

## Inside this Issue

- ▶ STEP at a glance 1
- ▶ Situation Analysis of Teacher Education in Pakistan 2
- ▶ Improving Teacher Education and Professional Development in Pakistan 3
- ▶ Proposed National Professional Standards for Teachers in Pakistan 4
- ▶ Partners' Support to STEP Project 6
- ▶ Consultative Workshops 6
- ▶ Interview with Mr. Jorge Sequeira Director/ UNESCO Representative to Pakistan 7

# STEP

Strengthening Teacher Education in Pakistan

Issue 1

August, 2008

The objectives of the project are:

### Objective 1

To support the government's development of a national strategic framework for teacher education.

### Objective 2

To support the government's establishment of a national body for teacher certification and accreditation.

### Objective 3

To strengthen the networks of teachers professional development initiatives and institutions and public & private partnership.

### Objective 4

To identify, scale up and disseminate information on best practices in teacher training and education.

## STEP at a glance. (Strengthening Teacher Education in Pakistan)

Strengthening Teacher Education in Pakistan is a project that has a holistic vision for the professional development of teachers. STEP is being implemented by UNESCO, with financial support of USAID, and seeks to support the vision of the Government of Pakistan in the field of teacher education. The dimensions that need improvement within the existing system include strengthening teacher education, professional development and designing a National Standard for Teacher Certification and Accreditation.

From the onset, this project strives to invest in the totality of the system rather than providing support to selected inputs and processes.

A range of stakeholders have been engaged in the implementation process through a participatory dialogue for a common strategy.



STEP project is funded by United States Agency for International Development



United Nations  
Educational, Scientific and  
Cultural Organization

Study Findings:

# Situation Analysis of Teacher Education in Pakistan



This study attempts to undertake a comprehensive view of teacher education, the findings of which will feed into the development of a teacher education policy. The situation analysis endeavors to answer several of the key questions including: (i) what are the deficiencies of the current training regimes; (ii) how can teacher training be improved; (iii) will an accreditation system help; and, (iv) what would be a good accreditation system for Pakistan.

The key issues and problems highlighted in the study are as follows:

a) Lack of policy and standards; b) Non existence of a research based accreditation and certification system in Pakistan; c) Institutional clutter; d) Lack of linkages between institutions; e) Teachers are lagging behind in developing core competencies; f) Lack of a support system and school management; g) Absence of incentives and a lack of a well-defined career path; h) Non existence of a monitoring and evaluation system; i) Low understanding of budgeting for Teacher Professional Development Program; and j) Low allocations and lack of capacity of utilization.

On the basis of the key findings, the study proposes the following recommendations:

1) Provide guidelines to develop a workable policy and strategic framework for Teacher Professional Development, with an accreditation and certification scheme; 2) Fixing the institutional puzzle by establishing academic links to improve the value of educational services; 3) Developing teacher core competencies; 4) Ensure merit based recruitment practices; 5) Designing a proactive up-to-date curriculum; 6) Develop demand driven in-service programs based on teacher requirements; 7) Pre-service

and in-service trainings to focus on improving teachers' resource management skills, promoting group and activity based work; 8) Healthy school support structure through peer approach and urgent need to set up provincial databases linked to a central repository to maintain up to date records of teachers, their qualifications, trainings, current enrollment and other relevant statistics; 9) Offer incentives to teachers in accordance to their need and the stage of their career; 10) Set up a system of regular monitoring and performance evaluation both in the school and during training for systematic follow-up.

The study contains a plethora of recommendations made by government line departments, donor agencies, head-trainers and teachers themselves. These can be drawn upon by the Strategic Framework for Teacher Professional Development in Pakistan which can provide a useful guide for interventions in teacher education.





# Strategic Framework: Improving Teacher Education and Professional Development in Pakistan

UNESCO has produced a draft strategic framework for teacher education and professional development based on literature review and a series of stakeholder consultations. The strategic framework seeks to provide the Federal Ministry of Education ways in which to draw attention to raising the quality of teaching, one of the key constituents of the government's commitment to quality Education for All (EFA).

It is useful to distinguish between the role Federal/ Provincial and Regional governments have to play in education and more specifically teacher education; whilst education is an overarching subject in Pakistan, teacher education is a provincial/regional responsibility. Federal government can be a catalyst and facilitator of policy implementation in the provincial/regional governments and a strategic framework will provide standards and guidelines that can be integrated into the National Education Policy.



