Minimum Standards for Quality Education in Pakistan

Attaining Standards for Improved Learning Outcomes and
School Effectiveness

MinimumStandards forQuality Education in Pakistan

MESSAGE FROM MINISTER OF STATE
Federal Education & Professional Training
Engr. Muhammad Baligh-ur-Rehman

Education is the most important area which needs to be strengthened to achieve sustainable national development and national cohesion. Now, especially after 18th constitutional amendment, education is a fully devolved subject. However, inter provincial coordination is constitutional responsibility of the federal government.

Many objectives, especially in the field of education, cannot be achieved unless all federating units (provinces and areas) talk to each other, synergize and determines a path together which is in sync with each other. For this purpose, Ministry of Federal Education and Professional Training revived Inter Provincial Education Minister's Conference (IPEMC) after many many years. IPEMC has so far met numerous times and has taken very important decisions including formation of National Curriculum Council and finalizing minimum national standards for quality education.

The National Education Policy (2009) came as the first national level document in recent education history which clearly articulated the need for a standards-based education system and recommends that, "the quality of education provided in government-owned institutions must be raised through setting standards for educational inputs, processes and outputs and institutionalizing the process of monitoring and evaluation from the lowest to the highest levels.

Unfortunately, Pakistan was one of those few countries in the world which had no pre-defined minimum national standards in education. The absence of clearly articulated and agreed upon minimum national standards for quality education leaves the education system without a basic framework for setting targets and for evaluating attempts at improvements in education quality.

However, it was decided in IPEMC that we have to come up with minimum national standards for the country. It was decided that all the federating units will work together with the federal ministry to come up with a consensus standards document. A national committee was formed which started with GIZ's earlier work on this subject and after due deliberation, consultation through seminars and workshops came up with this consensus minimum national education standards.

This document on quality standards was developed through a highly participatory interprovincial process, delineates standards for learners, teachers, curriculum, textbooks, assessment and the school environment. The document entails a holistic approach to addressing the vacuum with regard to bare minimum criteria for all provinces and areas to ensure provision of quality to children in Pakistan. This was unanimously adopted as minimum national standards in 7thIPEMC held in Islamabad in February, 2016. The provincial ministers and secretaries pressed on the need for effective dissemination of this throughout the country up to district & school level.

I hope its adoption in letter and spirit will be a great service to the cause of education in the country. I propose that all federating units should keep on working together in improving these standards and a revision must be scheduled after every two years.

This is indeed heartening to see that an incredible work has been done and now we have first ever, "Minimum National Education Standards". I appreciate all the team members from federal ministry, provinces, and areas which made this possible.

MESSAGE FROM SECRETARY
Ministry of Federal Education and Professional Training
Mr. Haseeb Athar

Message:

Education quality forms the basic foundation for improved student performance, enabling them to realize their full potential. It is also a key determinant of access and retention within the school system.When parents recognize and are able to see the benefits of qualitatively sound education, they prioritize schooling of their children in the hope that their children will be able to lead better lives.

The Ministry of Federal Education and Professional Training is proud to have facilitated the finalization of minimum standards in quality education for Pakistan through organizing sessions of the National Curriculum Council over the past one year. Representatives from all provinces and areas as members of the NCC worked diligently to review and finally approve this document. These Minimum Standards are the hallmark of the country's recognition of the importance of quality education and a first step in moving towards carefully defined aspiration and targets for improving all aspects of education delivery to children in schools. These explicitly describe the minimum targets and elements of the curricula, the textbooks, the teachers, the assessment practices and the school-learning environment that must exist together to make education delivery a fruitful exercise.

However, challenges relating to sustainable implementation remain to be addressed at the provincial and area level. Our next concrete step is to ensure the development of a well coordinated mechanism for implementing these standards addressing all elements of the quality cycle that enables students to be groomed into creative, constructive, values driven, change agents contributing to the overall social and economic development of the society.

I am pleased to note the dedication of the provinces and areas for their concerted efforts amalgamating all existing initiatives aimed at improving quality education in the province. This document provides the basis for a national framework of a harmonized approach for reform in the curriculum, textbooks, teaching, assessment and learning environment. I congratulate all the provinces and areas for jointly developing this set of standards that form the minimum level of quality that must be achieved throughout the country for a better future for our children.

Foreword

In the aftermath of 18thConstitutional Amendment, a consensus has been developed to have the Minimum Standards for Quality Education in the country. It aims to ensure access to quality education indiscriminately. The National Action Plan (NAP) on education was developed in 2013. Focus of the Plan is provision of missing facilities, enrolment of out of school children in line with spirit of vision 2025 dovetailed with Sustainable Development Goal-4(SDG-4).

Provision of quality education is a key to National integration and the Inter Provincial Education Ministers Conference (IPEMC) has approved the Minimum Standards for Quality Education in Pakistan. The document has been developed after through deliberations with all stakeholders from the Federating Units.

The document comprises seven standards i.e. (i) Standards for Learners (ii) Standards for Curriculum (iii) Standards for Textbooks & Other Learning Materials (iv) Standards for Teachers (v) Standards for Assessment (vi) Early Learning and Development Standards and (vii) Standards for School Environment. The standards aims to ensure uniformity in the standard for provision of access to quality education judiciously to meet the challenges in post 18thconstitutional amendment environment and emerging trends in modern education globally.

(MUHAMMAD RAFIQUE TAHIR)
Joint Educational Advisor

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Introduction

The Context: the Need for National Standards

Basic education skills and competencies form the basis of all future learning. Unfortunately a large number of students across the developing world leave school without acquiring the basicskills of literacy and numeracy. Research findings indicatethat access to schooling alone is not sufficient and does not ensure learning outcomes. Rather, effective learning takes place as a result of attending schoolsthat provide quality education. Therefore,improved enrolment in schools alone does not guarantee that learning is taking place and that students aregetting equipped with the necessary skills and knowledge. The absence of explicitly statedstandardsineducation that would measurably ensure provision of quality education makes effective governance of the education system for quality learning outcomes impossible. This has led to a lack of trust in the educational system to deliver education that can transform lives and break the cycle of poverty.

Initiatives relating to improving access to education must generally focus on a system that ensures thatschoolsbecome effective and are geared towards laying the foundations for children's life long learning. The intended purpose of schools in such a school system is to enable all children to develop their full potential by acquiring knowledge, skills and attitudes. Of paramount importance is the development of personal, social and emotional skills that enable children to become active citizens. Generally, a school system is considered effective when students are able to apply the knowledge and skills they have learned to their daily lives and are thus prepared to develop more complex social and economic competencies and abilities in their future lives. But ensuring that schools are effective and that meaningful learning is taking place,therein, requires the presence and interplay of some key elements that together ensure quality learning. These Include: relevant and updated curricula, quality textbooks, trained and dedicated teachers, sound assessment practices (internal and external) and a conducive learning enviornment. The interplay of these critical factors for effective learning outcomes must then be governed with a keen eye to the aspirations enshrined in the government policies and strategies in a transparent way supported by effective accountability and management oversight at all levels.

Guided by the objective of effective learning outcomes for all children, the complexity of the critical factors required for quality education and their productive interplay can not be ensured by simple solutions focusing on either improved textbooks or training teachers only.All ingredients that make schools effective must come together to ensure that children are learning.In order to gauge the performance of the system that enables effective learning, a set of criteria or standards become important to set the benchmark value for the curriculum, the textbooks, teachers' development, assessment and the particular environment in which learning takes place.

Standards constitute the means to measure a system'seffectiveness and efficiency. They provide benchmarks against which the effectiveness of any educational system or reform process can be evaluated. Standards are also used to bring uniformity of assessmentto multi-stakeholder or decentralised systems. Likewise, standards help

ensure that effective learning is taking place and that students are acquiring the intended skills and knowledge. In addition, common standards create an opportunity to share experiences and best practice within and across states/provinces and to improve the performance of the educational system to better serve the needs of students in a an appropriate manner. Finally, standards not only provide a roadmap for all stakeholders (education managers, teachers, parents and, most importantly, students), but also provide guidance to policy makers onthe success of their policy initiatives.

Education Standards in Pakistan

The education sector in Pakistan has historically been characterised by low participation rates and severe deficiencies in imparting quality education to learners. A large number of children do not attend any kind of schooling and those who are in schools do not perform well.

According to the latest Global Monitoring Report (GMR)[1], Pakistan falls into the category of those 14 countries where the number of out of school children exceeds one million. However, this may be a conservative assessment because local studies indicate that approximately 6-7 million children between 5 – 16 years of age do not attend any kind of schooling in Pakistan. On the quality front, various studies conducted by the National Education Assessment System (NEAS)[2] reveal serious deficiencies in student learning outcomes.

In addition, sector governance also faces serious performance related challenges and is considered to be highly politicised. Inadequate human resource capacity and the absence of a systemic planning culture are generally considered the weak links in education governance of Pakistan. Moreover, financing of the education sector is low despite the recommendations of the National Education Policy;currentlypublic educational spending is less than 2% ofGDP[3]. Further compounding the under-financing problem is the fact that the actual amount spent from the funds allocated for education is worryingly low. In short, the performance of the education sector is far below the level where it canbe transformative for the lives of learners and for it tocontribute to the human, social and economic development of the country.

The absence of clearly articulated and agreed upon minimum standards for quality education leaves the education system without a basic framework for evaluating attempts at improvements in education quality.

In all provinces of the country there is no mechanism for evlauting the performance of the education system. As a result, the impact of educationalinterventions is to often anecdotal and the true evidence-based picture seldom emerges. The first dedicated effort towards a standards-based education in Pakistan was made in 1976 with the promulgation of the 'Federal Supervision of Curricula and Maintenance of Education Standards' Act. Under this Act, the Ministry of Education had assumed a supervisory role in the development of a national curriculum. However, a structured consultative process toformulate minimum quality standards was overlooked at that point.

The National Education Policy (2009) came as the first national level document in recent education history which clearly articulated the need for a standards-based education system and recommends that, "the quality of education provided in government-owned institutions must be raised through setting standards for educational inputs, processes and outputs and institutionalising the process of monitoring and evaluation from the lowest to the highest levels"[4].

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[1] Education For All: Global Monitoring Report 2013-14
[2] NEAS Study 2007-08
[3] PSLM 2011-12

The NEP further recommends that national standards for educational inputs, processes and outputs should be determined and a National Authority for Standards of Education should be established. The National Education Policy describes clear outcomes associated with the adoption ofstandards-based education, as described below:

- Standards will improve the quality of education;
- Performance of the education sector will be evaluated in a more systematic manner;
- Standardisation will help to develop harmony between the public and private sectors;
- Common standards will bring intra- and inter- provincial compatibility; and
- Common standards will diminish the impacts of parallel systems of education.

Devolution of education to the provincial/area level as a result of the 18th constitutional amendment (2010)brought forward the opportunity for better governance of the education sector by developing key education functions from the federal to the provincial level. At the same time the disbandment (2011) of the Federal Ministry of Education through the same constitutional amendment, created a coordination vacuum for the provinces and areasand avoid was felt in the important areas of interprovincial coordination and maintenance of uniformity in the curricula.

Recognition and awareness of these issues was increasingly felt during the interprovincial dialogue process (2010-15) on education that ensued right after the promulgation of the 18th constitutional amendment. The process included active research into the implication, challenges and opportunities relating to the devolution as well as focused intraprovincial and interprovincial meetings and workshops with the aim of fact finding, strategy formulation and experience sharing for the smooth implementation of the develoved education functions.

