector public and private schools.

The Report attempts to capture the distinctive variations across each province and locations within provinces, to highlight issues around

provision, diversity, gender and complexity. Policy level issues are also framed so that they may be addressed by decision makers in a climate that seeks participation, interactive policymaking and planning, with a particular focus on teachers. We hope that this research will contribute towards developing cohesive and broad based reforms that bring together the full range of teacher aspirations and literacy skills to ensure quality and global education for all.

There are seven chapters in the booklet:

Chapter 1 contains the introduction, which outlines the key challenges for teachers in the national and global context juxtaposed against the theme of World Teachers Day 2013

Chapter 2 focuses on the country context, locating the scale, provision across state and non-state providers against the backdrop of teachers in Pakistan

Chapter 3 address the opportunities and challenges of professional competencies of the teaching workforce, including outputs of recent reforms and initiatives

Chapter 4 examines the economic status of teachers

Chapter 5 illustrates the issues around chronic shortage of teachers in Pakistan

Chapter 6 highlights the social status of, and perceptions about, teachers in society

Chapter 7 presents policy issues and recommendations for the future

Situation Analysis of the Education System: Teachers in the Pakistani Context

Chapter

2



Pakistan inherited a thinly spread education system at the time of independence in 1947. There were 10,000 primary and middle schools (Jalil, 1998). The number of primary teachers at that time was 17,800 with a small percentage being female teachers (AEPAM 2005). The literacy rate was only 10% at independence (Hayes, 1987). Over the years, the education system in Pakistan has made significant progress. According to the latest estimate, Pakistan has 154,641 primary schools and the number of teachers has increased to around 1,445,400 with 40% female teachers (Economic Survey of Pakistan 2012-2013).

Despite the considerable quantitative expansion in the last 66 years, the debate on quality remains contested across and within public and private sectors in the delivery of education. Often, lack of schools, poor facilities and shortage of teaching staff prevent children from attending school or gaining quality education. According to the Annual Status of Education Report (ASER) 2013- rural survey points out 21% children of age group 6 to 16 are out of school of which 56% are females at the national level. The recent Pakistan Social Living Standards Measurement survey (PSLMs) 2011-2012, reveals that Pakistan is struggling with a net enrolment rate (6-10) of 68% at the primary level and a literacy rate (10 years and above) of 58%².

This chapter presents a detailed profile of the education system in Pakistan, the scale and scope of institutions and teaching workforce at the national and provincial level, disaggregated across institution level, sector and gender.

² Source: Ministry of Finance, *Economic Survey of Pakistan, 2012-13*

2.1 Education Profile of Pakistan

The Economic Survey of Pakistan 2012-13 (Ministry of Finance) has recorded 231,239 institutions profiled at all levels of the education system, serving 40,065,100 students and serviced by a teaching force of 1,445,400 teachers.

Table 2.1: Education Profile of Pakistan

Type	No. of Institutions		No. of Teachers	
	2010-2011	2011-2012	2010-2011	2011-2012
Pre Primary				
Primary	154,600	154,641	436,928	427,400
Middle	41,591	41,900	334,984	351,400
High	25,209	28,700	395,709	458,700
Higher Secondary	3,435	4,500	81,103	97,600
Degree Colleges	1,558	1,400	36,349	40,200
Universities	135	139	63,557	70,100
Total	226,528	231,280	1,348,630	1,445,400

Source: Ministry of Finance, *Economic Survey of Pakistan, 2012-13*

As can be seen in table 2.1, the education pyramid in the country has a very broad base at the primary level that progressively thins out up to the higher secondary level and onwards. Comparison with the previous year reveals an increase in the teaching workforce at each level of the education system. Whilst the system has the largest number of teachers engaged in the primary level in the year 2010-2011, in the year 2011-12 it has the largest number of teaching workforce servicing the high or secondary schools up to grades 10th.

2.2 New Modalities in Service Delivery:

Diversity in Education System

Public sector schools under the Department of Education, private schools and madrassas have over the years emerged as the three largest education providers, however the latter provide space to no more than 2% of the total enrolled. In addition to the public sector schools managed by the departments of education, there exist other categories as well; managed and funded by the armed forces, police, railways, departments of labor and Bait ul Maal (social safety net institution) etc. that are operating in the public domain. Private sector has a range of schools from profit to non-profit operated by private owners, trusts, NGOs, missionaries, wifaqs/ madrassahs that have flourished over time to share the burden for making education accessible to almost 35-40 percent of the children of the country with accountable teaching cadres. The role of such partners needs to be explicitly recognized in filling gaps of provision, diverse learning solutions and dynamic capabilities for education provision, especially in light of Article 25-A for 5-16 year old children- as a state obligation. Table 3.3 illustrates various types of schools both quasi public sector and also in the non-state sector.

Teachers belonging to such institutions have their own rights and requirements which are often overlooked by policy makers. A more coordinated approach is perhaps required which takes into account the issues and challenges of these teachers who are contributing significantly to support various modes of service delivery of education in Pakistan.

Table 2.2: Non-SED School by Types

	No.	Per cent
Private	37,418	84.91%
Other; like NFE, Community schools etc.	3,109	7.05%
NGOs	1,911	4.34%
Missionary	431	0.98%
Local bodies/District/City Government	339	0.77%
Federal Government	330	0.75%
Fauji Foundation	53	0.12%
Divisional Public School (DPS)	49	0.11%
Army schools	26	0.06%
Pak Baitul Mal	25	0.06%
Cantonment Board	20	0.05%
Overseas Pakistanis Foundation (OPF)	12	0.03%
P.A.F. schools	12	0.03%
Pakistan Railways schools	9	0.02%
Lahore Development Authority (LDA)	6	0.01%
Police schools	6	0.01%
Private Public Partnership (Evening shifts)	172	0.39%
Social Welfare department schools	53	0.12%
Telecom Foundation schools	2	0.00%
University Schools	6	0.01%
WAPDA schools	32	0.07%
Workers Welfare Board/Labour Department Schools	48	0.11%
Total	44,069	100.00%

Source: Private Schools Census, EMIS/PMIU Punjab, Adopted from Punjab School Education Sector Plan 2013-17

2.3 Teachers' Profile Across Provinces

The distribution of teachers across provinces in Pakistan is shared below in Table 2.3. The data reveals that distribution across regions varies significantly depending upon the demographic dynamics as well as the core development indicators of each province. According to the report by AEPAM titled Pakistan Education Statistics 2011-12, Punjab accounts for the largest percentage of teaching workforce i.e. **54.71%** or **752,361** teachers, whereas Gilgit Baltistan has the lowest share of teachers at **0.72%** or **9,876** teachers.

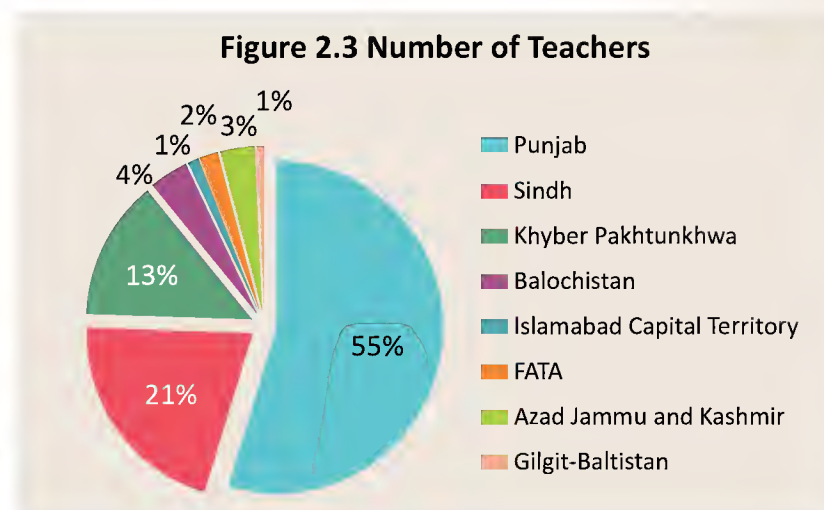
Table 2.3: Number of Teachers by Province

Province	Total # of Teachers	Share of Total (in %)
Punjab	752,361	54.71
Sindh	286,177	20.81
Khyber Pakhtunkhwa	187,164	13.61
Balochistan	52,515	3.82
Islamabad Capital Territory	15,340	1.12
FATA	25,074	1.82
Azad Jammu and Kashmir	46,724	3.40
GilgitBaltistan	9,876	0.72
Pakistan	1,375,231³	100

Source: Pakistan Education Statistics 2011-12, AEPAM, Ministry of Education

³ The aggregate figure for teachers (1,375,231) by Ministry of Education differs from the figure (1,445,400) by Ministry of Finance because the former excludes universities in the estimate which are about 70,000 as estimated by the Ministry of Finance

Figure 2.3: Number of Teachers by Province



2.4 Gender Distribution of Teachers- evidence from the field

Despite significant development in education system, there has been little change towards narrowing the gender gap. In Pakistan, a female teacher has overall lower representation in schools and hence the absence of female role models in educational institutions is one of the contributing factor to lowest participation of girls and manifests the legacy of low investment in girls' education. The presence and effectiveness of female teachers continue to be undermined on account of pervasive patriarchal customary practices, feudal and tribal traditions together with lack of post secondary opportunities in disadvantaged provinces and districts. Figure 2.4 shows lower representation of female than male teachers in all provinces except Punjab, Sindh, ICT.