## Four Pillars of the Strategic Framework

### TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT STANDARDS:

Standards provide criteria and measurable benchmarks to determine quality of what teachers know and can do. They are the driving engine for developing and evaluating programs of initial teacher preparation and continuous professional development of educators. There are ten Professional Standards for Teachers in Pakistan which highlight the input required for each level of education, and by subject.

The strategic framework provides guidelines on forming professional committees for the development of higher standards and qualification levels of teacher education in Pakistan. The culmination of this process will be the development of national policy guidelines on professional teachers' standards, as well as policy guidelines on teachers' education, by level and subject. Head teacher standards will be developed separately given their key potential position as change-agents.

Another important part of the teacher education and professional development standards included in the Framework, and in line with the National Qualifications Framework, is an aspect that gives teachers the flexibility to change course specialization. The Framework clearly states that one of the most important 'standards' for teacher education which the Federal Ministry of Education can introduce is the notion of continuous professional development itself: that upgrading is not solely certificate or degree-oriented, but goes on throughout a teacher's professional career.

### ACCREDITATION OF TEACHER EDUCATION PROGRAMMES AND INSTITUTIONS:

Currently at the national and provincial level there is neither

institutional nor programmatic uniformity in teacher education. An Accreditation Council for Teachers' Education (ACTE) was established at the end of 2006 under the Higher Education Commission. Its main responsibility is the development and review of policies and procedures for accrediting teachers' B.Ed and higher education programmes. Accreditation is suggested for courses or modules below B.Ed level. A distinction has been drawn between the accreditation of a teacher education and professional development programme and an institution. Given the multiplicity of course offerings by the private sector, NGO, and international development partners, etc., providing quality assurance by such accreditation of programmes and institutions is especially important.

**TEACHER CERTIFICATION AND LICENSING:**

Currently there is no such system of quality assurance of teachers in Pakistan. Probably the only teacher certification that can be carried out in Pakistan at present is to authorize the accredited teacher education institution to certify its graduates. Given the diverse educational terrain in Pakistan this would be a first step before minimum standards can be developed and implemented across the board.

Teacher certification should be followed by teacher licensing; ideally, licensing should occur when a teacher has 'passed' her/his performance review. However, what needs to be kept in

mind is the notion that teaching quality is not judged on the basis of the teachers' qualifications, but rather her/his performance in the classroom. The primary purpose of introducing minimum teacher standards is to work towards a vision of what education should be achieving.

**THOROUGH REVIEW OF TEACHER WORKING CONDITIONS, SALARY AND SERVICE STRUCTURE:**

There is a need for connecting the intended quality assurance measures based on standards of enhanced knowledge and professional performance with enhanced wages, better working conditions, incentives for professional growth and a service structure that recognizes and rewards quality. The prevailing system of teacher preparation, induction, retention, and reward is neither conducive to improving quality in the teaching profession nor is designed to attract creative, constructive and critical minds to improve educational outcomes.

The Framework stresses that in raising teacher quality one is ultimately hoping for higher levels of student outcomes, however, this should not be solely based on student academic achievement. Especially in Pakistan, the entire school as a whole should be judged for what it contributes in raising student achievement and the teacher should not be solely responsible in this area.

## Proposed National Professional Standards for Teachers in Pakistan



The proposed national professional standards for teachers provide a foundational framework to develop pre-service teacher education programs, accredit the institutions that offer them and to certify their graduates as licensed teachers. The following ten national professional standards have been proposed by Prof. Dr. Mahmood H. Butt of Allama Iqbal Open



University in his paper developed under the STEP Project. These are being shared with stakeholders in a series of consultative workshops across all the four provinces.

Each standard has been further devised into three parts:

- a. Knowledge (Content) -What a teacher knows
- b. Dispositions, Behaviors, Attitudes and Values
- c. Performances (Skills) - What a teacher can do and should be able to do

A final recommendation in Dr. Butt's paper is that these standards should be included in the curriculum to ensure quality of the teachers' education programme.



## National Standards:

### i. Subject matter knowledge

Teachers understand the central concepts, tools of inquiry, structures of the discipline (especially as they relate to the National Curriculum/ Content Standards), and are able to design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.