The Process of Developing Minimum Standards

A key outcome of the interprovincial dialogue process (2010 – 2015) was the emergence of consensus on the need for tangible aspirations for quality that all provinces and areas must share. Termed as Minimum National Standards for Quality Education (MNSQE), these common standards were deemed important to mitigate the implications of provincial autonomy for critical interests like national cohesion, equivalencein examinations, assessments and certification to allow for interprovincial migration of students and teachers. These very concernsare addressed by the National Education Policy in its aim to reduce the differences in quality across regions: "Assessment processes shall be standardised to become uniform across the Boards over time, so that students appearing in examinations under different Boards are assessed against standardised benchmarks".[4]

In the absence of a formal means of coordination, the provincial/area education secretaries and key officials convened several meetings after the 18th Amendment. In the third meeting of provincial/area education managers held on February 28, 2013 in Lahore, all the representatives of provincial/area education departments laid the foundation of the process of developing MNSQE for Pakistan by establishing inter-provincial technical working groups (IPTWGs) on quality and governance of education. This decision was based on the agreements of several interprovincial and provincial meetings of the operational level leadership of the provincial and area education departments. The IPTWG on education quality started convening meetings on a regular basis to discuss issues of mutual interest. In these meetings, consensus evolved regarding the development of commonly agreed minimum standards for ensuring quality education in the country. Subsequently , this forum identified key areas where minimum standards were required.

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[4] National Education Policy 2009: page. 39

The draft recommendations developed during these meetings of the IPTWG on education quality were shared with the participants of the third Inter-Provincial Education Ministers (IPEMC) meeting held on October 14, 2014for feedback. In the next IPEMC meeting held on January 30, 2015, a detailed presentation on quality standards was shared with the participants. The forum referred the draft document to newly formed National Curriculum Council (NCC) for further deliberations and feedback to IPEMC. After extensive deliberations during two meetings of the NCC, the members carried out a thorough review of the document and reconvened on November 4-5, 2015 to finalize the review jointly. Feedback from the deliberations was collated and the draft was revised accordingly. The revised version of the draft was then addressed as an agenda item in the meeting of the IPEMC on February 10-11, 2016 in Islamabad. The IPEMC forum on this occasion approved and The Ministry of Federal Education & Professional Training notified the finalized draft.

Thisdocument on quality standards,developed under a highly participatory interprovincial process,delineates standards for learners, teachers, curriculum, textbooks, assessment and the school environment. The document entails a holistic approach to addressing the vacuum with regard to a bare minimum criteria for all provinces and areas to ensure provision of quality educationto children in Pakistan.

The subsequent sections of this document delve into elaboration of what quality means in educationand present a description of the standards required for learners, curriculum, textbooks, teachers and teaching, assessments and the school environment needed for delivering quality education to children in schools.

Chapter 2

Quality

What is Quality Education?

Quality education can be defined as education that is meaningful, relevant and responsive to the needs of individuals and the society as a whole. According to the "Education for All (EFA) Global Monitoring Report 2005 - The Quality Imperative (EFA: GMR)", two principles characterizehow quality education is defined: the first identifies learners' cognitive development as the major explicit objective of all education systems; the second emphasizes education's role in promoting the values and attitudes of responsible citizenship and in nurturing creative and emotional development.These principles constitute the basis for all societies to articulate their vision of development as a part of the global community. A translation of such vision into reality then entails that the education sector related goals maintain a key focus on ensuring the delivery of quality education that is geared towards providing children and young people the relevant content matter and facilitation in learning under anenabling environment.

Elements of Quality Education

The definition of quality education, therefore, needs to encompass all elements that contribute to making education meaningful, relevant and empowering. These elements include a healthy and motivated learner; safe, healthy and nurturing school environment; relevant and student-centered curriculum; textbooks and learning materials; processes through which trained teachers use child-centered teaching approaches; and learning outcomes that encompass knowledge, skills and attitudes that foster positive participation in society.

> **Dakar EFA Goals 2000**
> *Improving all aspects of the quality of education and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.*

This definition of quality allows for an understanding of education as a complex system embedded in a political, cultural and economic context. While it is important to keep in mind education's systemic nature, the various dimensions of quality are interdependent.

A combination of these factors together constitute processes that enable the delivery of quality education. A balanced interplay of the following elements working together constitutes the landscape of quality education.

Learners

The quality of learners that an education system requires (input) and that the society requires from the education system (output) definesthe parameters to be set for quality. Learners need to be motivated, engaged

in learning and capable of effectively participating in the development of society and the economy. In addition, their learning should be supported physically, emotionally and intellectually by their families and they should be ready and enabled to learn.

Learning Environment

Quality education entails environments that are healthy, safe, protective and gender-sensitive. A conducivelearning environment should provide adequate resources and facilities for learning and for other physical and emotional needs of the learners. These include the following:

- *Infrastructure and facilities:*school buildings, number of rooms, washrooms, boundary wall, furniture, black board, stationery
- *Human Resource:*a capable and qualified teaching force in required numbers
- *Safe and Peaceful Environment:*safe atmosphere with fair and clear rules for a well-managed and orderly learning and playing space, where students are protected from disturbances and from mistreatment/violence from teachers and school managers
- *Inclusive Environment with tolerance for diversity:*a nurturing affective atmosphere where care and attention is extended to both genders from different ethnic, socio-economic and religious backgrounds, and with different learning abilities/disabilities and needs
- *School Management:*goal-oriented leadership, regular monitoring and evaluation ofteaching practiceswith frequent constructive feedback for improvement,and
- *Parents and Community:*role of parents in overall school improvement, helping to increase enrollment, reduce dropouts and ensure an appropriate school environment.

Content

Content is reflected in the relevant curricula and translated into textbooks and other supplementary learning material for the acquisition of basic skills and knowledge for both literacy and numeracy including crosscutting areas such as gender, health, nutrition and peace.

Curriculum

The curriculum is a crucial component of any educational process. Curriculum is the central document to which other education implementation processes and products must be aligned. These includetextbooks and other learning materials, classroom teaching practices, student assessment systems and pre-service and in-service teacher training/education programmes. The curriculum addresses questions such as what students should learn and be able to do (competencies); why, how (methodology); and how well (standards, benchmarks) they should be able to do.[5] The curriculum states expectations regarding the academic competencies and skills to be acquired by students at different grade levels. In this way, the curriculum also creates appropriate links to the student's life situation in order to encourage meaningful participation for the development of higher order thinking skills including analytical, critical and creative thinking abilities. Significant cross-cutting themes are also reflected in the curricula of different subjects. Such themes include peace and tolerance, gender equity and environmental stewardship.

Textbooks and Learning Materials

Textbooks are the primary teaching and learning tool that connects education policy and the curriculum with the actual teaching and learning that takes place in the classroom and beyond. The textbook is the primary learning

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[5]http://www.ibe.unesco.org/en/themes/curricular-themes/curriculum-development.html#sthash.EViJh7yZ.dpuf

material to which teachers, students and their parents have access. In most developing countries where supplementary learning materials and reference books are not available in most schools, the textbooks assume even more importance. Consequently, it is imperative that textbooks provide accurate and updated knowledge, are student-centred and child-friendly with age-appropriate appealing graphics and thought provoking content.

EFA Global Monitoring Report 2005

How well students are taught and how much they learn impacts how long they stay in school.

Parents send their children to school based on judgments they make about the quality of teaching and learning.

Processes

System inputs, such as infrastructure and curricular content form one aspect of quality education. Equally important are educational processes; these define how teachers and school managers use these inputs to frame meaningful learning experiences for their students.

Teachers' Professional Development and Learning

Teachers need to have mastery over both their subject matter and its pedagogy. This can be made possible through an effective pre-service teacher education and a robust continuing professional development (CPD) system which also includes mentoring and supervision. CPD can help address shortcomings that may have been a result of an inadequatepre-service education. Even satisfactorily qualified teachers benefit from CPD as it helps keep teachers abreast of up-to-date knowledge and practices in the field. This ongoing process of training for teachers can have a direct impact on student achievement.

Classroom Processes

Interactive teaching methods that engage students with their own learning rather than promote rote memorisation are an important characteristic of quality education today. As discussed earlier, the content for quality education includes appropriately designed curriculum and textbooks. However, the manner in which this material is translated into the students' learning experience depends on classroom processes. For example, for the child-centredness of a textbook to benefit the learner, the teaching approaches must be child-centric and interactive.

Similarly, teaching and learning about life skills requires interactive, participatory methods. Since skills are by definition related to actions and behaviour, the required levels of competency are unlikely to be developed without the active involvement of learners.

Thus, classroom processes include thesequences of steps through which trained teachers use teaching approaches in a well-managed classroom by:

- applying child-centric teaching practices
- adopting/adapting new teaching methods
- using prepared lesson plans
- using and creating their own materials
- being kind, respectful and caring to the learners, and
- promotingand supporting students' personal and integrated development.

Learning Outcomes

As a result of the pre-existing condition of the learner, the school environment, the content and processes, a range of changes can occur in the learner, some of them intended and some unintended. When speaking of quality education, it is the intended outcomes that are the focus.

The outcomes include what a learner knows and is able to do, and the attitudes and values she/he has. Knowledge, attitude and skills of a learner will come into play as a learner pursues further education, as she/heenters the work force,and makes choicesas a member of their group, as a participant of the community and as a global citizen.

Students' assessments are the primary tool for measuring and enhancing learning outcomes. Assessments include different methods of regular and integrated ongoing classroom assessment, collectively known as formative assessments. Through formative assessments, an opportunity is created to give immediate and continuous feedback to students for improved outcomes. Summative assessments, on the other hand, include periodic tests that benchmark various abilities and levels of knowledge and understanding of a student.

Why is Quality Important?

Quality and School Enrolment

According to the Dakar Framework for Action 2000, Quality is 'at the heart of education', and is a fundamental determinant of enrolment, retention and achievement.'According to Article 25A of the 18th Constitutional Amendment of Pakistan, providing education to all children from age 5 to 16 has been declared mandatory for the state. In a country where 3.8 million children under the age of 14 were engaged in child labour in 2010[6], bringing children to school and ensuring low dropout rates is no means an easy task. Providing relevant and engaging education is one way to increase enrolment and to decrease drop-out rates. The argument is that if the impact of schooling on the lives of the students is positive, then school enrolments will increase and dropout rates and absenteeism will diminish.

> **EFA Global Monitoring Report 2005**
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> *The achievement of universal participation in education will depend upon the quality of education available. The Convention against discrimination in education 1960 recognises discrimination as:*
> *Limiting any person or group of persons to education of an inferior standard.*

Quality and Equity

There are multipleparallel education systemsin Pakistan. These include public and private schools, including elite and non-elite schools and madrassahs. Even within the public sector there is a clear distinction between model schools, schools run by the armed forces of Pakistan, and regular government schools. Some approaches to teaching such as hands-on learning and project work are already well entrenched in some, especially in the elite private sector schools. However, this type of learning experience remains a distant aim for most public-sector schools. Defining quality standards to be implemented across various school systems will help to address the equity issue in education by initiating the process of bringing all schools at par with the demands of modern approaches in education.