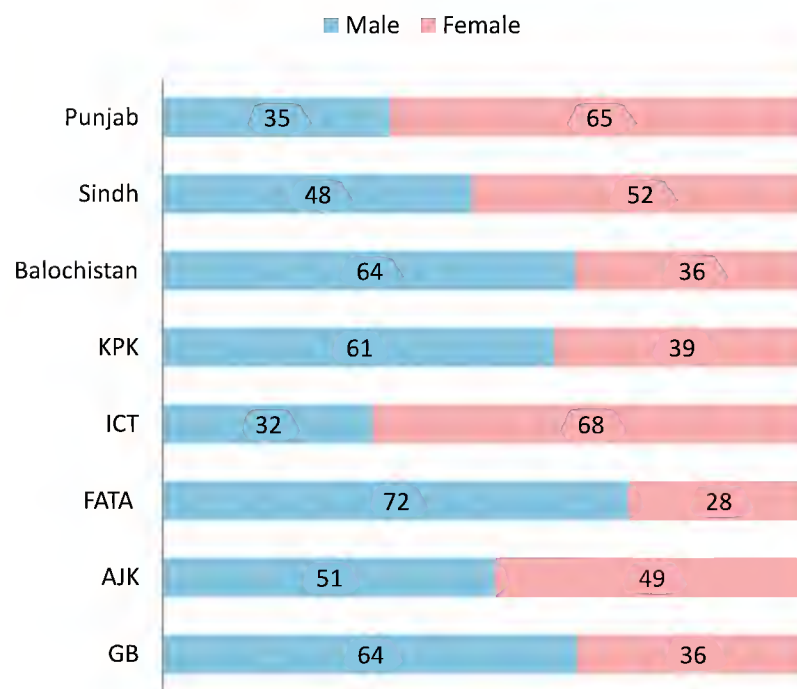
Table 2.4: % of Teaching Staff-by Gender

	Male	Female	Overall
Punjab	264,472(35%)	487,889 (65%)	752,361
Sindh	136,818(48%)	149,359 (52%)	286,177
Balochistan	33,534(64%)	18,981(36%)	52,515
KPK	113,636(61%)	73,528(39%)	187,164
ICT	4,980(32%)	10,360(68%)	15,340
FATA	18,088(72%)	6,986(28%)	25,074
AJK	24,031(51%)	22,693(49%)	46,724
GB	6,340(64%)	3,536(36%)	9,876

Source: Pakistan Education Statistics 2011-12, Ministry of Education

Whilst Punjab and Sindh reveal a majority of teachers overall, the disaggregated district and level of education data will reveal a formidable reality of fewer female teachers especially in the most deprived areas. Sindh has only 33% female teachers in public sector primary schools (SEMIS 2012). The provincial Departments of Education and the Ministry of Education have officially adopted policies of hiring more female teachers at the primary and at the elementary level, being appropriate and sensitive to the nurturing needs of younger children, however, the policy and evidence do not always match due to low baselines of female teacher supply due to fewer post primary opportunities across the country and especially for females. The Government of Punjab has taken transformative steps to

Figure 2.4 % of teachers- by Gender & Province



recruit female teachers in male elementary schools, a positive shift towards creating “a culture of care”.

2.5 The Rural-Urban Divide

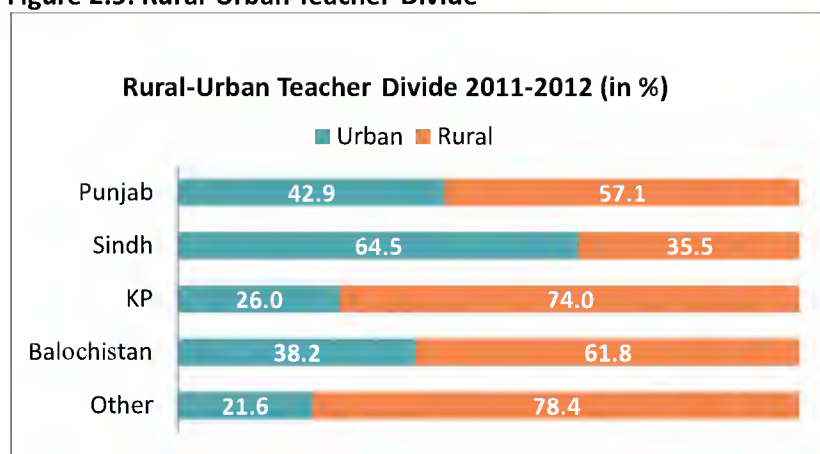
The current rural-urban divide with regards to the aggregate teaching force in Pakistan is 57% and 43% respectively, in comparison to 55% rural teachers and 45% urban teachers in the previous year. There has been an increase in the percentage of teachers in rural Pakistan.

Table 2.5: Rural-Urban Teacher Divide

	2010-2011		2011-2012	
	Urban	Rural	Urban	Rural
Punjab	311,690 46.0%	365,769 54.0%	322,547 42.9%	429,814 57.1%
Sindh	180,664 65.0%	97,224 35.0%	184,593 64.5%	101,584 35.5%
KP	47,786 25.9%	136,653 74.1%	48,733 26.0%	138,431 74.0%
Balochistan	23,169 44.5%	28,858 55.5%	20,086 38.2%	32,429 61.8%
Other ⁴	19,573 20.2%	77,362 79.8%	20,968 21.6%	76,046 78.4%
Total	582,882 45%	705,866 55%	596,927 43%	778,304 57%

Source: Pakistan Education Statistics 2011-12, AEPAM, Ministry of Education

Figure 2.5: Rural-Urban Teacher Divide⁴



⁴ The other category in this figure combines figures of AJK, GB, FATA, ICT
Source: Pakistan Education Statistics 2011-12, AEPAM, Ministry of Education

The challenges of the adequacy of rural teachers across various levels of schooling, the availability of subject-specialist teachers, their pay and incentives packages, and management and support systems remain major areas of concern, particularly in the public sector.

2.6 Public vs. Private Provisions (Emerging Opportunities & Challenges)

While operating within a policy framework with few restrictions on opening and running a school, the private sector has captured the space that has been created due to failure of the largely homogenous public education system to respond to the differentiated demands for education. Over the past decade, private sector has grown rapidly as a key provider of education services, from 36,096 institutions in 1999-2000 to 76,674 recorded in 2012⁵. Private sector is engaged vis-à-vis public sector in delivery of education services and has grown rapidly in terms of number of institutions, teachers and enrolment.

This section compares the public sector educational data of all the Provinces/Regions of Pakistan. While the public-private institutional provision shows a large variance at 71% and 29% respectively, the spread of the teaching force is almost equally distributed between the two sectors, with 53% of the teachers being located in the public sector and 47% in the private sector.

⁵ Ministry of Education, Pakistan Education Statistics

Table 2.6: Public & Private Sector Institutions & Teaching Workforce

Province/Region	Institutions		Teaching Staff	
	Public	Private	Public	Private
Punjab	58,645	43,955	327,307	415,653
Sindh	50,789	10,179	158,883	121,551
Khyber Pakhtunkhwa	27,207	6,732	115,714	68,656
Balochistan	12,405	898	43,497	8,277
Islamabad Capital Territory	418	504	9,412	5,746
FATA	5,625	330	20,495	4,530
Azad Jammu and Kashmir	6,170	1,957	31,264	15,114
Gilgit Baltistan	1,112	436	6,495	2,949
Pakistan	162,371	64,991	713,067	642,476

Source: Pakistan Education Statistics 2011-12, AEPAM, Ministry of Education (This table does not include figures for "other public sector")

In Pakistan, despite evidence to the contrary, a pre dominantly public sector centric view of the education system persists. In the light of the very evident contribution of private sector in this regard, there is a long overdue need to acknowledge that a more balanced approach to education provision taking into account possibilities with non state providers, particularly in the post primary level. This is mainly on account of the public sector's inability to manage quality and quantity objectives, the low capacity resources, acknowledgement of the dysfunctional public schools as well as undue politicization of education provision. Public private partnerships need to be encouraged for teachers' upgradation in all sectors, with sound institutional mechanisms and legal provisions.

2.7 Fostering Private Schooling through Education foundations

To strengthen and support the growth of private institutions for fulfilling state obligations of education as a fundamental right, the Government of Pakistan has established specialized education foundations at the provincial and national levels supported by the paradigm of public financing-of private provision through public private partnership. Over the years these foundation supported private sector schools have evolved as a significant contributor and example of partnerships with the private sector using various mechanisms such as voucher schemes, provision of cost per pupil, grants-in-aid, etc. The implementation arrangements for such mechanisms do not only improve the access to education in the country but also support quality. The education foundations are actively involved in broad strategies to support school improvement and quality education through in-service teacher training and provision of teaching aids. The table below reveals the data on the quantum of presence and support by the education foundations.

Table 2.7: Public Private Interventions of Education foundations

	No. of Schools	No. of Teachers	No. of Students
Punjab Education Foundation	3,379	39,408	954,309
Sindh Education Foundation	2,270	7,455	267,525
Balochistan Education Foundation	649	733	27,000
National Education Foundation	13,094	*	575,384

Source: All Education Foundations, * figure awaited

In each province the formal public sector support for teachers pre and in-service training far outweighs private sector provision. In each province there is an apex body for in-service continuous professional development and its teaching colleges with laboratory schools attached. Table 2.8 below highlights this for each province as also elaborated in the recent sector plans.

Table 2.8: Apex/ Public Sector Institutions for Pre-Service and In-Service Teacher Education

	Punjab	Sindh	NWFP	Balochistan
Pre-Service	<ul style="list-style-type: none"> • University of Education • GCETs • IER 	<ul style="list-style-type: none"> • STEDA • PITE • GECE 	<ul style="list-style-type: none"> • RITE (DCTE) • IER • GCPE • Agro-Technical Teacher Training College 	<ul style="list-style-type: none"> • BOC & EC • GCEE
In-Service	<ul style="list-style-type: none"> • DSD • PITE • GCET • DTSC 	<ul style="list-style-type: none"> • PITE • REEC • TRC • DETRC • BCEW 	<ul style="list-style-type: none"> • PITE 	<ul style="list-style-type: none"> • PITE • GCEEs • DSRC

Source: Strategic Framework for Teacher Education and Professional Development (UNESCO Pakistan)

However, in spite of elaborate paraphernalia supported by many programs including the largest CIDA debt swap program, there is a tendency toward institutional clutter of multiple institutions for teacher development that have evolved over decades mostly through

donor initiatives. This clutter may have to be rationalized for a more effective handling of the program such that standards, benchmarks and quality assurance are not only ensured but remain comparable across provinces so that teachers' transferred can be easily accommodated across intra-country boundaries with quality fully assured.