### ii. Human growth and development

Teachers understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.

### iii. Knowledge of Islamic values/life skills

Teacher understands the Islamic Ethical values and practices in the light of Quran / Sunna and other religious contexts.

### iv. Instructional planning and strategies

Teachers understand instructional planning, design long/short term plans based upon knowledge of subject matter, students, community, curriculum goals, and are able to employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and performance skills of all learners.

### v. Assessment

Teachers assess student learning using multiple assessment strategies and interpret results to evaluate and promote student achievement and to modify instruction in order to foster the continuous development of students.

### vi. Learning environment

Teachers create a supportive, safe and respectful learning environment that encourages

positive social interaction, active engagement in learning and self-motivation.

### vii. Communication and advocacy

Teachers use knowledge of effective verbal, nonverbal and written communication techniques and tools of information processing to foster the use of inquiry, collaboration and supportive interactions with students and parents.

### viii. Collaboration and partnerships

Teachers build relationships with parents, guardians, families and professional organizations in the community to support student learning.

### ix. Continuous professional development and code of conduct

Teachers participate as active, responsible members of the professional community, engage in reflective practices, pursuing opportunities to grow professionally and establish collegial relationships to enhance the teaching and learning process. They subscribe to a professional code of conduct.

### x. ICT Knowledge and cognition

Teachers are able to use instructional and information communication technologies for curriculum enrichment, instruction, assessment and evaluation of learning outcomes.



## Partners' support to STEP project in the following key areas:

1. Organizing Provincial Consultative Workshops on the Strategic Implementation Framework of Teacher Education and National Standards;
2. Streamlining and Strengthening Coordination and Networking Between Teacher Education Institutions (by Involving Both Public and Private) at the Intra and Inter Provincial Levels;
3. Holding Monthly Meetings of Teachers and Teacher Education Institutions;
4. Organizing Advocacy Seminars in Selected Districts on Various Themes of Teacher Education; and
5. Establishing Clearing House (Resource Centres) at the Provincial and District Levels.