Quality and Literacy-Numeracy

Aspects of quality education involve imparting higher order skills such as the application and synthesis of knowledge. Quality also dictates that students can read, write and do simple arithmetic. The statistics for students completing primary school in Pakistan are not truly representative of the number of children who have the appropriate levels of literacy and numeracy.The Annual Status of Education Report (ASER) 2013[7] shows that about half of the children in grade 5 in Islamabad Capital Territory alone actually read at the level of a 2nd

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[6]Vazir, N., Meghani, Y. M. (2010). Eradicating child labour in Pakistan.*Nurture*(9), 22-22
[7] Annual Status of Education Report, ACER, 2013

grader and are only able to do division problems at the level of grade 3. The subsequent (2014) ASER report does not state much improvement in these stateof affairs. Keeping this scenario in mind, the need for quality in education becomes all the more important as in the absence of quality, schools are not imparting what may be defined as quality education even in the most fundamental sense of the word.

Implementing the Quality Cycle for Education

Implementation of the quality elements for education can be viewed in 4 phases: Policy and Planning, Innovation and Corrective Action, Implementation and Operation, and Evaluation.

Policy and Planning Phase

At the Policy and Planning Phase budgets and action plans are developed with a strong focus on the different elements of quality education. Budgets and action plans provide a sound basis and a direction for the process of development education to be implemented. The policy documents, budgets, action-plans, strategic documents and even the parts of the National Constitution that pertain to education make up the Policy and Planning phase. Continuing work on this phase is informed by the following phases:

- Corrective Action and Innovation Phase
- Evaluation and Analysis Phase

Implementation and Operation Phase

In this phase the processes and products for teaching learners and preparing teachers come into play. The following activities are carried out during this phase:

- textbook development
- classroom teaching
- pre-service teacher education programmes
- in-service teacher training measures, and
- application of students' performance assessment tools and practices

Planning
- Policies
- Budgeting
- Implementation/Action Plans

Corrective Action & Innovation
- Standards
- Curriculum

Implementation & Operation
- Textbook Development & Design
- Classroom Teaching
- Teacher Training & Education
- Students Assessment

Evaluation
- Analysis of Student's Assessment
- Collection & Analysis of Feedback on TBs, Curriculum, Standards
- Research & Development

Evaluation and Analysis Phase

As the name suggests, this stage involves generating and analysing data on various aspects of the Implementation phase. For example, this data may include student assessment results or feedback on textbooks and curriculum from practitioners in the field of education. Also included here is academic and action research on any aspect of the Policy and Planning, Implementation and Operation and Corrective Action and Innovation stages. The research and analysis that takes place during this phase goes on to inform all three of the other phases.
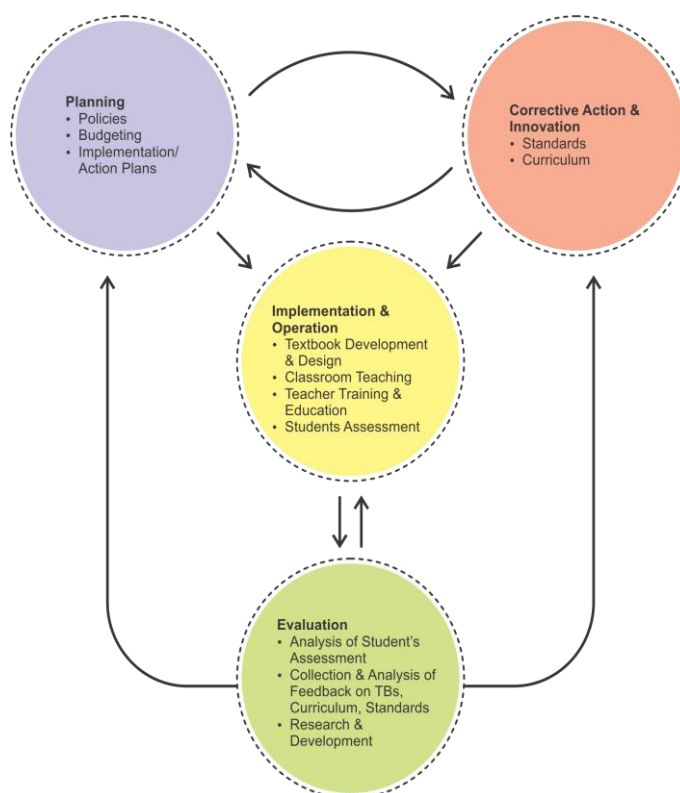
Corrective Action and Innovation

This phase can take two different routes. Developments at this stage can be channeled towards Planning or towards Implementation and Operation. For example, if policy could not be translated into action satisfactorily then changes may be required to the Implementation phase. However, if these changes need support from a higher level, future action plans may be developed in the light of the new outputs from the Innovation phase.

It is only with the proper alignment of all actions to planning, that the quality cycle can be completed. If some aspects of the quality cycle feature more prominently in the planning than others, thenthe implementation plan will be lopsided and not optimal. Various factors can contribute to misalignment of planning to the different actions required for implementations, including the government's prioritisation of more visible improvements such as infrastructural developments,inappropriate and unsustainable international innovations promoted by international donors, orthe adoption of a fragmented approach to planning which does not take into consideration the need for a holistic and integrated view of the education system with improvedschool effectiveness as a primary guiding principle.

Standards

What are Standards?

Standards are published documents that set out specifications, procedures and guidelines that are designed with the aim of ensuringappropriate quality and reliability of a product or a service. Standards make it possible to evaluate and compare the products, processes and/or services for which they have been developed. Standards provide the basis of and determine the direction and purpose of products and processes to achieve desired outcomes. Therefore, standards serve an important role in aligninginputs and processes in achievingthe desired outcomes.

What are Standards for Education?

In the context of education, standards are the specifications or yardsticks for the inputs, processes and outcomes of an education system. There is a combination of resources (inputs) and processes that support the acquisition of knowledge (and other higher order) skills to create learning (outcomes). Therefore, there is a need for *input standards, process standards* and *outcome standards*. There are, however, common elements across the three categories of standards. For example,pupil-teacher ratio can be seen as both a part of an *input standard* as well as a component ofa *process standard*.

Input Standards

These standards define resource inputs for schools, such as classroom size, pupil-teacher ratio and a standard allocation of textbooks and other learning resources.

Process Standards

These refer to the nature, approach and quality of educational processes, such as classroom practices including pedagogical approaches being used; strategies for discipline and classroom management; interaction between school management and parents; in-service training for teachers;use of ICT in education, and so on.

Outcome Standards

Outcome standards define the knowledge and skills students are expected to have and display at different points of progression during their educational career. The level of academic knowledge, higher order thinking skills, ethical behaviour and life skills that learners possess and exhibit at different grade levels are defined by outcome standards. Outcome standards are traditionally measured using summative assessment systems.
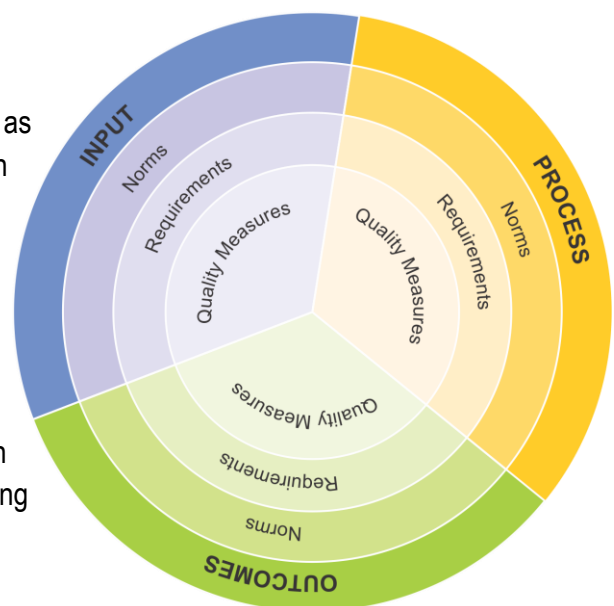
The level to which a standard is observed is called the *compliance level*. The level of compliance defines the priority given to a certain standard, which may vary over time or may vary with the socio-economic or cultural context, or with political or disaster-related occurrences. Implementers of standards may decide on a mechanism to rate standards in terms of priority for resource allocation (time, human resource, financial). One way to classify priorities is to tag standards as norms, requirements, and measures. *Norm* refers to a standard or level that is commonly used or expected but is not applied in all cases. *Requirement* implies that the standard has to be met or adhered to as it is mandatory to do so. A *measure* does not imply enforced compliance but may refer to a graduated series of benchmarks against which performance on standard compliance can be measured.

What are Standards for Quality Education?

There are several ways to organise standards for quality education. The present document categorises them under the following five main headings:

1. Standards for Learners
2. Standards for Teachers
3. Standards for Curriculum and Textbooks
4. Standards for School Environment
5. Standards for Assessment

There are input, process and outcome standards across all these five categories. The provinces and areas (ICT, FATA, GB, AJK) will decide on the degree of compliance that they can realistically expect for each standard. This will require consultation and buy-in from all the relevant stakeholders in order to agree upon appropriate levels of compliance which may be ambitious but achievable.

Why are Standards Important?

Cohesion

The socio-economic, cultural and political landscape of Pakistan is characterised by sharp contrasts across different provinces and across the rural/urban divide within each province. After the dissolution of the Federal Ministry of Education (2011), the need to design a cohesive common core for education across the provinces was recognized. The Quality Standards for Education, elaborated in this document, were developed by equal participation of all provinces and areas to provide this cohesive core to the nation. Each province, in turn, will prioritise implementation sub-steps to achieve the Quality Standards based on their respective contexts and available resources. However, the direction that each area and province takes will be determined by a shared common vision of education translated into the Quality Standards for education.

In addition, common standards will also address practical issues such as transfers of students from one province/area to another. Major discrepancies in standards across the provinces/ areas currently make such transitions challenging. Common standards agreed upon by all provinces and areas will make such transitions smoother and more practicable.

Accountability for Increased Equity

A set of standards recognised and endorsed by the provincial/ area governments will make the concerned departments and implementers such as schools and textbook boards accountable for their performance against the agreed upon standards. This will lead to standardization of education provisioning and delivery processes through out the country. The standards do not guarantee an immediate impact. However, they do provide a

framework for monitoring that is likely to bring aboutpositive changes over a period of time, depending on how the planning bodies determine the required degrees of compliance for each standard and how closely the implementation is actively monitored and steered in the light of analysed information and proactive trouble shooting.

Planning

As stated earlier, standards define the direction of the various aspects of the education system and ensure their mutual alignment. The standards should guide planning for all aspects of education, from pre-service teacher education courses to the process of reviewing new textbooks and to improvement in assessment methods and the measurable outcomes thereof. Standards also provide a basis upon which to justify resource allocation. The greater the degree of compliance required for a standard, the higher will be its priority for appointing human resource and/or for allocation of funds. Quality Education, primarily, and the mode of measuring it (through set standards) ultimately constitutes the basis for planning and must certainly feature in education sector strategic planning documents.

Accountability for International Agreements

In the presence of shared standards for quality education, the performance of provinces/areas can be monitored and measured against standards set by international agreements signed by the Federal government. Therefore, while provinces remain the supervisors and custodians of their own context specific standards, the commonality between provinces and areas ensure a minimum level of developmental effort that can be reported by the federal level for the entire country.