Glossary of Abbreviations

- BCEW: Bureau of Curriculum & Extension Wing
- BOC: Bureau of Curriculum
- BOC & EC: Bureau of Curriculum and Extension Centre
- DCTE: Directorate of Curriculum & Teacher Education
- DETRC: Divisional/District Educational Technology and Recourse Centers
- DSRC: District Support and Resource Center
- DSD: Directorate of Staff Development
- DTSC: District Training and Support Center
- GCEE: Government College of Elementary Education
- GCET: Government College of Elementary Training
- GECE: Government Elementary College of Education
- GCPE: Government College of Physical Education
- IER: Institute of Education Research at Provincial Govt Universities
- PITE: Provincial Institute of Teacher Education
- REEC: Regional Education Extension Center
- RITE: Regional Institute of Teacher Education
- STEDA: Sindh Teacher Education Development Authority

Professional Competencies & Development

Chapter 3



“The reform of teaching quality is of the highest priority”
(cf. NEP 2009, 106, 6.1, p.33)

The National Educational Policy (2009) underscores the need for seeking innovative, cost effective ways to grapple with the demand of quality and accessibility in the context of teacher education. Government of Pakistan has embedded this task under various programs supported by the elaborate human and institutional infrastructure at the provincial, district and cluster levels. Initiatives, by and large, are aimed at expanding, streamlining and institutionalizing in service education opportunities for teachers. This section presents the provincial review and analysis of Teacher Education (TE) in all provinces and has mainly been adapted from the Education Sector Plans developed by each province.

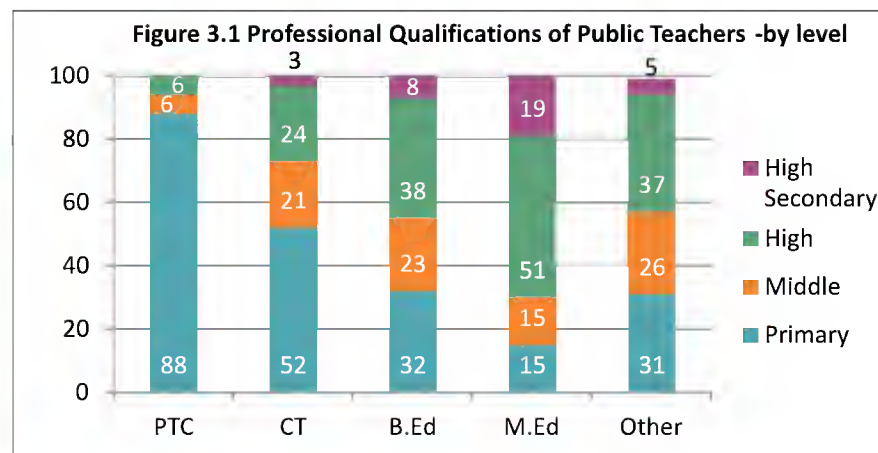
3.1 A look at the Statistics

In the public sector, there are reportedly over 800 teacher training institutions often working with sub-optimal human and insufficient and/or unpredictable financial resources, to effectively support professional development needs. The following table illustrates the professional qualifications of teachers by level.

Table 3.1 and the corresponding figure 3.1 show the professional qualifications of public sector teachers analyzed across school level. There is a positive trend of better professional qualifications of teachers at the middle up to higher secondary level whereas a substantial percentage of teachers (88%) at the primary level still hold the obsolete PTC certification.

Table 3.1: Professional Qualifications of Public Teachers in Pakistan- by level⁶

	Professional Qualifications				
	PTC	CT	B.Ed	M.Ed	Other
Primary	150,487 (88%)	55,377 (52%)	57,065 (32%)	7,417 (15%)	46,342 (31%)
Middle	9,409 (6%)	21,879 (21%)	40,484 (23%)	6,977 (15%)	38,894 (26%)
High	9,609 (6%)	25,520 (24%)	68,089 (38%)	24,531 (51%)	55,897 (37%)
High Secondary	965 (1%)	3,028 (3%)	13,898 (8%)	9,183 (19%)	8,072 (5%)
Total	170,470 (100%)	105,804 (100%)	179,536 (100%)	48,108 (100%)	149,205 (100%)



⁶Source: Pakistan Education Statistics 2011-12, AEPAM, Ministry of Education

National Professional Teaching Standards (NPST) 2009

In November 2008, under the STEP initiative, the MoE adopted and notified ten **National Professional Standards for Teachers** in Pakistan. These nationally agreed upon standards were designed to define competencies, skills and attributes deemed as essential targets for beginning teachers, accomplished master teachers, teacher educators and other educational specialists. These ten standards are a step towards guiding the development of pre- and in service programs of teacher education.

National Professional Standards for Teachers 2009

- Standard 1:** Subject matter knowledge
- Standard 2:** Human growth and development
- Standard 3:** Knowledge of Islamic ethical values/social life skills
- Standard 4:** Instructional planning and strategies
- Standard 5:** Assessment
- Standard 6:** Learning environment
- Standard 7:** Effective communication and proficient use of information communication technologies
- Standard 8:** Collaboration and partnerships
- Standard 9:** Continuous professional development and code of conduct
- Standard 10:** Teaching of English as second/foreign language (ESL/EFL)

Source: National Professional Standards for Teachers in Pakistan 2008

National Education Policy (NEP) 2009

National Education Policy (2009) addresses 'pre-service training and standardization of qualifications; professional development; teacher remuneration, career progression and status; and governance and management of the teaching workforce'. There are 22 key policy drivers that are being incorporated in each provincial sector plan. Some selected policy actions on teacher training, licensing and certification are reproduced below:

Policy Actions On Teacher Training and Licensing – NEP 2009

Policy Action 1	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 assured by 2018.
Policy Action 2	Teacher training arrangements, accreditation and certification procedures shall be standardised and institutionalized
Policy Action 3	The curriculum shall include training for student-centred teaching, cross-curricular competencies, and an on-site component.
Policy Action 6	All teachers shall have opportunities for professional development through a programme organized on a three-year cyclic basis. Progress in career shall be linked to such professional development.
Policy Action 12	In-service training shall cover a wide range of areas: pedagogy and pedagogical content knowledge; subject content knowledge; testing and assessment practices; multi-grade teaching, monitoring and evaluation; and programmes to cater to emerging needs like trainings in languages and ICT.

Source: National Education Policy 2009 available at: <http://unesco.org.pk/education/teachereducation/policy.html>

3.2 Shifting Paradigm of Teacher Education- From In Service Training to Continuous Professional Development

The responsibility of undertaking professional development of teachers lies both with pre service institutions in the long term and with the apex in service teacher training institution such as the Directorate of Staff Development (DSD) in Punjab. DSD has very systematically engaged in a paradigm shift from traditional cascade models to continuous professional development encouraging an interactive and constructivist approach to learning. This innovation has been collaboratively shared over time with other provincial and area governments as well.

Box 1: Adjusting Systematically to New Realities

- From empty vessels to adult reflective practitioners
- From one-off training to long term systematic training opportunities, at the local, provincial and national levels
- From fragmented dislocated training, to processes in contexts and cultures that make space for in-service capacity-building opportunities addressing lifelong teacher education
- From skill training, to training on content supported by school/curricular reforms
- From isolated/individual efforts, to collaborative processes where support groups can be developed through mentors or District Teacher Educators and Teacher Educators
- From passive participants, to thinkers, actors and key reform agents.

Source: Status of Teachers in Pakistan 2008, UNESCO/USAID & ITA

Such an approach engages and simultaneously underlines the fact that it is not only content skills which are critical, but also creating tremendous value addition in the processes of reflection, collaborative work, mentoring, problem solving and in recognition of the local contexts in which development takes place. This approach merits the conceptualization of a type of teacher education which seeks mergers between pre, on service and in service training opportunities, as part of a continuum of lifelong professional learning.

3.3 Educating our Teachers: Eager to Learn

According to the National Education Policy of 2009, reforms in pre-service training and standardization of professional qualifications are essential requirements for improving the overall standard of education in Pakistan. “A Bachelors degree, with 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.”

While this policy shift puts immense pressure on teachers to enhance and upgrade their professional qualifications, several related researches such as that of the USAID funded **Pre-Step** (Pre-Service Teacher Education Program) and the British Council’s **PEELI** (Punjab English Education and Language Initiative) underscore a great desire among teacher cohorts to upgrade their professional qualifications. According to a study conducted by the British Council in Punjab, 51% of the public middle sector teachers have completed their B.Ed and 18% of the public middle sector teachers have completed their M.Ed. A number of reforms to train teachers through various schemes are in place by in-service and pre-service teacher training institutes in each

province. Organizations like Punjab Education Foundation and Sindh Education Foundation show impressive results in improving teacher quality through teacher training.

The efforts should not be stopped here rather the momentum generated through previous actions and reforms needs to be taken forward to high poverty, ill marginalized areas as well where majority of the teachers (both public and private) still hold the obsolete, redundant PTC/CT certifications.⁷ Phasing out such qualifications in rural areas is a daunting task which needs to be undertaken and accomplished through vigorous continuous professional development and follow up support programs closest to their locations

3.4 Teacher licensing:

A Major Step towards Professionalization of Teachers

Teacher licensing is another big initiative taken in recent times to raise the professional capacity of teaching workforce. Teacher licensing is often considered to be synonymous to teacher certification, though both differ significantly. A licensed teacher is the one that has been awarded formal recognition of the ability to teach. This recognition is usually in the form of some kind of certification (and often registration) with a body or organization accredited to do so by the state. The distinctions between the two is summarized below

Licensing	Certification
Legal Framework	Often voluntary
Overall government control	Professional body or accredited institute
Linked to Standards	May be qualification or subject specific
Usually not time limited	Can be time limited
Enforceable	Open to corruption

Source: EDC- USAID- Pre STEP – Discussion Paper 2013 p.2

⁷ British Council Pakistan: Can English Medium Education Work in Pakistan

This is the first time in history that teachers are obtaining licenses as a testimony to their teaching quality and professional standing. It applies to all newly trained teachers who have obtained degree-level qualifications and can be stretched beyond to include serving teachers as well as those undertaking structured on-the-job training programs. The recently introduced National Professional Teaching Standards (NPST 2009) proposes a systemic framework for assessment of licensing teachers based on acquisition of core competencies of the Standards. There are differing ways of securing the license: obtaining a 3- year standard or 4- year honors education degree, obtaining a subject degree plus post-graduate qualification or the Education Authority (such as STEDA or DSD) grant license to teachers who hold accredited degree and post qualification experience and demonstrate core standard competencies over a period of 1-2 years.