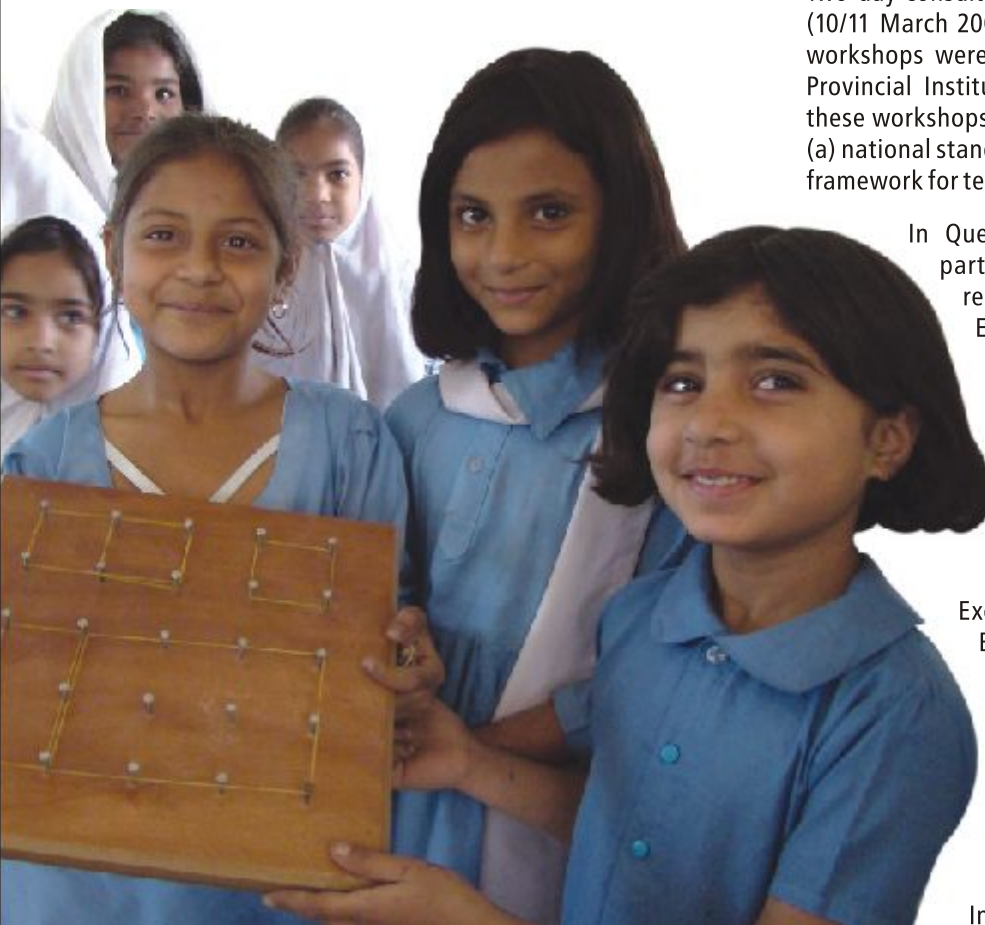
# Consultative Workshops



Two-day consultative workshops were held in Quetta, Balochistan (10/11 March 2008) and Karachi, Sindh (13/14 March 2008). These workshops were organized by UNESCO, MoE and the respective Provincial Institute of Teacher Education (PITE). The purpose of these workshops were to obtain feedback on three key documents: (a) national standards, (b) implementation guidelines, and (c) policy framework for teacher education.

In Quetta, a diverse group of private/ public sector participants attended the event which included representatives from PITE, Bureau of Curriculum and Extension Centre (BOCE), Planning and Development (P&D) Department, Government College of Teacher Education (GCTE – Male & Female), Education Department, University of Balochistan, ED-Link USAID Project, Society for Community Support Program, UNICEF Quetta, Science Education Project Balochistan, National Commission for Human Development (NCHD), Balochistan Education Foundation and Executive District Officers (EDOs) of 9 Districts in Balochistan. The chief guests invited on the occasion of opening and closing ceremonies were Secretary Education and Provincial Education Minister.

In Karachi, representatives from prominent public and private sector institutions who participated in the workshop included PITE (Nawabshah), BOCE (Jamshoro), GECE(M), Agha Khan University-Institute for Educational Development (AKU-IED),





Iqra University, Karachi College of Business & IT, IRC Khairpur, and University of Karachi. Other representatives included EDOs of all Districts in Sindh, Directorate of Private Institutes, P&D Department, DG Colleges etc. Chief guests invited on the occasion were Secretary and Special Secretary Education.

Three papers were presented at each workshop: a paper on the implementation guideline by Dr. Mahmood Butt of Allama Iqbal Open University, a paper on the national standards of teacher education presented by Mr. T.M. Qureshi of Ministry of Education (MOE) and a paper on International Trends and Best Practices of Accreditation and Certification presented by Professor Sajjad Akhtar. These presentations were followed by focus group discussions and presentations on each group's understanding about the papers. Feedback was sought through a plenary discussion on group presentations and these were recorded. Some comments from participants of the workshop were as follows:

*“It is good that key issues on teachers education were being raised for comments and critique”*

*“I understand that the federal government has realized the importance of provincial input for making a policy decision; suggestions given by provinces should be considered and incorporated before being given a final shape”*

*“Good things were introduced for the improvement of the overall education system, if implemented in the true sense”*

*“Input in the field of teacher professional development programs need to be more coordinated as currently they are fragmented and isolated”*

*“Accrediting agency should be made autonomous through legislation with sufficient resources”*

On the whole the workshops were successful in terms of achieving their objectives and it is hoped that the STEP projects' efforts will prove to be a milestone for bringing about a positive change at the policy level for teacher education in Pakistan.



### Upcoming Event: National Seminar on Standards, Accreditation and Certification of Teacher Education

UNESCO, in collaboration with the Ministry of Education, will be holding a National Seminar on Teacher Education and Professional Development in Islamabad on August 27, 28, 2008. The seminar will bring together senior government officials, renowned development practitioners and professionals in the field of teacher education to share different experiences across regions and explore new dimensions in teacher education. The objectives of the seminar are:

1. Sharing international trends and experiences in relation to standards and accreditation of teacher education programmes with key stakeholders in Pakistan.
2. Reviewing and discussing the initial outline of the accreditation guidelines, tools, procedures and implementation plan with technical experts.