Chapter 4

Standards for Learners

The purpose of education is to enable each child to reach their full potential by acquiring the knowledge, skills and attributes that contribute to their personal, social and economic development. Schools play a role in helping achieve this, and to make this learning meaningful education has to be well planned and of high quality, keeping the learning needs, styles and the interests of children as the central focus.

Students learn and retain more if they are:

- asked to do more than just learn information
- actively engaged during an instructional tasks
- observing, speaking, writing, listening, thinking, and implementing, and
- areable to see potential implications, applications, and benefits of their learning to themselves and others

All children deserve equitable access to books, reading materials, information and technology in an environment that is safe and is conducive to learning. To become independent learners, students must gain not only skills but also the disposition to use those skills, with an understanding of their own responsibilities and self-assessment strategies. Students must become self-guided learners. Combined together these elements build a learner who can thrive in a complex knowledge environment.

Know your Learners

Each child is unique and all children are potentially capable of positive learning outcomes. Early learning and development are multidimensional. Many thinkers have presented progressive views about how children learn and what aspects of their nurturing should be understood and harnessed through education. Vygotsky stresses the importance of looking at each child as an individual who learns distinctively within a social context. Consequently, the knowledge and skills that are worth learning vary from one individual to another.[8]

Piaget,[9] who first developed the "cognitive" theory of child learning behaviour following extensive observation and analytical description of children at different ages, concluded that children construct their own knowledge in response to their experiences in the following stages of learning:

- *Sensorimotor stage* (birth to 2 years) where knowledge develops through sensory and motor abilities
- *Preoperational stage* (2 to 7 years) where knowledge is represented by language, mental imagery, and symbolic thought

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[8]Dahms, M., Geonnotti, K., Passalacqua, D., Schilk, N., Wetzel, A., & Zulkowsky, M. (2007). The educational theory of Lev Vygotsky: an analysis. Retrieved from http://www.newfoundations.com/GALLERY/Vygotsky.html

[9]Piaget, J. (1973). Main Trends in Psychology. London: George Allen & Unwin.

- *Concrete operational stage* (7 to 12 years) where children can reason logically about concrete objects and events
- *Formal operational stage* (12 years and up) where children can think deeply about concrete events and can reason abstractly and hypothetically.

According to Ellis (1985),[10]the way a person prefers to receive, store and retrieve material is known as a person's preferred learning style. In understanding the typology of learners, Howard Gardner's work on *multiple intelligences* has had a profound impact on thinking and practice in education. The field of Learning Science has developed in the past twenty years to further scientific understanding of learning processes and to engage in the design and implementation of learning innovations, and the improvement of instructional methodologies. Learning Science has developed a sharper focus on education as it happens in real-world situations and how to better facilitate learning in various environments – in school, online, in the workplace, at home, and in informal environments[11].

The key point emerging from all of these theoretical approaches to understanding learning is the awareness and understanding that learning needs to be personalised as far as possible based on each child's ability and interests, the stage of education they are at, their learning styles, and their social context.

How to Set Standards for Learners

Recently, much of the focus of education has shifted from "teaching" to "learning". Brookfield (1985) argued that the role of teachers is to "facilitate" the acquisition or construction of knowledge, not "transmit" it, and the NRC (2000) recommends that the goal of education should shift from an emphasis on comprehensive coverage of subject matter to helping students develop their own intellectual tools and learning strategies.[12]

Standards for learners may comprise of various ingredients which address learning needs at different levels.Consequently, learning standards may serve multiple purposes such as determining whether a student passes an exam, is awarded a scholarship, is promoted between grades, or graduates. At the same time, they are used to determine whether the entire school system is functioning well.

Education standards equip students with the skills and knowledge, as well as the right values and attitudes, to ensure the livelihood of the individual and society's success. Young people should learn to be self-reliant and yet able to work closely with others. They should beindividually competitive and at the same timedisplay a strong social conscience. They should be open in their thoughts and outlook and shouldadapt constantly to a rapidly changing world. Finally, young learnersmust have a firm moral corethat provides stability in a dynamic world characterized by changing lifestyles. Standards help policy makers and teachers set targets and to monitor achievement of student learning. Moroverstandards are reference points for planning teaching and learning programmes, and for assessing student progress throughout their compulsory schooling.

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[10]Ellis, Rod. 1985. Understanding Second Language Acquisition. Oxford, England: Oxford University Press.
[11] Brown, A. L. (1992). Design experiments: Theoretical and methodological challenges in creating complex interventions in classroom settings. The Journal of the Learning Sciences, 2(2), 141-178
Carr-Chellman, A. & Hoadley, C. (Eds.) Learning sciences and instructional systems: Beginning the dialogue [Special issue]. (2004). Educational Technology, 44(3).
Greeno, J. G. (2006). Learning in activity. In K. Sawyer (ed.) Handbook of the Learning Sciences (pp. 79–96), Cambridge, MA: Cambridge University Press
[12]Wirth, K. R., & Perkins, D. (2007) Learning to Learn

Standards for Learners

Table 1 – Standards and Skills

Standard	Skills / benchmarks
The aim of quality education is to prepare students to:	
1. **Be creative, constructive, communicative and reflective individuals**	• Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the realworld connection for using this process in everyday life.
2. **Inquire, think critically, and gain knowledge**	• Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. • Develop and refine a range of questions to frame the search for new understanding.
3. **Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge**	• Use prior and background knowledge as context for new learning. • Maintain a critical stance by questioning the validity and accuracy of all information. • Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation,organisation) to information and knowledge in order to construct new understandings, to draw conclusions, and to create new knowledge. • Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.
4. **Be capable of effectively participating in the highly competitive global knowledge-based economy**	• Read, view, and listen to information presented in any format (e.g. textual, visual, media, digital) in order to make well-supported inferences and to create meaning. • Demonstrate mastery of information technology tools for accessing information and to pursue self-directed inquiry. • Display emotional resilience in information and knowledge acquisition despite challenges. • Use the writing process, media and visual literacy, and information technology skills to create products that clearly and succinctly express new understandings.
5. **Pursue personal growth**	• Seek information for personal learning in a variety of formats and genres. • Demonstrate confidence and self-direction by making independent choices in the selection of learning resources and information. • Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.
6. **Share knowledge and participate ethically and productively as members of a democratic society**	• Openly collaborate with others to broaden and deepen understanding. • Contribute to the exchange of ideas within a learning

	community.
	• Use information and knowledge effectively in the service of democratic patriotic values.
	• Use valid information and reasoned conclusions to make ethical decisions.
7. **Practice healthy living**	• Adopt clean hygiene habits.
	• Participate in sports and physical activities.
	• Take part in such activities which are beneficial for the community and society.

Chapter 5

Standards for Curriculum

Curriculum consists of everything that promotes the learners' intellectual, spiritual/moral, aesthetic, emotional, social and physical development including co-curricular and extracurricular activities that include approaches to teaching, learning and assessment, the quality of relationships within the school, and the values embodied in the way the education system and a school operates.

Subject curriculum refers to a document describing the aims and objectives, the scope and sequence of contents, learning activities, methods of delivery in the classroom, and evaluation and assessment techniques in accordance with the curriculum framework of that particular subject.

Curriculum is an important element of the teaching and learning system, which derives its inspiration and vision from education policiesstated in curriculum framework and sets its structure accordingly to describe concepts, skills and attitudes that have to be developed in students. A curriculum aims to address key questions such as the purpose of teaching, the desired level of competencies as measured by standards and benchmarks, and the scope of the subject matter to be taught. The curriculum also sets parameters for textbook authors to develop textbooks and supplementary learning materials according to the defined and agreed-upon competencies, scope and guidelines. A curriculum enables teachers to plan their classroom lessons, examiners to create assessments according to the prescribed competencies, and textbook reviewers to review the textbooks according to contents and scope. The curriculum also forms the basis for preparation of teachers (pre and in service) and evaluation of teachers. Finally, a curriculum also helps inform the general public about the wider aims of the educational objectives and processes planned for the students.

Curriculum Aims

A well-designed curriculum is built on a clear vision that incorporates:

- clear values that reflect national ideology and culture
- a clear expression of the current and future national aims for education and learners' needs as individuals and as citizens
- guidelines for promoting intellectual, spiritual, aesthetic, emotional, social and physical development of learners
- a sense of high expectations for all, extending horizons and raising aspirations, and
- outcomes relating to knowledge, skills, as well as personal attitudes and attributes

Standards for Curriculum

- Promotes national harmony, unity, social cohesion and global citizenship based on religious, philosophical, cultural and psychological foundations of the nation;
- Emphasises understanding, application and creation of knowledge in order to make education relevant to the lives of students and to inculcate lifelong learning;
- Brings forth innate faculties/inbuilt potential of learners in order to make them active, productive, reflective, collaborative and democratic citizens;
- Promotes higher order thinking skills that develop the capacity for self-directed learning, a spirit of inquiry, critical thinking, reasoning and teamwork;
- Includes emerging trends and concepts that are useful in real life situations for making learning more relevant, meaningful and stimulating;
- Promotes democratic values for peaceful co-existence, unity in diversity, and development of positive attitudes towards fellow human beings through respect and tolerance;
- Suggests a variety of assessment and evaluation strategies to measure knowledge, skills and attitudes as required by all domains of learning;
- Ensures character building and holistic development of students; and
- Promotes inclusive education.

Chapter 6

Standards for Textbooks & Other Learning Materials

All around the world there is increased awareness concerning the importance of high quality textbooks and other learning materials that support teaching and learning process in the classrooms. School systems in most developed countries consider the textbook as a part of a variety of tools used for teaching and learning. Most developing countries, on the other hand, consider a textbook to be the sole primary resource for students as well as for teachers. The first learning resource that students get in their hands, when they enter a school in Pakistan is a textbook. Most of the students' future academic life is focused on textbooks with a high probability of them experiencing a single textbook for each subject. This perceived role of a textbook increases its significance and necessitates the introduction and institutionalisation of quality-focused processes for the development of textbooks.

Students rely heavily on textbooks as the essential source of learning and as the basis for appraisal and examination. In the absence of other learning materials the importance of textbooks significantly increases. Textbooks provide students with facts and knowledge, and additionally provide examples of several exercises and assignments for students to practice what they have learnt. Therefore, textbooks must be designed to be student-centered.

Textbooks serve as the primary teaching resource for teachers as well, guiding their teaching process and helping them plan lessons and in setting lesson objectives. Teachers find textbooks particularly useful because they provide order and pacing of instruction and serve as a structured framework for teaching throughout the academic year.

However, textbooks by themselves cannot provide everything required to achieve curriculum objectives. This is particularly true where outcomes-based curricula, student-centered learning, problem solving and the development of thinking skills are specified.