NACTE and Allama Iqbal Open University recently hosted a two day meeting to deliberate on the road map and action plan for development of registration, licensing and certification process of teachers with continuous professional development in their respective province. The conference created consensus and gave recommendations on the roles of a national-level body like the NACTE for accreditation of teachers. The participants recommended that the registration of teachers should be done soon after the completion of the degree. The pre-registration should be based on minimum standards in accordance with the national standards for teachers, licensing of teachers should be followed up by renewal every three to

five years and professional development should be a continuous process with the award of appropriate credit hours for the promotion and recruitment of teachers (Daily Times November 20, 2013 http://www.dailytimes.com.pk/default.asp?page=2013\11\20\story_20-11-2013_pg11_4_)

Teacher licensing mechanism is already in place in Pakistan. Efforts are being galvanized by the large scale donor initiatives extending primarily to the public but also to selected private sector institutions (such as Pre-STEP by USAID) to implement Licensing and accreditation of the profession with speed and inclusively taking teachers on board for a nationwide system that recognizes the necessary formal steps for professionalizing this largest workforce of the 21st century.

3.5 Some Provincial Reforms and Efforts

Movements to reform teacher education are in progress in many parts of Pakistan. The directions of and the approaches to these reforms vary in each province. Invariably changing educational policies across the country, innovations, research, and ongoing discourse in the field have contributed to new ways of understanding teacher education. Some of the broad based reforms, reflective practices and collaborative actions undertaken at provincial level towards teachers' continued professional development are given below

Punjab:

- **33** Government Colleges for Elementary Teachers (**GCETs**) are providing Pre-Service Teacher Education, across **23 districts** in Punjab.

- As an outreach for **CPD** implementation, **36 DTSCs** (District Training and Support Centres) have been established at the district level (one in each district) for the Primary, Elementary, Secondary and Higher Secondary school teachers
- Under each **DTSC** on average **60 Cluster Training and Support Centers (CTSC)** have been established. One cluster covers approximately **30 schools** lying within radius of **16km**. At one cluster (**1-5 District Teacher Educators (DTEs)** are placed depending upon the schools attached with cluster. At DTE has been an allotted **10-15 school** for implementation of **CPD** at cluster level (<http://www.dsd.edu.pk/pages/contents/49>)

Sindh:

A major step taken in the direction of informing the teacher education reforms is the development of **Sindh Education Reform Programme (SERP 1) 2008-2011**. Under this program, reforms were made for the provision of quality education for all, and for improving Teacher Education (TE) quality. Key achievements of the programme include

- **TED** (Teacher Education & Development) policy approval
- Sindh Teacher Education Development Authority's (STEDA) office established with a secretariat at the Reform Support Unit (RSU)
- Piloting of Associate Degree in Education (ADE-2 years) & B.Ed. (Hon., 4 years)
- CPD Accreditation Criteria developed/piloted

In 2012, Sindh Assembly passed the **Sindh Teachers Education Development Authority (STEDA) Bill, 2012** for training, educational development and enhancement of the professional capacities of teachers whereby only professional teachers having registration licenses could be recruited as teachers in public and private

institutions and would be given grade 16 instead of the present grade 9. Unfortunately, STEDA is yet to make a mark as an active body.

Recent initiatives towards future oriented framework for guiding reforms in teacher education also include the development of **Teacher Education Strategy 2013-2018** under the **Pre-Step (USAID) Pre-Service Teacher Education Program (2011-2013)**. The TES 2013-2018 outlines steps to strengthen continuous professional development opportunities, develop quality assurance mechanisms, and improve the teacher management system.

Khyber Pakhtunkhwa:

A major shift towards enhancing the professional competencies of **115,714** teachers in the public school sector is the development of **Institutional Framework for Teacher Development (IFTD)** by the E&SE Department. IFTD marks the policy shift from simple subject based teacher training practices to a long term teacher development approach. In the light of IFTD some policy initiatives have been notified such as: Kachi education in all Government sector primary schools in the province; piloting of on-site teacher development in selected districts; professional development of school heads in primary schools in the province; and a system of regular and comprehensive classroom assessments in primary schools.

To ensure the year round periodic and continuous on the spot pedagogical support and supervision of the teacher support systems, **256 Local Circle Offices (LCOs)** have been constructed under the **Basic Education Improvement Project**. The project aims to provide localized school support through the introduction of approximately **5,000** mentors to support primary school teachers.

Balochistan:

The Balochistan Education Sector Plan also recommends a shift to a Continuous Professional Development (CPD) programme from the current discrete trainings system through sporadic donor interventions.

1. Creating a system of continuous professional development to ensure all teachers receive ongoing periodic training.
2. Developing an ongoing feedback mechanism as well as benchmarks for evaluation.
3. Developing formal coordination mechanisms between the PITE and the Directorate of Schools to ensure transparent selection of teachers, realistic needs assessment and feedback on impact in the classroom.
4. Enhancing provincial capacity to develop, implement and review quality in service teacher training (pg 45)

3.6 Donor Initiatives in Teacher Education:

Several donor agencies such as USAID, UNESCO, ADB, CIDA, DFID, UNICEF, the World Bank, and other INGOs are also engaged in this critical area supporting capacity for addressing quality concerns. One such example is of STEP and Pre-STEP (Pre-Service Teacher Education Program) in Pakistan. USAID, assisted by a consortium comprising Pakistani and American academia and development partners, supported this five year project in Pakistan (2008-2013).

Under the STEP initiative some major professional reforms were undertaken to raise the quality of teaching and teacher workforce alike. The National Professional Standards for Teachers (2009) have been developed as well as the National Accreditation Council for

Teachers Education (NACTE) to define competencies, skills and attributes deemed as essential targets for beginning teachers, accomplished master teachers, teacher educators and other educational specialists. Similarly under the Pre-STEP initiative, curriculum/modules were upgraded for a new four years B.Ed. Hons. ADE program was added to teacher recruitment rules and provincial government service structure to improve professional profiles of the teaching workforce. Teacher certification and licensing have also been introduced in the system as a mechanism for quality assurance of teachers in Pakistan.

Step and Pre-Step have achieved solid success in opening the doors to becoming a 21st century teacher. Through its countrywide effort, it has created demand for the upgraded degrees/teacher licensing standards; a factor hitherto been ignored in the previous reform programs. The United States has also awarded 1887 scholarships so far through this project, for future educators who are studying at colleges and universities in all regions of Pakistan. This new cadre of teachers, with better preparations and academic qualifications, will equip students with the knowledge and skills needed to build the nation and meet the challenges of the 21st century.

Conferences have been held under various initiatives in public – private sectors to highlight the need for research and evidence to influence teaching capabilities and practice as well policy. Recently under Pre STEP (August 2013) a conference was held to celebrate the outcomes of research grants for improvement in teacher education by the United States Agency for International Development (USAID) at the University of Karachi. With 21 research grants awarded to partner universities and apex bodies to conduct research on effective teacher

preparation strategies and their implementation, the conference reviewed and assessed how the strategies will affect student learning outcomes and future education policies. Once the new training programs and policies are fully in place, teachers will be better prepared to respond to the educational needs and aspirations of all children. Globally the focus on teachers is fully in place as many attributes are associated with them as the primary change agents with tremendous capability of shaping the destiny of future generations and societies. Recently under a research initiative at Stanford (SCOPE 2013) the business of teaching quality is illustrated well through its multi-dimensionality. The same scenario applies anywhere in the world including Pakistan

EXCELLENT TEACHERS FOR EACH AND EVERY CHILD:

A Guide for State Policy

What is Teaching Quality?



Teaching quality offers a systems perspective on teaching, taking into account not just the teacher but the factors that affect the quality of teaching such as the expertise of teachers and their professional peers, learning conditions, school environment, instructional resources and supports (academic, social, emotional, and health).

Source: *Excellent Teachers for Each and Every Child, A Guide for State Policy, December 2013, Page 2*

Economic Status of Teachers

Chapter

4



Economic status is seen as a critical measure to assess where teachers stand in the career options landscape in society, especially in shifting perceptions of an overworked and underpaid profession. For years, teachers, especially those from the public sector, have complaint of low remuneration and salary packages. The remuneration paid to teachers, at both the public and low cost private schools, is generally very low with hardly any job security. Female teachers employed by low cost private schools are notoriously under paid⁸. Lack of adequate salary package undermines teachers' productivity in several ways. When teachers do not have enough money to live, they often resort to secondary employment activities, which can reduce their motivation to perform in their primary job and lead to increased absenteeism (UNESCO, 2010).

The government has tried to address these issues through a combination of initiatives; focusing on improving the recruitment and placement standards, upgrading the pay scales of teachers and providing incentives to ambitious and best teachers. Some of these initiatives are shared in this section.

4.1 Revising Pay Scales - A step towards raising Economic Status of teachers

Teachers in Pakistan have always been an underpaid workforce of the nation (The British Council, 1988). This is true not only for rural areas, it happens in urban areas as well where public teachers are paid even less than Rs 10,000 per month. Despite numerous demands and proposals, social and economic conditions for teachers have not changed in Pakistan. Teacher unions have pleaded the case many times before the government but teachers until recently remain

poorly paid as compared to people with similar qualifications in other professions (Rehmani, 2006).

The 1966 ILO/UNESCO Recommendation Concerning the Status of Teachers provides ready-made recommendations for governments and donors on teacher salaries:

1966 ILO/UNESCO Recommendation Concerning the Status of Teachers

'Teachers' salaries should:

- (a) reflect the importance to society of the teaching function and hence the importance of teachers as well as the responsibilities of all kinds which fall upon them from the time of their entry into service;
- (b) compare favourably with salaries paid in other occupations requiring similar or equivalent qualifications;
- (c) provide teachers with the means to ensure a reasonable standard of living for themselves and their families as well as to invest in further education or in the pursuit of cultural activities, thus enhancing their professional qualification;
- (d) take account of the fact that certain posts require higher qualifications and experience and carry greater responsibilities'

Source: ILO/UNESCO, 1966: p. 11–12

The Minimum Wages Ordinance, 1961 requires the fixation of the minimum wages from time to time keeping in view the requirements of essential needs of the teachers and their families as laid down in the above ILO Convention. In 2011 and more recently in 2013 the government of Pakistan announced minimum wages to be Rs. 8000 and Rs. 10,000 per month respectively. The public sector has been diligent in pay revisions compared to the private sector often operating in the informal domain.

To upgrade the profession, Government of Pakistan revised salaries periodically in 1983, 1987, 1991, 1994, 2001, 2004, 2008 and 2011

⁸ Khan 2005, Sayyed and Akbar 2007

(School Education Department). Pay structure of last two years is presented in table 4.1 to show comparison of the basic salary scale without the fringe benefits. This increase in salary is expected to trigger higher effort from teachers while in service and also to attract better individuals into this profession.