## Interview with Mr. Jorge Sequeira Director/ UNESCO Representative to Pakistan

Mr. Sequeira has had a long career in UNESCO working in the field of education management and planning, EFA, EMIS, statistics, strategic planning, sector analysis and organizational reform. In 1992 he was appointed Programme Specialist in UNESCO's Bangkok Regional Office. In 1997 he became Head of the Education Planning and Sector Analysis Unit in the same office. In 1998 he was appointed Head of the UNESCO Office in Almaty, Kazakhstan and Regional Education Advisor for Central Asia and the Caucasus where he was responsible for promoting the follow-up to the Dakar EFA Forum in Central Asia. Mr. Sequeira is currently the Director of the UNESCO Office in Islamabad, and UNESCO Representative to Pakistan.

The STEP team conducted an interview with Mr. Jorge Sequeira, Director of UNESCO, on the state of teacher education in Pakistan and UNESCO's role in this area.

Speaking on global trends in improving teacher education he stressed the importance of focusing on Education for All (EFA) - "We recognize that EFA goals will not be achieved globally and in Pakistan if we do not promote sustainable quality assurance in teacher education policies and practices". Teacher education needs to be restructured to meet the changing environment.

Speaking on global initiatives, he mentioned UNESCO's high priority TTISSA (Teacher Training in Sub-Saharan Africa) initiative for 2006-2015; this programme is assisting 46 Sub-Saharan countries in restructuring their national teacher policies and teacher education systems.

In Europe, as part of the Bologna process, 45 countries are being supported to improve the professionalisation of teaching, the professional status of teachers, standards for teachers' accreditation, certification and licensing.

In India, the National Accreditation and Assessment Council (NAAC) is focusing on the creation of an international quality assurance cell, and developing guidelines and a new methodology for assessment and accreditation.

Mr. Sequeira also referred to a recent meeting in Bali with Ministers of Education of E-9 countries. The event served to strengthen cooperation and accelerate progress in EFA in the 9 concerned; these 9 countries comprise one-third of the world's illiterate adults.

In Pakistan itself, a large segment of the population remains illiterate. In such circumstances, the central role for a sufficiently motivated and professionally competent teaching force cannot be over-emphasized "if we are serious about meeting the EFA goals by 2015". Mr. Sequeira remarked, "in the context of Pakistan, much needs to be done in the field of teacher education, ranging from reform of the teacher education curriculum, to continuous professional development, examination systems, accreditation, certification and M&E. Budget allocations to education should also be increased to at least 4% of Pakistan's GDP so that resources are provided for teacher education and professional development."

Commenting on initiatives in Pakistan, Mr. Sequeira commended the valuable results of the CIDA's Basic Education Project such as strengthening of partner institutions for in-service teacher training, and improvements in the practicum and internship programmes for pre-service teacher education. As for UNESCO activities in teacher education, Mr. Sequeira described the STEP project and the role of UNESCO Islamabad in promoting partnerships and establishing networks among teacher education institutions in Pakistan. UNESCO, together with IUCN, is also reviewing the existing teacher education curriculum to

ensure that it incorporates topics on education for sustainable development.

The activities of the STEP project are proceeding according to the work plan agreed upon by the Federal Education Ministry and Provincial Education Departments. A range of targets have been achieved: completion of the institutional analysis; formulation of an implementation framework for teacher education and professional development; design of professional standards for teachers; completion of a study on good practices and international trends on teacher accreditation and certification; publishing of a study on the status of teachers in Pakistan; agreements signed with partner organizations for collaborative work; a series of Provincial workshops in collaboration with the education departments to review standards, implementation guidelines and practices on teacher accreditation and certification.

Mr. Sequeira also mentioned the steps that could be taken to strengthen teacher education in Pakistan. These include the development of a policy framework and strategy to design professional standards for teaching; teacher certification and professional development; information and communication technologies as tools for teacher training; formulation of evidence-based teacher education policies; and promoting partnerships between government, CSOs and academia for research and development.

On a final note, Mr. Sequeira stressed that, "to improve teacher education, the main stakeholders, that is the teachers, should be involved in all the processes for enhancing their capacities, from the policy-making stage to the design and testing of classroom practices".

*This STEP Project Newsletter issue 1 is made possible by the support of the American People through the United States Agency for International Development (USAID). The contents of this newsletter are the sole responsibility of UNESCO and do not necessarily reflect the views of USAID or the United States Government.*

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