Standards for Textbooks& Other Learning Materials

- Aligned with the curriculum by promoting child centered pedagogy
- Promote harmony and unity for national cohesion and integrity
- Support inquiry-based learning, critical thinking and problem solving
- Free from gender, ethnic, religious, sectarian, geographical, cultural, occupational biases and respect diversity
- Attractive, interesting and engaging for the learner to pursue further study

- Have authentic texts presented systematically in gradual steps
- Provide a variety of assessment opportunities to evaluate the cognitive, psychomotor and affective abilities
- Facilitates teachers to use a variety of instructional strategies to deliver the content

The standards for textbooks can be organised around six broad categories and commonly agreed-upon indicators for all subjects, as indicated below:

Category 1: Compliance with National Curriculum, Goals and Objectives	
1	All the Student Learning Outcomes (SLOs), themes and sub-themes are properly addressed through: i) appropriate text and/or illustrations for the age/level ii) end of chapter exercises consistent with assessment practices outlined in the curriculum Note: Some SLOs may not be part of the text and may be addressed through classroom activities, questions etc. mentioned in the textbook
Category 2: Quality of Content, Language and Logical Organisation	
2	Text is student-centred and meets the needs of the society and interests of the students
3	Content is accurate and up-to-date (in both text and illustrations)
4	Content is free of grammatical and punctuation errors (text and illustrations)
5	Language and content of the text is according to the age and grade level of learners
6	Content is supported with examples and applications from real life that are interesting and relevant to students' lives
7	Chapter/section previews and summaries to allow learners absorb main ideas/concepts presented
8	Relevant learning from previous grade and/or from previous chapters from the same grade is referred to for better understanding
Category 3: Quality and Support for Instruction	
9	Interactive questions/discussion points are given in the chapter text and end-of chapter exercises to facilitate teachers in engaging students
10	A variety of tasks and activities (based on observation and hands-on learning) are given which support inquiry-based learning, critical thinking and problem solving through strategies such as discussion, role play and critical thinking, problem solving and inquiry skills
11	Extension activities are included to provide further practice and reinforcement of concepts and skills
Category 4: Physical Presentation	
12	Present appropriate number of child-friendly and appealing visual elements (title cover, inside pages)
13	Include a variety of visual elements such as pictures, tables, figures, maps, information boxes, mind maps and so on (according to the different learning needs of learners, age and grade level)
14	Visual and graphical elements have pedagogical relevance and significance
15	Glossaries are included at the end of chapters / textbook
Category 5: Assessment: opportunities for Checking Learning (formal and informal)	
16	A variety of assessment strategies are included at the end of each chapter/unit
17	Assessment strategies assess knowledge, skills and attitudes according to curriculum SLOs to promote better understanding, application of knowledge for problem solving, and higher order thinking skills such as analysis, evaluation synthesis and creativity
Category 6: Compliance with Culture and Values	
18	The content (text and illustrations) is inclusive and is free from religious, sectarian, ethnic, regional, cultural, sexual, occupational, and socio-economic biases

19	The content (text and illustrations) is free from gender bias and promotes positive images of girls and women
20	Texts promote harmony and peaceful co-existence through respect for diversity and tolerance
21	Content reflects democratic values, ethics and values of all segments of society and other societies.

Linked to Child-Friendly School Standards (Annex 1)

2.4 Ensuring that curricula materials both for teacher education and in classrooms are of good quality and supportive of child-friendly inclusive education	*2.4.1 Curricula, textbooks and other teaching materials should be relevant and adaptable to local needs and circumstances; should be developed in an inclusive manner; and should promote inclusive, child-friendly education.*

Chapter 7

Standards for Teachers

Teachers are the source through which the learners experiences all aspects of education, including the developments in education policy, curriculum and textbooks reform, assessments, and the processes that define the school environment. Due to this reason the degree of success of all progress in education is largely dependent on the teacher. Therefore, it is important to hold teachers to high standards in all aspects, and not just for academics. The standards for teachers define how a teacher must understand learner psychology and not just have subject matter knowledge, how s/he must be an effective communicator as well as a role model for ethicsand overall conduct, how s/he must be an excellent planner and implementer of instructional strategies as well as of student assessment tests; the teachers' knowledge of the language that is the medium of instruction, of IT skills as well as her/his presence and participation in professional networks, all are significant in the overall learning experience that students go through.

Teachers' standards must incorporate those for teacher pre-service education and in-service training courses as well as teacher recruitment criteria and promotion requirements; only then can it be claimed that the standards have been truly implemented.

Standards for Teachers

Measuring teacher quality is a difficult task because a teacher requires a wide range of competencies, attitudes and skills, not all of which can be tangibly observed. The following section lists the national professional standards for teachers.

Standard 1: Subject Matter Knowledge

Teachers understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the National Curriculum. The teacher can design and implement appropriate lesson plans to create learning experiences making the subject matter accessible and meaningful to all students at the various developmental stages.

Knowledge and Understanding	Teachers know and understand: • The national curriculum framework • In-depth knowledge of the domain, basic concepts, theories, history, structure and process of acquiring knowledge of the subject they are going to teach • The need to keep abreast of new ideas, new emerging concepts, theories, results of research and latest trends at national and international levels • The relationship of the subject to other disciplines and its usability in practical life
Dispositions	Teachers value and are committed to: • Applying multiple ways to impart knowledge to learners • Making knowledge applicable to real world situations • Developing the diverse talents of all students and helping them develop self-confidence and

	subject matter competence
	• Encouraging students to develop a positive attitude towards,and an interest in, the subject area
	• The belief that all students can learn and achieve success
Performance and Skills	Teachers demonstrate their knowledge and understanding through:
	• Effectively explaining the content in multiple perspectives and relating all required structural components of the discipline
	• Use of appropriate tools of inquiry according to the nature of the subject and content, considering students' prior knowledge and learning preferences
	• Giving examples of application of the content from practical life

Standard 2: Human Growth and Development

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

Knowledge and Understanding	Teachers know and understand:
	• How students construct knowledge, acquire skills and develop habits of mind as mediated by their developmental stage
	• How student learning is influenced by individual experiences, talent and prior learning, as well as language, culture, family,community, and national values
	• The needs of all students based on their learning styles, disabilities and special needs, cultural and socio-emotional differences, special medical, physical or emotional challenges, and are able to use distinctive teaching approaches to engage and support them.
	• The nature and significance of emotional intelligence for making students productive individuals
	• Individual differences among students
	• Motivational strategies to support students achieve and excel
	• The processes and skills that help students to develop knowledge, skills and dispositions of reflective thinking and students to solve problems in and out of the classroom
	• How to enable
Dispositions	Teachers value and are committed to:
	• The belief that all students (both children and adolescents) bring talents and strengths to learning
	• Appreciating the diverse talents/ multiple learning styles of all students and helping them to develop self-confidence and subject matter learning
	• Treating all students equitably
	• The belief that all children and adolescents can learn and achieve success
Performance and Skills	Teachers engage in activities to:
	• Promote critical thinking, problem-solving and decision-making skills by engaging students in formulating and testing hypotheses according to the methods of inquiry and standards of evidence within the discipline
	• Apply learning theories to accommodate differences in student intelligence, perception, learning styles and achievement levels
	• Foster cooperation and collaboration for collective problem solving
	• Foster emotional intelligence skills among students including self-efficacy, empathy, cooperation, resilience, self-awareness

Standard 3: Knowledge of Islamic Ethical Values and Life Skills

Teachers understand theIslamic ethical values and practices in the light of Quran and Sunnah and other religious contexts, and the implications of these values for bringing national and global peace, unity and social adjustment.

Knowledge and Understanding	Teachers know and understand: • The Islamic code of conduct (beliefs, prayers and ethics) in light of Quran and Sunnah (i.e. *Maaroof*-Goodand *Munkir*-Evil, equality, justice, brotherhood, balance, tolerance and peace) • The universal ethical values that are globally accepted and are consistent with the Islamic code of conduct • The present need of national/ global peace, and the factors affecting peace and resulting in decline of the values and ethics • The negative effect of prejudice and discrimination on the basis of social class, gender,race and language on the moral development of students and society • How Islamic and universal ethical values are incorporated in learners' beliefs and practices to bring peace • Essential principles of Islamic values in the textbooks
Dispositions	Teachers value and are committed to: • Bringing awareness amonglearners that the Quran and Sunnah are the core sources for knowledge about Islamic values • Inculcating respect and appreciation for individual and cultural/religious/personal differences amongst learners • Encouraging tolerance and celebration of diversity amongst students • Emphasising dialogue as a primary means to conflict resolution
Performance and Skills	Teachers engage in activities to: • Create a vibrant learning community in which individuals and their opinions are respected • Practice Islamic code of conduct through their own behaviours and to guide learners to value and practice the ethical values • Provide guidelines about ethical values to clarify their use in internal and external discourses • Practice Islamic teachings in schools to prevent misunderstandings that can lead to inaccurate characterisation of Islam and other faiths • Facilitate a better understanding of issues regarding human rights, social class, gender, race, ethnicity, language, age and special needs using the knowledge of Islam • Create a safe and secure learning environment promoting free inquiry.

Linked to WASH standards (Annex 2)

In accordance with the teachings of Quran and Sunnah, teachers help students practice staying clean, washing their hands, drinking clean water.

Standard 4: Instructional Planning and Strategies

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

Knowledge and Understanding	Teachers know and understand: • The aims, goals and objectives of education as well as of curriculum for specific subject and their importance in instructional planning • Principles of acquisition of relevant subject knowledge and skills at different stages of development. • Use of appropriate resources and materials for instructional planning including the use of

	indigenous, low cost learning material and instructional technology to promote students' attention and thinking
	• Techniques to plan, develop, implement and modify instructional strategies based on students' individual needs, development progress, learning styles, social contexts, and prior knowledge to help all students learn
	• A variety of instructional approaches and the use of various technologies, to promote thinking and understanding
	• The effect of out of school activities including homework and involvement of parents on earning
	• General methods of teaching and classroom management
	• Special methods of teaching different disciplines
Dispositions	Teachers value and are committed to:
	• Attaining goals, objectives/student learning outcomes of the curriculum
	• The development of students' critical thinking, independent problem-solving and performance capabilities
	• Practising pedagogy which encourages collaboration, team work and cooperation
	• Promoting the love of learning and students' intellectual curiosity
Performance and Skills	Teachers engage in activities to:
	• Plan, design and implement instructionappropriate to students' stage of development, variety of learning styles, strengths/needs and the school and community culture
	• Plan and assignhomework and out of the class activities to extend and consolidate students learning
	• Plan, design and implement strategies to create learning experiences that make subject matter meaningful for students, encourage students to pursue their interests and inquiries
	• Plan and develop well-structured effective lessons by organising instructional activities and materials, incorporating a wide range of community and technology resources, to promote achievement of lesson objectives
	• Use formal and informal methods of assessment, information about students, pedagogical knowledge and research as sources for active reflection, evaluation and review of practices.
	• Create interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from across several subject areas
	• Reflect systematically on the effectiveness of lessons and approaches to teaching

Standard 5: Assessment

Teachers have knowledge, understanding, and skills to assess students learning using multiple assessment strategies and interpret results to promote and foster the continuous progress of students (diagnostic and formative) and to evaluate students achievement (summative).

Knowledge and Understanding	Teachers know and understand:
	• Different types of assessment strategies for formative and summative assessment (for example, traditional standardised and performance-based tests, observation systems and assessment of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development
	• The use of assessment results to evaluate and improve teaching and learning
	• Assessment-related issues, such as validity, reliability, bias and scoring concerns

Dispositions	Teachers value and are committed to: • The belief that students learning outcomes are the basis for growth and that the deficiencies are opportunities for learning • Fair and objective assessment and reporting to students and families • Facilitating to ensure that students see assessment as a challenge and not as a frightening experience
Performance and Skills	Teachers engage in activities to: • Develop and use teacher made tests for continuous internal evaluation of student performance and skills at different stages of the academic programme • Analyse student performance using multiple sources of data, and to modify future plans and instructional techniques that promote desired student learning outcomes • Provide students constructive feedback on their learning and encourage them to respond to the feedback, use data and self-assessment strategies to monitor their progress towards achieving personal goals • Accurately document and report assessment data and on-going student achievement to parents and professional staff • Enhance their knowledge of learners and evaluate students' progress and performance using a variety of formal and informal assessment techniques to modify teaching and learning strategies • Develop and use objective assessment tools to measure student progress • Promote opportunities for students to engage in self-assessment activities

Standard 6: Learning Environment

Teachers create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation in learners.