Table 4.1: Pay Scale of Teachers

S. No	Category of Teachers	Scale/ Grade	2008		2011	
			Minimum Salary	Maximum Salary	Minimum Salary	Maximum Salary
1	PST	9	3,820	10,720	6,200	17,600
2	EST	14	4,920	16,320	8,000	26,300
3	SST	16	6,060	20,160	10,000	34,000
4	Head Teacher	17	9,850	24,650	16,000	40,000

Source: School Education Department, Punjab 2013

*Glossary of abbreviations

PST: Primary School Teacher

EST: Elementary School Teacher

SST: Secondary School Teacher

Other Allowances in the Basic Pay Scale (BPS):

- **House Rent Allowance:**

With effect from 01-07-11, house rent allowance admissible to teachers falling in BPS-9 to BPS-15 is at 30% of the Basic Pay Scales-2011 for rural teachers and 45% for urban teachers. For teachers belonging to BPS-16, house rent allowance is approximately 2,700 for urban teachers and 2,300 for rural teachers.

- **Medical Allowance:**

With effect from 01-07-11, medical allowance admissible to teachers falling in BPS-9 to BPS-15 is fixed at Rs 1,000. For teachers belonging to BPS-16, medical allowance is 15% of the Basic Pay Scale-2008

- **Conveyance Allowance**

With effect from 01-07-11, conveyance allowance for teachers belonging to BPS-9, BPS-14 and BPS-16 is fixed at Rs 1,840, Rs 2,720, Rs 5,000 respectively.

4.2 Private Sector Salary Bands

Compared to the public sector, the variations in teachers' pay scales are tremendous as noted by various studies⁸. The range in the private sector can be from as low as Rs 600 per month (non elite, low cost private schools) to Rs 30,000 and more, in elite private schools, raising to six digits at the post secondary levels. **School Assessment for School Improvement**, an initiative on low-cost private schools, also cites data on salary bands of teachers in Punjab. The salary for pre-primary teachers in low cost schools could be as low as 3,000 and as high as 8,000. Similarly tremendous variations exist within the salary bands of primary teachers, ranging from Rs 3,000 to Rs 10,000 in some private schools.

Salary Bands in Sindh:

Table 4.2 illustrates salary bands of private schools in Sindh disaggregated across fee level and school level.

Table 4.2 Salary Bands for Private School Teachers in Sindh

Salary Bands for Private School Teachers in Sindh						
	Salary Range					
Levels	Pre-Primary		Primary		Secondary	
Fee Levels	Min	Max	Min	Max	Min	Max
PKR 600 - 700	2,500	3,000	3,500	4,000	4,000	7,000
PKR 1000 - 1500	4,500	5,000	5,000	7,000	7,000	10,000
PKR 1500 - 2500	6,000	8,000	8,000	10,000	10,000	12,000
PKR 2500 - 5000	7,000	10,000	10,000	13,000	13,000	18,000
PKR 5000 and above	15,000	18,000	20,000	25,000	25,000	35,000

Source: All Private School Association, Sindh 2012-2013

As can be seen in Table 4.2, salary bands of teachers are presented against fee level (ranging from lowest to highest) across school levels. At the lowest fee level i.e. Rs 600-700, salary bands range from Rs 3500-4000 for primary level teachers and Rs 4000-7000 for secondary teachers. Moving from low fee levels to medium fee levels i.e. Rs 1500-2500, teachers' salary show a considerable increase with the salary for secondary teachers going as high as Rs 10,000. For the elite schools, salary scales are even higher ranging from Rs 20,000- 25,000 for primary level teachers.

4.3 Revising Recruitment Rules

Along with the pay scales, recruitment rules are also being revised by the provincial/area governments as part of the efforts to raise professional status of teachers. Revising existing recruitment rules of primary and elementary schoolteachers and allocating higher basic pay scales encourages aspiring teachers to pursue a higher education and obtain a two-year Associate Degree in Education (ADE) and/or four-year Bachelors in Education (B.Ed Hons), thus enhancing their professional capacity as educators. Recruitment rules proposed by Sindh Education Department are presented below for illustration.

Table 4.3: Proposed Posts, Government of Sindh

Existing Post and Grade	Proposed Post and Grade	Qualification
PST- BPS 9	JEST-BPS 15	Intermediate or Equivalent + ADE
JST	BA/B.Sc, 2 nd Division with CT/B.Ed.	Intermediate or Equivalent + ADE
HST- BPS 15/16	EST- BPS 16	Intermediate or Equivalent + B.Ed. Hons. Elementary

Source: Notional Interchange on Teacher Recruitment Rules, USAID 2013

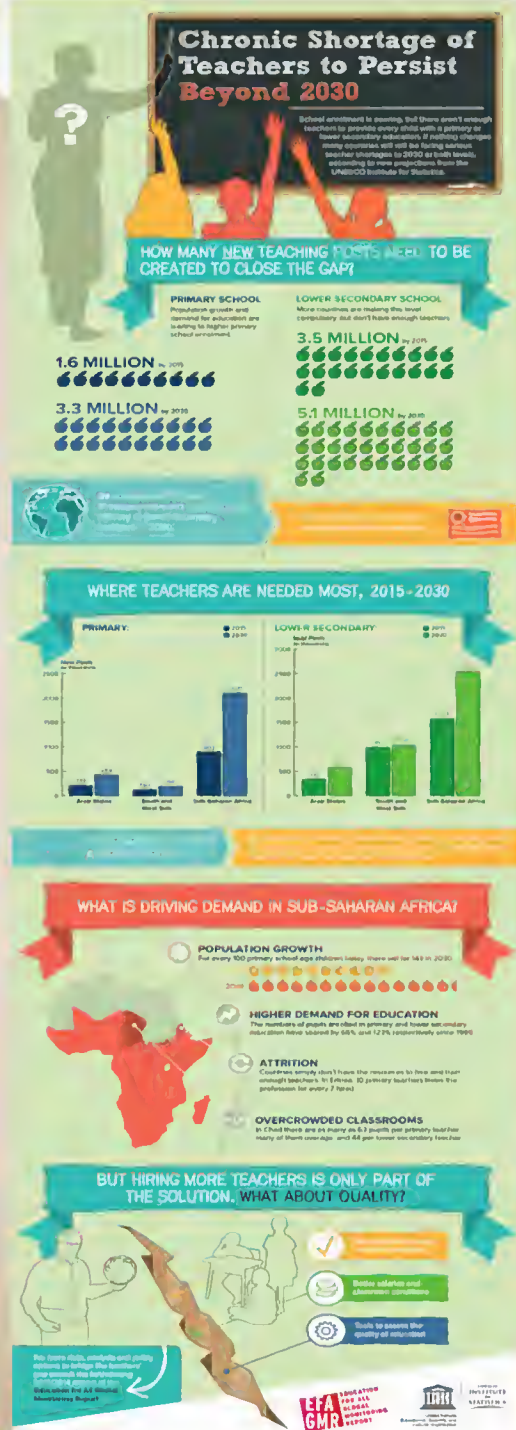
Glossary of abbreviations

- BPS: Basic Pay Scale
- PST: Primary School Teacher
- JEST: Junior Elementary School Teacher
- JST: Junior School Teacher
- HST: Higher School Teacher
- EST: Elementary School Teacher
- ADE: Associate Degree in Education
- B.Ed: Bachelor in Education
- CT: Certificate of Teaching

Economic status of teachers is often cited as the driving engine for motivating teachers towards better performance and commitment. In a framework developed by Save the Children (2011), remuneration and incentives were one of the eight interconnected categories that influence teacher motivation. Policy reforms by the public sector such as salary revisions and upward mobility of teachers being rewarded by higher salaries and BPS scale will be useful in attracting and retaining effective teachers thus leading to better educational outcomes that can be tracked with full accountability.



Chapter 5



Chronic Teachers' Shortages: Where are the teachers needed to respond to the rising demand for education?

No Education for All without Teachers for All!

It is generally accepted that a factor that contributes tremendously to quality of education is the teachers' supply. Adequate supply of teachers is central to achieving goals of quality education as (1) Investment in other inputs (such as infrastructure, student enrollment, ICT programmes etc) is rendered useless if there are not enough teachers in school (2) Shortage of teachers leads to high student-pupil ratio which reduces the overall efficacy of the education system.

According to the latest UIS (UNESCO Institutes of Statistics) data, almost one in five teachers leave the profession in a given year leading to grave shortage of teachers. On the national level situation is much the same where one teacher is available for 40 students at the primary level. Sector plans are pointing towards the shortage of teachers against the targets of enrollment. Punjab faces a shortage of 61,916 teachers (Ministry of Education, 2012) whereas Khyber Pakhtunkhwa needs 120,637 teachers at the primary level and 148,172 teachers at the secondary level by 2015 (Education Sector Plan, Khyber Pakhtunkhwa, 2010/11-2015/16).

Over the years, there has not been much emphasis on attracting, recruiting and retaining teachers. High turnover rate is observed in Pakistan without being followed by quick replacements. In many districts of the state, as pointed out in the recent 100 page decision by the Supreme Court November 22 2013, many schools are non functional due to shortage of teaching staff. Further aggravating the situation is the unfavorable treatment of teachers by the education authorities. According to the Punjab Teachers Union, as many as **200** teachers have been terminated this year. **4,000** teachers have been penalized by retracting their annual increments for up to five years

and **1,500** teachers have been served show cause notices. Similar is the situation in other provinces. There is little doubt that the supply of teachers will shrink significantly because of these measures unless the federal and state governments step in with incentives to recruit more teaching workforce. To further compound the problem, shortages that exist in the country are not evenly distributed. Inner city and rural schools have a much harder time recruiting and retaining teachers than suburban schools.

Types/Reasons of Teachers' Shortage:

Pakistan, unprecedented demands made by the state authorities on teaching workforce coupled with unfavorable teaching environment are a disincentive in recruiting and retaining teachers. Shortages exist because of multiple reasons, some are created on account of outdated provisions to teachers' deficits of professional responsibility while others exist due to lack of opportunities or unprofessional attitude of teachers. Some of these are listed below:

1. Shortage of teachers against government sanctioned posts that are not filled -
2. Shortage of teachers due to inappropriate outdated Student Teacher Ratio (STR) parameters which undermine the need for specialist teachers for multiple grades
3. Chronic Shortage of teachers in the classic archaic formula of establishing primary schools of 2 room and 2 teachers which leads to a fundamental flaw in the first building block of education for our children – where for 6 grades including ECE/Katchi only 2 teachers are sanctioned and whenever one teacher is absent (which is often due to multiple official leaves permissible) it is only 1 teacher school

4. Teachers relaxed attitude over taking multiple holidays and the discretionary 'casual leaves - 2 monthly or 24 annually' as and when they want at the expense of children's learning during an academic year.
5. Teachers leave jobs due to personal reasons: better opportunities /shifting residence

5.1 A look into Statistics

The following table shows the data on sanctioned and filled in teacher posts in public schools⁹.

Table 5.1: Sanctioned and Filled in Teacher Post in Public Schools by Province

Province/Region	Sanctioned	Filled in	Shortage
Punjab	368,576	306,660	61,916
Sindh	-	149,401	-
Khyber Pakhtunkhwa	130,441	116,926	13,515
Balochistan	50,651	42,317	8,334
Islamabad Capital Territory	7,763	7,261	502
FATA	21,167	19,812	1,355

Source: Pakistan Education Statistics 2011-12, Table 3.6, AEPAM, Ministry of Education

Table 5.1 quantifies the gap between demand and supply of teachers in Pakistan. Punjab, with a shortage of 61,916 teachers, has the highest recruitment needs followed by Sindh and KPK. Low salaries,

lack of incentives, inadequate workplace environment and socio-cultural norms prevent teachers from entering into this profession. Compounding the problem is the severe teacher turnover in public sector schools, especially those located in high-poverty areas. The teachers who leave the profession are very rarely replaced leading to large demand-supply gap

5.2 Some Cases in Point

Below articles express the plight of teachers and students on issues surrounding teachers' shortage and how it undermines the efficacy of other inputs (student enrollment, textbooks, curriculum and language policies, provision of missing facilities etc) to deliver quality outcome.

Peshawar: Many KP schools shut as teachers unavailable

PESHAWAR, Nov 11: "I haven't seen a single child go to this educational institution for the last four years," says a resident of the GhariMosam Khan pointing to the government girls' primary school on the outskirts of the provincial capital.

According to Hameed Khan, who runs a shop near the school, he remembers well that a couple of years ago, girls used to go through the lush green fields every morning to reach the primary school.

Since there was no teacher, the students stopped coming to school.

Published in the DAWN, November 11, 2012

⁹ Information on sanctioned post is not available

Another one:

BANNU / BANNU: Students of Government Girls Secondary School, Kakki protested against the shortage of teachers on Thursday.

Many students of grades nine and 10 gathered outside the Bannu Press Club and told journalists they had travelled 25 kilometres in rickshaws to come protest. “We don’t want shoes and uniforms. We need teachers,” read one of the banners.

They claimed the school has only one science teacher for 375 students, while the mathematics teacher has not been giving lectures for the past two months and stays at home. The students said they would prefer having a teacher over drinking water, furniture and other facilities.

“We spent the entire summer without fans in the classrooms, but did not complain. We can tolerate the scorching heat, but cannot waste an academic year due to the absence of a science teacher,” said one of the students.

The students said they were fortunate to go to school, considering their parents did not get the same opportunity.

Criticising the provincial government, students complained their grievances go unheard despite calls to complaint centres. They wished government officials, including the education minister, would pay a surprise visit to take action against those slacking and not showing up to work.

Students threatened to go on a hunger strike and stage a sit-in outside the district education officer’s (DEO) office if the government fails to appoint a science teacher within a month. The DEO could not be reached for comments despite repeated attempts.

Published in The Express Tribune, September 20, 2013.

<http://tribune.com.pk/story/606658/education-woes-girls-protest-shortage-of-teachers-at-govt-school/>

Reducing Teachers Shortage: Filling in the Missing Numbers

The missing numbers in each province need to be filled in by devising actionable plans in consultation with teachers unions, civil society organizations and other education stakeholders. The challenge for policy makers is to discover what accounts for a high turnover rate and the role it plays relative to teacher shortage. A major push is needed on all fronts to attract and secure a sizeable teaching workforce without forsaking quality. Issues and problems of the practicing teachers need to be identified, understood and resolved before staffing in more teachers. Future teachers will want to know that they will be rewarded fairly and have teaching jobs to go to. Reforms such as revising pay scales and rationalization criteria are already underway, and need to be backed up by similar plans and initiatives so that the national and international goals for education are materialized.

Social Status of Teachers: Threading through contradictory trends towards a strong social tapestry

Chapter

6



With 1.5 million teachers (Economic Survey of Pakistan 2012-13) divided almost equally across state and non-state provision in over 231,239 institutions in Pakistan, teachers remain the largest and a formidable workforce. Their role as the embodiment of public service and catalyst of social change is juxtaposed against the deeply ingrained perception of a traditional conservative group aligned with negative politics and practices, and little engagement with quality; this imagery confers a mixed social status for teachers. The profession is associated with paradoxical perceptions of being on the one hand, the oldest and noblest of professions as practiced by the prophets, the ancient philosophers and sufis alike, but also simultaneously as the “last career choice for merit-worthy, capable young people”. This perpetuates the binary framework associated with teachers the frontline agents for quality learning.

International Declarations and Education Forums such as Global Monitoring Reports, Education International etc, are increasingly recognizing the important role of teachers in society as a cutting edge group for social renewal and human actualization. The 1966 ILO/UNESCO Recommendation puts forth the following guiding principle for the status of teachers

“The status of teachers should be commensurate with the needs of education as assessed in the light of educational aims and objectives; it should be recognized that the proper status of teachers and due public regard for the profession of teaching are of major importance for the full realization of these aims and objectives.”

No country can prosper without giving respect to the teachers. ***Teachers are performing their roles not just in the mainstream academics, but they are also performing miracles as agents of change, as classroom practitioners, as parents, as colleagues and as messengers and counselors for health, population, HIV/AIDs, human rights, diversity, tolerance, life skills, rebuilders of shut down schools due to militancy, emergencies and much more.*** A profession as complex and challenging as teaching ought to be given due place in society. The teacher’s social status cannot be enhanced solely through legislation and notifications; it requires a societal approach where ***every person form every walk of life recognizes the indispensable and potentially constructive role played by teachers in providing quality education.***

6.1 Where do teachers stand in Pakistan?

Teaching profession has for long remained poorly treated in Pakistan. Teachers are working in environments characterized by diminishing resources, limited opportunities, low remuneration, marginalization, ill-perceived and at times contradictory frequently changing policies and mismanagement. Government endeavors to create conditions which will help motivate and inspire teachers on constructive and creative lines remain event based announcements sometime driven by donors and sometime indigenously initiated. Steps taken in this direction include the annual celebration of World Teachers Day as an advocacy platform, publicly rewarding excellent and best teachers, working on teachers’ licensing, streamlining training programs, and many others. Despite these interventions, teachers in Pakistan continue to suffer a compromised status in society. Due to a number of factors., often backed by evidence, teaching profession is generally regarded as low-paying and a semi- profession in Pakistan; these are:

(1) resistance to expanding knowledge and application expectations (2) low economic standing (3) mixed perceptions about the professional and social standing of these teachers (4) lack of standards, corrupt practices and credibility of educational outcomes, (5) association with politicians or people of influence for personal benefits only and (6) absence of monitoring and support. All of these contribute in putting the teaching profession low on the priority list of career options.

Yet we see increasing evidence of teachers willing to be tested along with their students and becoming part of rigorous researches and results (ASER 2009-13, LEAPs 2007, SchoolTELLS 2011-2013, SASI 2012 onwards). **Evidence based researches** reveal the willingness of teachers to improve their knowledge, skills and attitudes (British Council/PEELI 2013). Results from the study (ibid) reveal that a sizeable majority of the teachers are willing to make use of new teaching methodologies in classrooms for all subjects. Mapping academic qualification of teachers also illustrated positive developments with 54% having MA/MSc degree holders in public schools at middle level. Majority of the teachers prioritized training in English teaching methodology, lesson planning and IT-Computer literacy, suggesting a high motivation for bold transformative measures and skills for their professional upgradation.

“Remembering Empowering Teachers” Volume I & II (ITA 2009 and 2013), supported by UNESCO Pakistan, are 200 stories of empowerment by teachers and/or their students to reflect and express their transformative work. The initiative is aimed to encourage teachers and/or students to remember and share the stories and memories about moments of high self-esteem, of courage and hope, of respect and empowerment, and most importantly

moments of *IMPACT*. The two volumes highlight the multiple attributes and faces of teacher as agents of change, as classroom practitioners, as counselors, as healers, as parents, as support groups for colleagues and so on. These are real stories and case studies of committed teachers across Pakistan, which encourage existing and emerging teachers to learn and grow with hope about their profession.

STORIES OF TEACHER EMPOWERMENT

Submitted for the Anita Ghulam Ali World Teachers’ Day Award 2013

Re-thinking teaching and learning: The transformation of faculty pedagogical content knowledge.

No madam, I cannot take the responsibility of teaching arts crafts and calligraphy, I have never studied this subject, this is not my area of speciality; please give me some other course’.

‘But we had nominated you to attend the workshop while the course was being conceived and designed’

‘Madam I agreed to attend the workshop at that time, as it is always good to learn. I had no idea that you will give me this huge responsibility. How will I face my students as I have no content knowledge no skills and probably no attitude !!!’.

‘Tell me if you as teacher educator cannot take the responsibility of learning and teaching an elementary school subject, how do you expect that the teachers will learn all elementary school subjects and teach after the programme? I insist that you agree to take this challenge and I am convinced you have the potential to do it...’

‘So madam, is this final .There is no other option?’ ‘Yes, I am afraid the decisions are made. Please take the syllabus and course guide send by the USAID Teacher Education project. Go and read it; and if necessary

borrow books from the library and prepare your teaching plans. I will be closely monitoring yours and your students' progress'.

The above dialogue is not a mock but a real situation at one of the teacher training institutes in Pakistan. The new Teacher Education programme is a 4 year degree programme and prospective teachers have to study in all 45 courses, Teacher training institutions cannot appoint faculty for each course hence one faculty has to take the responsibility of teaching more than 3- 4 courses in the programme.