Knowledge and Understanding	Teachers know and understand: • How learning takes place in classrooms • The principles and strategies of effective classroom management that promote positive relationships, cooperation and purposeful learning activities in the classroom • How the classroom environment influences learning and promotes positive behaviour for all students • How participation supports student commitment to learning • That corporal punishment is detrimental to the development of a child and that it is a crime
Dispositions	Teachers value and are committed to: • The role of students in promoting each other's learning (peer learning) and recognising the importance of peer relationships • Taking responsibility for establishing a positive and engaging environment in the classroom and in the school • Use democratic values in the classroom such as allowing students to express different opinions and raise questions, providing equal opportunity for participation to all students • Implementing discipline strategies that do not negatively affect the personality of the students
Performance and Skills	Teachers engage in activities to: • Develop and share classroom discipline plan/norms with the students • Maintain a learning community in which students assume responsibility for themselves and each other, participate in decision-making and work both collaboratively and independently • Create a cooperative classroom environment for all students, by practising effective listening and group facilitation skills • Create a positive classroom culture which is socially, emotionally and physically safe • Establish and maintain appropriate standards of competitive behaviour to create a supportive

	environment for students at different levels of learning
	• Use instructional time effectively
	• Facilitate and monitor independent and group work that allows for full and varied participation of all individual students.
	• Implementing discipline strategies that do not negatively affect the personality of the students

Standard 7: Effective Communication and Proficient Use of Information and Communication Technologies (ICT) for Teaching and Learning Process

Teachers use knowledge of effective verbal, nonverbal and written communication techniques and tools of information processing to foster the use of inquiry, collaboration and supportive interactions with students and parents. Teachers are able to use instructional and information and communication technologies for curriculum enrichment, instruction, assessment and evaluation of learning outcomes.

Knowledge and Understanding	Teachers know and understand: • The importance of verbal, nonverbal and written communication in the teaching and learning process • Functional English related to their subject content • Operating and integrating technologies in classroom and laboratory activities • Use of suitable software for word processing, filing, research, data storage and presentation of information • Use of computers and mobile devices as instructional, research, planning and evaluation tools • How to use available diverse technical tools (art work, videos, cameras, phones, computers, etc.) in their classrooms
Dispositions	Teachers value and are committed to: • Appreciating the cultural dimension of communication, responding appropriately and seeking to foster culturally sensitive communication by and among all students in the class • Being an active and responsive listener • Fostering diversity of opinions among students and celebrating it in the classroom • Using all educational and informational technologies to enhance different aspect of teaching and learning
Performance and Skills	Teachers engage in activities to: • Communicate clearly in the local language/ Urdu/English using appropriate oral and written expressions • Develop reflective reading skills of learners in the local language/ Urdu/ English • Model effective communication strategies and questioning techniques in conveying ideas and stimulating critical thinking • Communicate in a variety of ways that demonstrate a sensitivity to cultural, linguistic, gender and social differences • Foster accurate reporting and sharing of facts, opinions and beliefs • Incorporate up-to-date information from diverse sources (print and electronic media) in lesson plans to supplement textbooks • Use ICT including computers and mobile devices where available for planning, instruction, and assessment practices • Develop students' portfolios, test items, assignments and assessment through computers

Standard-8: Collaboration and Partnerships

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

Knowledge and Understanding	Teachers know and understand: • The importance of effective school-home relations that contribute to high-quality teaching and learning • The role of the school within the community and importance of community partnerships for student learning and development

	• Different approaches to collaborate effectively with parents, professionals and community
Dispositions	Teachers value and are committed to: • Recognising the role of parents, guardians and other family members, notables and elders of the community in the teaching and learning processes. • Addressing concerns related to all aspects of the student's well-being and working with parents/ families to provide opportunities for students' success • To work with parents/ families and other professionals to improve the overall learning environment for students • Facilitating the intellectual, physical and moral/social development of students through cooperative learning and interaction with community institutions
Performance and Skills	Teachers engage in activities to: • Identify and utilise family and community resources to foster student learning and provide opportunities for parents to share skills and talents that enrich learning experiences • Establish respectful and productive relationships and develop cooperative partnerships with diverse families, educators and others in the community in support of student learning and wellbeing • Institutionalise parent/ family involvement practices through Parent Teacher Councils, School Management Committees, School Councils, Parent Teacher School Management Committees that support meaningful communication to strengthen the teaching and learning environment of the school • Cultivate knowledge of the surrounding community to enrich lessons and projects of study • Link schools with business, industry and community agencies and civil society representatives working in areas of health, environment, education etc.

Standard-9: 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 to establish collegial relationships to enhance the teaching and learning process. Teachers subscribe to the professional code of conduct.

Knowledge Understanding	Teachers know and understand: • The demands of the professional code of conduct • How educational research and other methods of inquiry can be used as a means for continuous learning, self-assessment and development • How to be inventive and innovative about teaching practice • How to develop and maintain their own professional portfolio
Dispositions	Teachers value and are committed to: • Improving their subject content knowledge and pedagogical skills through continuous professional development • Refining practices that address the needs of all students and the school/ community • Professional reflection, assessment and learning as an on-going process • Collaborating with colleagues on professional aspects • Sharing successful professional experiences with colleagues • Demonstrating sound professional ethics
Performance and Skills	Teachers engage in activities to: • Use reflective practice and professional development standards to set goals for their professional development plans • Apply learning from Continuous Professional Development activities to improve their teaching practice • Learn through professional education organisations and through print and electronic media • Make the entire school a productive learning climate through participation in collegial activities • Seek advice of others and draw on action research to improve teaching practice • Uphold ethical behaviours in teaching, learning and assessment.

Standard-10: Teaching of English as Second/Foreign Language (ESL/EFL)

Teachers understand the pedagogy of English as Second/Foreign language and effectively communicate in English.

Knowledge & Understanding	Teachers know and understand: • Status of English Language as a medium of instruction in Pakistan • Aims of teaching English as a subject at the national level • Aims and methods of using English as medium of instruction in Pakistan • Strategies to enhance "learning in English," and "learning of English as a language" • Apply appropriate learning theories, pedagogy and teaching methods to facilitate the learning and use of English • Specific difficulties in teaching and learning English in the Pakistani context
Dispositions	Teachers value and are committed to: • Lessening biases and anxiety in students for learning in English • Addressing students' specific needs related to ESL/EFL
Performance &Skills	Teachers engage in activities to: • Use of comprehensible English language along with supportive use of Urdu (national language) and local languages for effective teaching and learning purposes • Identify, analyse and address learning difficulties in English language

	• Gradually enable students to communicate in English utilising all four skills: speaking, listening, reading and writing • Provide classroom opportunities for choral and individual reading, descriptive and discursive writing and spoken English

Linked to Child-Friendly School Standards (Annex 1)

2.1 Developing motivated and professionally competent teachers	*2.1.1 Teachers understand subject matter and how it relates to curriculum, content standards and National Professional Standards for Teachers, and teach it using inclusive, child-friendly methodologies.* *2.1.2 Teachers demonstrate professional ethics, respect towards students,and dedication to their work.* *2.1.3 Teachers can design effective, joyful and relevant instructional strategies and lesson plans adapted to the learning and development needs, learning styles, abilities and circumstances of their students.* *2.1.4 Teachers can understand and use a range of educational assessment tools, adapt them to the individual learning styles and capacities of their students and give them timely feedback.*
2.2 Facilitating the holistic development of all children with equal focus on cognitive, social, emotional, physical and spiritual development	*2.2.1 Teachers understand how children develop and learn and provide opportunities that support them in reaching their full intellectual, social, emotional, spiritual and physical potential in and outside the classroom (including life and livelihood skills).*
4.1 Establishing systems to ensure student, teacher, parent and community participation in school management	*4.1.2 Teachers participate effectively in school management.*

Chapter 8

Standards for Assessment

This chapter introduces the relevant body of knowledge relating to educational practices, comprising of several national and international assessment studies, essential information such as contextual frameworks, curriculum models and content domains that can be used to compare how the National Education Assessment System (NEAS) in Pakistan assesses its students as well as its success level compared to other countries.

This chapter is divided into different sections. The first section presents the importance of assessment, the second one is about types of assessment followed by a section discussing about effective practices of assessment in Pakistan. The next section presents an overview of large scale assessments and the last and the most important onepresents standards for assessment to be implemented in Pakistan.

What is Assessment?

Assessment is the process of defining, selecting, designing, collecting, analysing, interpreting, and using information to increase students' learning and development. It is the systematic collection, review and use of information about educational programmes to improve student learning. Assessment focuses on what students know, what they are able to do, and what values they have when they receive their education. Assessment is concerned with the collective impact of a series of lessons on student learning.[13]

Importance of Assessment

Assessment is "an integral component of the teaching process"[14]. It is the third stage in an instructional cycle, undertaken after planning instruction and delivering instruction[15.]The importance of assessment lies in providing:

- Mechanisms to judge whether students are achieving the learning outcomes at an appropriate level of competence that teachers have determined for their courses and programmes through, for example:
    - Diagnostic assessments at the outset of a learning process
    - Formative assessments at certain points during the learning process to judge progress
    - Summative assessments at the end of a learning process or scheme to work to judge achievement
    - Certification (local, national and international), which recognises in a formal way the achievement of standards in a chosen field.
- Opportunities for educationists to engage in self-reflection of its learning goals, to determine the degree to which these goals correspond to student and societal needs, and to evaluate if students' activities, products, or performances coincide with educationists' expectations;

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[13](Assessing Student Learning and Development: A Guide to the Principles, Goals, and Methods of Determining College Outcomes by Erwin 1991)

[14]Reynolds, C. R., Livingston, R. B., & Willson, V. L. (2006). Measurement and assessment in education: Boston : Pearson/Allyn & Bacon.

[15]Airasian, P. W., & Russell, M. K. (2005). Classroom assessment : concepts and applications: Boston, Mass. : McGraw-Hill Higher Education.6th ed

- Feedback to students about the knowledge, skills, and other attributes they can expect to possess after successfully completing coursework and academic programmes; and
- Ways for academic units to encompass the dimensions of student learning in order to improve student achievement and the educational process.
- Evidence based data to policy makers, curriculum experts, textbook writers and other stakeholders for effective interventions to achieve the goal of quality education.

Types of Assessment

Formative Assessment

The goal of formative assessment is to *monitor* student learning to provide on-going feedback that can be used by teachers to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- help students identify their strengths and weaknesses and target areas that need work
- help teachers recognise where students are struggling and to address these problems.

Summative Assessment

Summative assessment is used to assess the benchmarked performance of students. This assessment is often carried out at the end of a learning and teaching cycle. The goal of summative assessment is to *evaluate student learning* by comparing it against some standards or benchmarks.