The interesting part of this narrative comes now when the teacher educator unwittingly accepts the assignment and agrees to teach a course on arts crafts and calligraphy. Having no special knowledge; she reads the syllabus very carefully, go through the course guides very minutely and get some confidence to take the first class. She had made up her mind that she will be honest with the students and tell them that she too is learning with them so they should be tolerant with her fumbling and confusions.

Her first class went well as the activity given in the guide book was very interesting. She too worked with the students and drew a picture with a concept in her head and when she opened her eyes she felt proud of her production. Likewise most of the students displayed their work on the bulletin board and were very pleased with their own creativity. It was here that she learned first pedagogical content knowledge, that creativity is within each one of us, we need to exhibit it, our products may not look alike and that is how individuality and oneness come about.

As days passed by she and her class were growing in this subject, classroom bulletins moved into corridor bulletins and finally request

to hold arts crafts exhibition came about. Success in teaching this subject with the students and herself both learning every day her performance in the other subjects where she claimed she had a lot of content also changed. She was now a transformed teacher educator.

By Rana Hussain

The **National Professional Standards for Teachers (2009)** have been developed under the STEP Project as was the National Accreditation Council for Teachers Education (NACTE) to define competencies, skills and attributes deemed as essential targets for beginning teachers, accomplished master teachers, teacher educators and other educational specialists.

Each round of professional standards, accreditation of teacher training institutions and eventually teacher certification/licensing will lead to an elevation of teachers' status as a full fledged profession in society. NPST need to be widely disseminated in all languages to make teachers feel cognizant of knowledge skills and attitudes they need to possess for teaching practice. NPST 2009 are important for teachers to internalize and be associated with them in their daily routines.

To reclaim the status of teachers, social dialogues are held every year on the occasion of **World Teachers Day**. Such advocacy initiatives and multiple programs across the country represent a movement across Pakistan to mobilize teacher unions, associations, teachers and educators in search of a new Pakistan- a new citizenry putting teachers at the centre of this change. The body of research, social

dialogues, and campaigns promote a spirit of enquiry, creating spaces for democratic dialogues, enabling teachers to raise critical questions in an effort to seek substantive responses to issues of quality, equity and rights.

Another initiative meant to raise the social status of teacher has been the **Anita Ghulam Ali Award**. Since 2000 ITA has launched the AGA WTD Award in search of 10 teachers annually for best practices in a thematic area with criteria that combines innovation, knowledge, application, social awareness and responsibility all in one

Year	Thematic
2009	Early Childhood Education (ECE)
2010	Education in Emergencies
2012	Environmental Awareness and Climate Change
2013	National Professional Standards for Teachers 2009

This is not fiction but certainly a reality which generates momentum to recognize unsung heroes amongst our teachers who need to be celebrated – creating new benchmarks for their peers and shifting conversations from the politics of agitation to society wide reconciliation with accountable actions for quality learning in Pakistan.

6.2 Repositioning Teachers: Beyond the Cliches and in Search of New Metaphors of Quality Learning Circles

In the face of such negative perceptions we need to explore spaces and people who will generate sufficient evidence to reposition the status of teachers from being ill-treated, misaligned and underpaid to well-motivated, professionally emancipated personnel seeking improved learning opportunities, up gradation of competencies for exceptional classroom practices.

- Actionable plans and guided policies are needed to be put in place with teachers at the heart of such shifts so that teachers take pride in their ideas, work and deliver with renewed commitment, optimum competence, embracing a culture of evidence to show improved practices and challenges.
- The expanding movement for accountability across Pakistan reflected in citizen led, longitudinal and other academic researches are providing strong evidence on the status of teachers: their presence in classrooms, qualifications, competencies and more importantly learning outcomes of students (ASER 2009-2013; School TELLS 2011; Pre-STEP research studies 2013; LEAPS 2008- ; SASI 2012-13 etc.)
- The interface between the teacher, students, parents and school management /owner is critical to motivation and opportunity for repositioning. Teachers need to know that their actions will be recognized and rewarded/sanctioned by their employer and parents. Teachers need to be confident that attempts to improve will be supported.
- Management by exclusion in the profession needs to be eliminated where a selected few make decisions for curriculum,

language, textbooks, training, assessment and lesson plan templates, and teachers are expected to follow the directions. Teachers ought to be given the right to have a voice and presence as a key delivery partner/stakeholder and practitioners on how to teach and learn.

- Salary levels must be reviewed for public and private teachers where the latter loose out to employers who are expanding profit/sustainability margins at the expense of minimum wages for teachers; the public sector teachers have been fortunate for major salary revisions but without accountability and performance.
- Teacher unions and associations must not be shunned but be seen as active platforms of professional and social dialogues for quality by public and private sectors, academia, media and advocacy groups.
- Special portals for teachers by public and private sector need to be maintained in each province/area to access key documents in local and national languages on policies, sector plans; national professional standards of teachers (NPST) 2009; curriculum, textbooks; lesson plans; assessment tools for all grades, training modules, learning resources global and local, and space for suggestions; for teachers unable to access through e- platforms the materials should be available in designated spaces in districts.
- Innovations and incubation funds and facilities must be made available in annual budgets/special grants accessible for teachers and interested groups to align the profession with contemporary possibilities of learning, training and professional outreach
- Teachers need to be mobilized as a distinct group by level for inputs to the legislation and rules for Article 25 -A or the Right to Education across all provinces and areas to ensure that all actions

/rules associated with them emanate from a realistic baseline to progressively achieve Quality Education For All children aged 5-16.

- Licensing and accreditation of the profession needs to be implemented with speed and inclusively taking teachers on board for a nationwide system that recognizes the necessary formal steps for professionalizing this largest workforce of the 21st century thereby elevating their professional, social and economic status as a critical entitlement.

Each suggestion above is presented for creating stronger platforms for the teaching profession – weaving stronger tapestries for learning

6.3 Teachers Associations /Unions- A Formidable Organized Force Globally and Nationally

Over the years teacher unions have established themselves as a formidable force, bargaining for teachers’ rights and making their voices heard within the educational landscape. Expanding in size and scale, unions have stretched their spread of professional development offerings to help teachers, principals, parents, and other educational partners understand and interact more effectively in the broader education environment. Punjab has reportedly more than 0.6 million teachers as members of some union / association. They are actively engaged in struggling to fill in gaps to enhance the resource capacity of teachers and the wider education system. Punjab Teachers Union (PTU) is the oldest union (1937) for public sector teachers BS 9 to BS 19 and has 450,000 members registered. Table 6.1 illustrates the network profile of some of the unions in Pakistan

Table 6.1 Teacher Unions Network Profiles-Not a Small Affair¹⁰

Name	Sub-Sector	Public /Private	No. of Members	Key Issues
Head Masters Association Punjab	Secondary, Higher Secondary	Public	5700	Uneven treatment of curriculum and inconsistent policies
Punjab Technical Teacher Association	Middle	Public	500	Teacher training not aligned with new curriculum and teaching methodologies
Govt. Teacher Association, Balochistan	Primary, Middle, Secondary	Public	55000	For the last two years teachers have not been given the funds dispersed by the government in the budget
Govt. Secondary Teachers Association Sindh.	Middle, Secondary	Public	23500	Shortage of teachers in rural areas

¹⁰Primary data collected for the study, the form is placed at Annexure-A for review.

Other Associations– Individual teachers must access Professional Associations in the Region and Internationally

Teachers need to associate with unions/associate for many reasons including a sense of belongingness, professional support, desire to make contribution to society, and professional advancement. Today information and technology has made task of communication much simpler including use of: websites, social networking sites like twitter, face book and LinkedIn, VLEs (Moodles), Google docs, Skype and blogging. It does have environmental benefits too since it helps the association to minimize the excessive use of paper. Below mentioned are some of the forums along with membership details:

Education International (EI): Education International represents organizations of teachers and other education employees across the globe. It is the world’s largest federation of unions, representing thirty million education employees in about four hundred organizations in one hundred and seventy countries and territories, across the globe. Education International unites all teachers and education employees.

Membership with EI:

http://www.ei-ie.org/en/websections/content_detail/3263

Society of Pakistan English Language Teachers (SPELT): The Society of Pakistan English Language Teachers (SPELT), formed in 1984 in Karachi, represents a registered body of English Language teachers from schools, colleges and universities. SPELT is a professional forum for members and practitioners teaching English as a Foreign or Second language, to facilitate effective communication and to improve the teaching standards of English in Pakistan.

Membership with SPELT:

<http://spelt.org.pk/downloads/spelt-membership-form.zip>

Teachers Without Borders (TWB): Teachers Without Borders connects teacher leaders to information and each other to make local change — on a global scale.

Membership with TWB:

<http://twbglobal.org/main/authorization/signUp>

Professional Teacher Association Network (PTAN): PTAN is a cluster of nine voluntary associations striving for the professional development of teachers/head teachers.

Membership with PTAN:

<http://ptan.org/forms%5CPTANIND.pdf>

Collaboration, linkage and networking with other likeminded organizations are essential for development of teachers. *Through newsletter, peer support review, organizing regional conferences, sharing speakers, rapport building with contact persons regional cooperation must be taken forward actively*

ITA is forming a professional network called Teachers Without Frontiers – Ustaad Taa Hadd which will be available very soon with all its details.

Conclusion:

The National Policy Context Issues and
Implications for Teachers' Status:
Recent Policy Debates and Roundtables

Chapter

7



Pakistan has witnessed a robust period of policy reforms since 1998. These reforms have taken place at multiple levels since the nationwide Devolution Plan of 2001, post 18th Amendment in 2011 and Local Government Act in 2013. Under the overarching internationally agreed goals (EFA and MDGs), which link educational growth with poverty reduction, Pakistan has put in place the Poverty Reduction Strategy Paper (PRSP I & II) and the Medium Term Development Framework-II (MTDF, 2010-2015) as strategic planning and budgetary frameworks. In addition to the national, federal and provincial reforms – sector plans have been designed and are under implementation in all provinces. A recent initiative by the Planning Commission is of the Vision 2025 designed comprehensively through a consultative process, within which education is a key sector to address 21st century needs. In 2010 the historic 18th Amendment to the Constitution made education a fundamental right through provision of article 25 A which guarantees Right to Education for all 5-16 year olds in Pakistan without discrimination. The most recent 100 page decision by the Supreme Court November 22, 2013 is another landmark as a Call for Quality by outlining the issues, challenges and the problems confronting under –performing schools throughout the length and breadth of the country at the provincial and district level.

Analysis of these policy and sector reform documents reveals that teachers have occupied a critical space in the pursuit of the educational quality agenda. The National Educational Policy- NEP (2009) focuses on teachers as a vital area for investigation, research and policy debates. NEP-2009 points to three factors from the teachers' perspective, namely teachers' professional development, career progression, and their status and remuneration. National Professional Teaching Standards- NPST (2009) also define

competencies, skills and attributes deemed as essential targets for beginning teachers, accomplished master teachers, teacher educators and other educational specialists. In addition to the abovesocial dialogues held annually on World Teachers Day on October 5, with teachers, union associations, and other key education partners in recent years have informed the policy discourse on teachers, the quality challenge and repositioning their status.

The challenge cannot be overcome unless the teachers achieve the socio-economic status that has been due for long. Evidence based citizen accountability assessments (ASER 2009-13, LEAPs 2007, SchoolTELLS 2011-2013, IDEAS 2013, SASI 2013) and transformative stories of "Empowered Teachers-Vol I and II" show the increasing trend of teachers willing to have their skills upgrade along with their students. The professional training of teachers should now be taken to new levels incorporating new demands on the teaching learning interactions, multiple intelligences, information communication technologies (ICTs) in pedagogy and continuous professional development of teachers. International pledges and commitments such as EFA (Education for All) Goals, MDGs (Millennium Development Goals) 2 & 3, emerging Post 2015 Development Agenda and GMR (Global Monitoring Report 2005, 2012, 2013-14) UNESCO point to the new demands and challenges for an ever expanding role of teachers.

This explicit articulation and categorization of issues sets the stage for redefining the policy framework for teacher education, professional development options and, in turn their social and economic status. Efforts need to be galvanized to reposition teachers beyond their status as being passive implementers of decisions to active producers of knowledge and learning transactions. We need to recognize and

take a stand for teachers to enable them to perform multiple roles as educators for creating value addition that may lead to poverty reduction and empowerment. Teacher unions and associations, civil society, private sector, media, donor agencies and above all the state must play an active role in re-positioning the status of teachers in order to ensure that the quality challenge moves beyond the rhetoric.

Policy Issues & Recommendations – Charter for Professional Reform

Policy and Frameworks

- A long over-due National Teacher Policy and Comprehensive Framework must be developed for all teachers in the country as a sub set of the National Education Policy 2009. This must take into account the data driven re-profiling, teacher education, licensing, recruitment and performance standards, career paths, linked to quality assurance standards that affect teacher credibility and status. The policy must not be only through the public sector lens but be inclusive to address 47% teachers in the non-state sector.
- Private sector is a fast growing education provider, which is filling niche areas where public sector is trailing in post-primary education. It caters to 35-48% of enrolment and needs to be fully integrated in the district, provincial and national planning processes for poverty reduction through provision of Quality Right to Education.
- Public-private partnerships need to be legally formalized and encouraged for teachers' upgradation in all sub-sectors, with institutional and legal mechanisms, which are transparent, sharing resources across public and private sectors.

Teachers' Voice in Policymaking

- The engagement of teachers in policy making and planning is ad hoc, event driven and dictated by the whims of higher authorities, which undermines the very purpose of engaging with teachers voices; Teachers' Voice must be embedded in every policy dialogue.
- There are a few formal opportunities for engagement in policy making – a forum for teachers must be created to inform sector reforms and local education groups in each province. Organizations such as AlifAilaan (www.alifailaan.pk) are working towards creation of such platforms across the country.
- Teacher Unions need to be empowered to bargain for their rights (professional, social and economic) and their demands need to be paid heed to by the education authorities.

Professional Development of Teachers

- Teacher education has recently undergone positive improvements in pre-service and in-service provisions. However, there is a need for meeting and upgrading minimum benchmarks and national standards on content, qualifications and licensing/certifications.
- A proper assessment of the effectiveness of training programs should be made by an independent organization/committee. Based on the rigorous assessment of content and beneficiaries, new training programs should be designed to tap the areas in which earlier training programs did not meet the desired objectives.

- Content and pedagogical skills need to be handled concurrently in teacher education across all sub sectors.
- Training courses to be organized throughout the year during afternoon weekends and summer/winter holiday breaks.
- Head teachers should regularly organize small scale planning/reflection meetings, training workshops in schools facilitated by teachers themselves who have performed well in previous training programs. A monthly review of these sessions should be sent to district teacher training centres to inform future training workshops.
- Activity based learning should be promoted at the middle level. Teachers should be facilitated to use compute, other technologies and new media in their classrooms.
- Teacher and head teacher unions and associations must play a pro active role in re-positioning the status of teachers. Publications must be encouraged on individual and collective stories of transformative practices of innovation which repositions teachers as skilled crafters of society.
- Teacher licensing and teacher certification need to be taken forward swiftly for quality assurance and professionalization.

Recruitment and Career Paths

- Teacher recruitment, mobility and support must be based on minimum national standards of recruitment at different levels and systems of education. Currently, there is an inconsistency and lack of uniformity in the institutional practices of hiring teachers across provinces. National Testing Service (NTS) in Pakistan is supporting recruitment as a third party for transparency. Uniform aptitude /entry tests must be taken to

ensure meritocratic hiring like other professions with transparent and rational placements.

- The policy on management and teaching cadres with clear roles and career paths of teachers and managers, trainers and instructors need to be finalized.
- Incentives should be introduced for teachers' recruitment and service, in hard-to-reach areas. These should be institutionalized and accountability systems should be strengthened to improve performance.
- Substitute teachers should be made available at union council levels to fill in for teachers who go on long leaves or attend trainings.

Quality and Governance

- Each wave of devolution encounters multiple interpretations of jurisdiction, lack of clarity on the responsibilities and support across the district, provincial and federal governments, particularly on quality matters and career ladders. Quality issues are often centralized making the teacher /head teachers distant to solution providers for learning challenges faced in the classrooms. Learning challenges must have local level support options that are not supply oriented but also responsive to demands of teachers as practitioners.
- There are perceptions of undermining the role of teachers through appointments of political representatives within District Education Authorities. As a result, the space for innovations and their sustainability at the district level remains highly politicized. It is imperative to ensure

appropriate level of decision making closest to where the business of teaching and learning is located to positively impact the performance and status of teachers.

Research & Evidence-Based Policy & Practice

- Collaborative research practice such as PEELI with teacher education institutions and practicing teachers is non-existent (excluding some individual practitioners); vigorous and regular research on teachers' performance, preparation, recruitment, career progression and professional development must be undertaken with robust and consistent budgets. The research practice through various initiatives such as PreSTEP, IDEAS, ASER, IERs at various universities (both public and private) must be strengthened through mainstream budgets.
- The teachers must be viewed beyond the perception of a homogenous group of routine personnel, without motivation and quest for learning, but as varied groups who seek opportunities for investigation, systematic research and its dissemination for improvement in quality learning –teaching processes.

The progress on any of the above must be embedded in evidence-based work, research and modes of collaborative research, with and for teachers to help them reinvent and extend their work within private and public space

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Discussions underway globally on Post 2015 Development Goals coordinated by several agencies – UN Secretary General's Office; Open Working Groups (OWGs); UNESCO, UNICEF, The Center for Universal Education, Learning Metrics Task Force The Brookings Institution, Global Campaign for Education (GCE)



Annexure

**TEACHER UNIONS: PERFORMANCE AND OUTCOMES
INFORMATION FORM**

1- Organizational Details

1.1 Organizational information

Full name of Association/Union			
Address			
	City	Tehsil	District
Telephone (with city code)		Fax	
Email		Website	
Year of Establishment of Association/ union			
Registered	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Registration Authority			
Recognized by education dept	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Recognition Authority			
Does the organization have strong affiliation with political parties?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

1.2 Outreach/ Scale of work geographically

	Response	Specify Name(s)
District	Yes <input type="checkbox"/> / No <input type="checkbox"/>	
Regional	Yes <input type="checkbox"/> / No <input type="checkbox"/>	
Provincial	Yes <input type="checkbox"/> / No <input type="checkbox"/>	
National	Yes <input type="checkbox"/> / No <input type="checkbox"/>	
International	Yes <input type="checkbox"/> / No <input type="checkbox"/>	
Is your Association/Union affiliated with United Teachers Forum?	Yes <input type="checkbox"/> / No <input type="checkbox"/>	N/A

1.3 Contact information

	Main Contact (Executive Head)	Focal Person
Name		
Designation		
Telephone (with city code)		
Mobile phone		
E-mail		

2. Members

2.1 Give number of members of your Association/Union at the provincial level? _____

Public Sector Teachers _____

Private Sector Teachers _____

2.2 Level of teachers your Association/Union represents

- a) Primary (k-5) _____
- b) Middle (6-8) _____
- c) Secondary (6-10) _____
- d) Higher Secondary (6-12) _____

3. Services of Your Association/Union

3.1 Services of Association/Union

Serial No.	Year	Services	Beneficial Group (Teachers, Parents, Students or Community)
1	2013		
2	2012		
3	2011		
4	2010		

3.2 Give information on the initiatives taken by your Association/Union related to each of the following

	Program/ Project Title	Geographical Coverage	Focus of the Project
	Right to Education RTE 2S-A		
	Education for All (EFA)		
	Millenium Development Goals (MDG)		
	National Professional Standards for Teachers NPST 2009		

3.3 Was your Association/Union involved in enrolment campaign? Yes ___ No ___

3.4 Please provide information on three developments and/or initiatives aiming to enhance the enrolment of students in schools

3.5 What is the role of your association/union in teacher training?

Material Developed				# of Beneficiaries			
Training Modules	Manuals	Guides/ Posters/ Leaflets	Other Material (Please Specify)	Head Teachers	Teachers	Community	Students

3.6 Is there any role of your association in the activation of school council? How do you explain the gaps between community and schools?

3.7 What are the current challenges faced by the teachers? List any three in the space provided.

1. _____
2. _____
3. _____

4. Past Successes and Future Orientation

4.1 List three successes of your Association/Union in the past five years in promoting the rights of teachers and interests of students

1. _____
2. _____
3. _____

4.2 Briefly identify particular demands/problems which appear to be unfulfilled or ignored by the Education Department.

1. _____
2. _____
3. _____
4. _____

4.3 What are the future priorities of your Association/Union? List any three.

1. _____
2. _____
3. _____

Notes