Effective Practices for Assessing Students in Pakistan

Assessment is a vital part of successful teaching because instruction needs to be calibrated according to students' knowledge, skills, and interests and to establish conformity to agreed benchmarks for learning as specified in the curriculum. Tests, quizzes, and performance evaluations also help teachers identify developmentally appropriate instruction.

In Pakistan public examinations are held by examination bodies at grade 5 and 8 in some areas while the examinations for grades 9 -12 are conducted by Boards of Intermediate and Secondary Education (BISEs). Most of the current public examination systems, including all BISEs across the country, are based on assessing information rather than students' critical thinking and analytical abilities. Thus teachers typically teach for testing, rather than for learning.

The examination system reinforces stereotypical approaches to teaching that reward memorisation. The present examination system needs radical reforms especially in improving the quality of examination papers and linking the purpose of the exams to learning rather than simply memorisation of information. Such certification examinations also need to be clearly aligned to the national curriculum of Pakistan.

Large-Scale National Assessment

Large-scale national assessments are conducted by National Educational Assessment System (NEAS), a subordinate office of the Ministry of Federal Education and Professional Training, in collaboration with Provincial

and Areas Assessment bodies. The objective of these assessments is to evaluate the overall capability and quality of the education system, and to focus on providing evidence based findings to policy makers for effective interventions in education system. NEAS conducted its sample-based large scale assessments in 2005, 2006, 2007, 2008, and in 2014. NAT-2014 assessed 11200 students of Grade 4 and 8 from 448 schools located across Pakistan.

Currently, these national assessments are not linked to the major periodic international assessments of progress and achievement such as TIMSS (Trends in International Mathematics and Science Study), PISA (Progress for International Student Assessment) and PIRLS (Progress in International Reading Literacy Study). TIMSS assesses student achievement in mathematics and science every 4 years on the performance of 4th, 8th and 12th grade students. Its purpose is to (a) provide international benchmarks that assist policy-makers in identifying the comparative strengths and weaknesses of their educational systems; and (b) to provide high quality data that will increase policy-makers' understanding of key factors that affect teaching and learning, and for preparing and evaluating educational reforms. Encouragingly, Pakistan is scheduled to participate in next TIMSS to be conducted in 2019.

PISA is an international study that assesses how well participating countries are preparing their 15-year-old pupils' to meet real-life opportunities and challenges. PISA assesses three key areas: reading, mathematical and scientific literacy. Although each area of knowledge and skills is assessed, there is a focus on one of these areas in each cycle. PISA assessments are administered every 3 years.

PIRLS focuses on the reading achievement of 4th grade students. It is conducted by the International Association for the Evaluation of Educational Achievement.

It could be argued that there is a value for Pakistan to participate in such international assessments so that the country can assess where it stands globally and take measures to improve standards accordingly.

Standards for Assessment

To systematically address deficiencies in the current assessment practices in Paksitan and to enable assessment of students' performance the following list of actions and standards are required to establish effective assessment processes for learning:

- Establish a standardised assessment process including public exams to ensure uniformity across the examination so that all the students are assessed against similar benchmarks;
- Standardize procedures in order to curb and penalize academic misconduct such as cheating and use of other unfair means for public examinations;
- A valid and reliable[16] system of summative assessments that would reflect the true learning achievement of students;
- Students' performance assessment should be based on the attainment of *Student Learning Outcomes* (SLOs) prescribed in the national curriculum;
- Assessment methods and procedures should be periodically and systematically reviewed and revised as necessary to adapt to evolving requirements;

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[16]**Validity** is the extent to which a test measures what it is supposed to measure in terms of its content and construction.
Reliability is the degree to which a test consistently measures whatever it measures, every time it is conducted.

- Monitoring of exam system should ensure regulations for transparency and effectiveness of the assessment process in terms of paper setting, preparation of marking scheme, exam supervision, collection of exam material, coding, decoding and marking;
- Appropriate use of ICT for ensuring efficiency and transparency in assessment processes;
- Accountability of assessment process through a system of checks and balances;
- Examination boards must ensure alignment of assessment to the prevalent curriculum;
- Effective policy mechanisms to ensure appropriate use of assessment data
- Uniform continuous professional development and training of assessors (paper setters, examiners, paper markers, coders and invigilators and other relevant staff) is regularly conducted to enhance their expertise with clarity about their roles, responsibilities and standards;
- Standardized multiple assessment tools in addition to traditional examinations should be developed and used to achieve a balance between formative assessment approaches, summative examinations; and high stake examinations. Such results can then feed back into instructional, curriculum and educational planning processes;
- All assessments will aim to measure knowledge, understanding, as well as critical, analytical and creative thinking skills based on the requirements of different cognitive levels of the curriculum;
- Assessment should serve to provide constructive information for the teachers, parents, students and other stakeholders to improve student learning outcomes; and
- Assessment should focus on outcomes encompassing attitudes, behaviours and skills (both hard and soft skills) that link to positive participation in the society and motivate the learners.

Linked to Child-Friendly School Standards(Annex 1)

2.1 Developing motivated and professionally competent teachers	2.1.4 Teachers can understand and use a range of educational assessment tools, adapt them to the individual learning styles and capacities of their students and give them timely feedback.

Chapter 9

Early Learning and Development Standards

The formulation of early learning and development standards helps to build consensus on objectives for child development and to build a measurable base for these objectives. The process of developing and implementing standards can help to advance child-related agendas and to lobby for the well being of children.

Different types of standards need to be distinguished: Early Learning and Development Standards (ELDS) are standards about what we expect children should know and be able to do; Family Standards refer to what adult family members must do to support the development of the children. Teacher Standards are usually the basis for teacher preparation programmes as they enunciate what teachers should know and what they should be able to do.

Children from disadvantaged and economically deprived segments have little access to pre-primary or Early Childhood Education (ECE) services. The goal of ECE is to create age appropriate interactive learning opportunities for 4-5 years age child in order for her/his preparation for primary school irrespective of the child's physical and mental state and social status in the primary educational institutions throughout the country. The development of uniform ELDS would facilitate the achievement of this goal.

ELDS are of critical importance among the different categories of standards elaborated in this document, as they provide the starting point for decisions on the other forms of standards. Therefore, they become the foundation for all other standards which articulate the wishes, aspirations and expectations for the development of children. ELDS can thus be used in a variety of ways to improve instruction, parenting skills, amend behavior, teacher preparation, curriculum development and the public's knowledge of child development and to evaluate programmes and monitor national progress.

Domains of Early Childhood Education and Development

Following are the main Domains/Areas of Early Childhood and Education development.

1. **Personal, Social and Emotional Development:**refers to those processes where the child develops self confidence, learns to express his/her likes and dislikes and can share whatever he/she feels. The social setting and value system form the core of person's identity and children at a very young age try to figure out what is good, what is appreciated or beneficial, based on what they observe in their surroundings. A quality ECE environment nurtures the developmental stages of an individual by providing opportunities for children to form positive relationships with other children and with elders, and to engage in learning about social norms, ethics, productive citizenship and democratic values.

2. **Language Development:**refers to the process by which children make sense of the words, symbols and information around them. Children are born with the ability to learn language but a quality learning environment is essential to help them develop optimally. Learning to read and write the alphabets and make small sentences is just one component of language development. Over emphasis on this component especially through rote memorization, without giving children a chance to process the information and relate it to their lives, cripples not only their language development, but also their cognitive capacities.

3. **Cognitive Development:**refers to the development of mental processes and capabilities; it encompasses how children learn and process information and the development of the thinking and organizing systems of the mind. It involves language, imagining, thinking, exploring, reasoning, problem solving, developing and rejecting ideas on concepts, expression though multiple media and experimenting and applying what they learn. When they come to school, children are already equipped with all the basic thinking and processing skills that they have learnt as part of growing up. Sound cognitive development enhances the capabilities of critical thinking and creativity in human beings. A quality ECE environment provides learning opportunities where children are given the freedom to explore, think, imagine, question, and experiment as they develop the ability to create novel ideas and solutions.

4. **Moral and Spiritual Development:**refers to the development of a child's capacity to experience, manage and express a full range of positive and negative emotions. The development of self esteem is critical throughout the early years and having positive experiences in a quality environment is essential at this stage. Feeling important, assuming responsibility, being listened to and cared for, are the essentials for creating positive self-conception in children.

5. **Physical Development:**involves the way children use their muscles, both large and small. The large muscles are used for activities such as walking, jumping and lifting large objects. The small muscles are used for fine motor activities such as threading beads, wiring, drawing, cleaning rice and working with small objects. Exposures to activities that help in muscle development help children in doing small tasks on a daily basis. They start feeling capable of helping elders and gain confidence in them.

6. **Health, Hygiene and Safety:**It focuses on children's developing physical control, mobility, awareness of space and manipulative skills in indoor and outdoor environments. They also include establishing positive attitudes, awareness of safetymeasures and understanding of a healthy and active way of life.

7. **Creative Arts:**It focuses on the development of children's imagination and their ability to communicate and to express ideas, feelings, observations and experiences in creative ways. Theseentail encouraging children to think of new and innovative ideas which can be expressed through varied media

Standards for ECE

The following section lists the national standards for ECE including the personal, social, emotional, language, cognitive, moral, spiritual and physical development.

Standard 1: Personal, Social and Emotional Development

Sub Domain	Standards
Personal Development	• A child will be able to gain self-confidence • A child will be able to make his/her own decision • A child will be able to take care of his/her belongings • A child will be able to perceive himself/herself in a positive way • A child will be able to ask for help from others when needed

Social Development	• A child will form friendly and interactive relations with peers and adults around him/her • A child will learn to respect other's opinion • A child will learn to care for others belongings and things in the surroundings • A child will learn to take turns and make a queue • A child will learn to share and cooperate with each other • A child will learn to play local games • A child will learn to handle an emergency situation • A child will be able to recognize, appreciate and respect similarities and differences among people • A child will be able to associate and mingle with children having diverse abilities • A child will be aware of Pakistani culture (national flag, game, folk dances, dresses, food etc) and national days
Emotional Development	• A child will be able to express different emotions/moods • A child will be able to show/ express his/her likes and dislikes • A child will learn to care for others feelings • A child will be able to manage his/her emotions during conflict and various problematic situations

Standard 2: Language Development (for any language like Urdu, English)

Sub Domain	Standards
Listening	• A child will be able to listen attentively • A child will be able to respond to stories • A child responds to rhymes jingles and songs • A child will be able to understand and communicate in simple language • A child will be able to recognize and differentiate between sounds in the environment
Speaking	• A child will be able to share experiences verbally with peers, teachers and elders • A child will be able to use correct pronunciation • A child's vocabulary will increase gradually • A child will make eye contact with audience while speaking
Writing	• A child will be able to trace different strokes and patterns for developing pre-writing skills • A child will be able to write letters of Urdu alphabets • A child will be able to write letters of English alphabets • A child will be able to write his/her own name in Urdu • A child will be able to write his/her own name in English
Reading	• A child will be able to know that Urdu is read from right to left • A child will be able to know that English is read from left to right • A child will be able to recognize different letters of Urdu alphabets • A child will be able to recognize different letters of English alphabets • A child will be able to make sounds of different alphabets of Urdu • A child will be able to make sounds of different alphabets of English • A child will be able to recognize his/her name in Urdu • A child will be able to recognize his/her name in English

Standard 3: Cognitive Development

Sub Domain	Student Standards

Conceptual Thinking	• A child will be able to name, recognize and differentiate between colours
	• A child will be able to group objects together according to their colour
	• A child will be able to recognize and differentiate basic shapes
	• A child will be able to learn the concept of height and differentiate between comparative degrees
	• A child will be able to learn the concept of length and differentiate between its comparative degrees
	• A child will be able to learn the concept of width and differentiate between its comparative degrees
	• A child will be able to learn the concept of depth and differentiate between its comparative degrees
	• A child will be able to learn the concept of volume and differentiate between its comparative degrees
	• A child will be able to understand the concept of weight and differentiate between its comparative degrees
	• A child will be able to understand the concept of texture, differentiate between rough and smooth and its comparative degrees
	• A child will be able to understand the concept of temperature and differentiate between hot and cold and its comparative degrees
	• A child will be able to understand and differentiate between the concept of few and more objects and its comparative degrees
	• A child will learn the concept of floating and sinking of objects
	• A child will be able to observe, recognize and create patterns
	• A child will learn the concept of four directions north, south, east and west
	• A child will learn the concept of shadow
	• A child will be able to tell what time of the day it is
Logical Thinking	• A child will be able to count
	• A child will be able to recognize numbers 0-9
	• A child will be able to correlate numbers and objects
	• A child will be able to understand the concept of zero (0)
	• A child will be able to trace different strokes and patterns to develop pre-writing skills for mathematics
	• A child will be able to understand the concept of addition and will be able to do the addition operation
	• A child will be able to understand the concept of subtraction and will be able to do subtraction operation
	• A child will be able to tell time from a clock
World around Us	• A child will be able to know the role and importance of his/her family members
	• A child will be aware of places in his/her surroundings
	• A child will have awareness of different places of Pakistan
	• A child will be able to know about people living around him/her
	• A child will learn about different types of animals
	• A child will learn about different features of animals
	• A child will be able to learn different uses of animals
	• A child will be able to know about different types of plants
	• A child will be able to learn about different parts of a plant
	• A child will be able to learn about different uses of plants
	• A child will learn to observe and develop an understanding of different weathers.
	• A child will be able to learn about different seasons

Standard 4: Moral and Spiritual Development

Sub Domain	Standards

Moral Development	• A child will learn to show respect and love for family members • A child will learn to show kindness and positive attitude/behavior towards others • A child will become aware of the importance of being truthful • A child will be able to understand and practice tolerance • A child will learn to show positive attitude/behavior towards people and other living things
Spiritual Development	• A child will learn how to greet others • A child will learn to say prayer – Bismillah before starting anything • A child will learn to say prayer – Alhamdolillah when finishes anything • A child will learn about different religions

Standard 5: Physical Development

Sub Domain	Standards
Gross Motor Skills	• A child will be able to walk on a straight line • A child will be able to hop and jump on a straight line • A child will be able to walk on the straight line with a book on his/her head • A child will learn to walk on a straight line with a spoon having a potato (small one) • A child will learn to balance on one foot • A child will learn to throw a ball a certain distance • A child will be able to climb on a ladder/stairs, tree etc. • A child will be able to walk backwards • A child can jump over small objects with balance and control • The child will be able to walk with a glass of water in hands without dripping it
Fine Motor Skills	• A child will be able to pour water from jug to glass • A child will be able to make things with clay/dough, plasticine • A child will be able to draw simple shapes/pictures • A child will be able to handle scissors well • A child will be able to tear paper into small pieces • A child will be able to manipulate small objects with ease (e.g., strings beads, fits small objects into holes) • A child will be able to pick up small objects with fingers • A child will be able to fasten buttons
Sensory Motor Skills	• A child will be able to differentiate between different smells • A child will be able to differentiate between different tastes; sweet, bitter, salty, sour, spicy, etc. • A child will be able to differentiate between textures • A child's observation skills will be enhanced • A child will be able to differentiate different sounds; loud, soft shrilly etc • A child will be able to differentiate between hot, cold, warm, etc.

Standard 6: Health, Hygiene and Safety

Sub Domain	Standards
Health	• A child will have awareness of healthy food and its benefits • A child will have awareness about junk food and its harmful effects • A child will be able to understand the importance of milk • A child will be aware of the importance of water • A child will be able to learn good eating habits
Hygiene	• A child will be able to learn the concept of cleanliness • A child will realize significance of cleaning and cutting nails

	• A child will be able to keep his/her hair clean and tidy
	• A child will be able to keep his/her teeth clean
	• A child will learn the importance of taking bath
	• A child will learn proper use of toilet
	• A child will learn to keep his/her belongings clean
	• A child will be able to learn to keep his/her surroundings clean and tidy
Safety	• A child will be able to use sharp objects properly
	• A child will be able to learn to cross a road carefully
	• A child will be aware of harmful effects of taking a medicine without elder's supervision
	• A child will be able to seek adults help whenever required

Standard 7: Creative Art

Sub Domain	Standards
Visual Art	• A child will be able to recognize and differentiate colours in the environment
	• A child will be able to express through colors /drawing
	• A child will be able to create different crafts with indigenous materials
	• A child will be able express through plasticine/clay
	• A child will be able to paint
	• A child will be able to know tearing and cutting of paper
	• A child will be able to make things by folding paper
	• A child will be able to do weaving
	• A child will be able to appreciate different rhymes and songs etc
	• A child will be able to sing rhymes, songs with actions
	• A child will be able to identify sounds of different mediums
Performing Art	• A child will be able to perform and act
	• A child will be able to understand and to imitate role of different professionals
	• A child will be able to participate in dramas and tableaus

Standards for School LearningEnvironment

The learning environment refers to the whole range of components and activities within which learning takes place. Learning environments are usually made up of physical, psycho-social and service delivery elements. However, learning can take place anywhere, but positive outcomes sought by educational systems tend to happen in quality learning environments. In this context, the core business of schools is to provide students with a rich learning environment that is open, respectful, caring and safe. This ideal learning environment optimises the wellbeing of learners and eventually contributes towards improved learning outcomes. A good learning environment also reflects a positive school culture that makes the school an exciting and stimulating place where learning can take place.

Traditionally, the concept of learning environment was limited to physical structures of schools including spaces, equipment and tools within the school. This concept has evolved into a more complex domain that includes teaching equipment, sources of information and events outside of schools, where students can take part in the learning process both directly and virtually.[17] The term evolved as a result of the recent changes taking place in pedagogy, whereby actual learning is increasingly being transposed outside of schools with the help of communication and information technologies. In this context, the learning process is becoming more personalised, co-operative, interactive and diversified.

The most comprehensive definition of the school physical environment is adopted by the **Organisation for Economic Cooperation and Development (OECD)**which describes it as,

"a physical space that supports multiple and diverse teaching and learning programmes and pedagogies, including current technologies; one that demonstrates optimal, cost-effective building performance and operation over time; one that respects and is in harmony with the environment; and one that encourages social participation, providing a healthy, comfortable, safe, secure and stimulating setting for its occupants".[18]

In its narrowest sense, a physical learning environment is seen as a conventional classroom and, in its widest sense, as a combination of formal and informal education systems where learning takes place both inside and outside of schools.

The concept of "learning environment" is, therefore, becoming increasingly significant as schools in developed countries are successfully transforming their role to become centres for lifelong learning. This notion is posing new challenges and exerting pressure on schools in developing countries to bring about changes in their physical learning environments.

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[17] OECD The future of the physical learning environment: school facilities that support the user: 2011
[18] Evaluating Quality in Educational Spaces: OECD/CELE Pilot Project: 2009

Elements of Effective School Learning Environment (UNICEF Guidelines)

UNICEF has carried out a comprehensive study on the quality of education[19] which also delineates different contours of effective school learning. It categorises elements of effective school learning into three groups i.e. physical elements, psychosocial elements and service delivery. The UNICEF study reports a strong correlation between the availability of elements of effective school learning and improved student learning outcomes. The following details are taken from the UNICEF guidelines regarding elements of effective school learning (see www.unicef.org/education/files/QualityEducation.pdf):

Physical Elements

School facilities	Physical learning environments or the places in which formal learning occurs, ranging from relatively modern and well-equipped buildings to open-air gathering places. The quality of school facilities seems to have an indirect effect on learning, an effect that is hard to measure. But some recent studies suggest that children whose schools lacked classroom materials and had an inadequate library were significantly more likely to show lower test scores and higher grade repetition than those whose schools were well equipped.
School infrastructure	The quality of school buildings including availability of lavatories and a clean water supply, classroom maintenance, space and furniture availability all have a positive impact on learning, especially for girls. Monotonous classrooms, unavailability of clean water and sanitation facilities and absence of co-curricular activities have direct bearings for access and quality of education.
Classroom size	Many developing countries have significantly expanded access to primary education during the last two decades, but the building of new schools has often not kept pace with the increase in the student population. In these cases, schools have often had to expand class sizes, as well as the ratio of students to teachers, to accommodate large numbers of new students. Learning may suffer in overcrowded classrooms.

Psychosocial Elements

Peaceful and Safe Environments	A welcoming and non-discriminatory climate is critical within the schools and classrooms for creating a quality learning environment. In many countries, social taboos and indifferent attitudes towards girls' participation in education have been significant barriers to providing quality education to all students.
Teachers' Irrational Behaviours	In some cases, class teachers intentionally or unintentionally create an unsafe environment for students. Incidents of physical and emotional harassment often take place along with prevalence of corporal punishment in many schools around the world. These kinds of behaviours from the teaching community affect the quality of the learning environment since learning cannot take place when the basic needs of survival and self-protection are threatened.
School Policies	Well-managed schools and classrooms contribute to educational quality. Order, constructive discipline and reinforcement of positive behaviour communicate a seriousness of purpose to students. School managers should consult with teachers and students while formulating policies related to school discipline. Such practices give a sense of ownership to students and teachers as well.

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[19] UNICEF: "Defining Quality in Education", 2000.

Inclusive Environments	Reducing various forms of discrimination is critical to quality improvement in learning environments. Most countries struggle with effective inclusion of students with special needs and disabilities. Although most educational policies around the world include some philosophy of inclusion, significant gaps between policies and actual practices in schools and classrooms exist. Children of ethnic and language minorities and groups at low socio-economic levels may also suffer from discriminatory policies and practices that hinder the advancement of quality education for all children. In general, continued restructuring of most learning environments needs to occur to improve learning opportunities for children of all abilities and backgrounds.

Service Delivery

Provision of Basic Health Services	The school service environment can also contribute to improved learning outcomes. Provision of nutritional meals and basic health services can contribute to better learning and in reducing absenteeism and inattention. Guidance and counselling services by school authorities can also play an important role in this regard.

The School Learning Environment in Pakistan

The National Education Policy (NEP) 2009[20] describes the school learning environment in the following words,

"in an average rural area of Pakistan, a five or six year old child walks to the school dreading what he or she would face…They know that they may have to sit on cold floor in winters and a hot one in summers provided they are lucky enough to have a school building otherwise the tree is the only shade available to the children. Toilets are a luxury and where in some schools they exist, the ratio is extremely poor. Library facilities are very rudimentary and teaching aid material is generally in short supply. Games, sports and other co-curricular activities such as debating contests, drawing competitions, skills/arts and crafts training, and cultural activities that positively contribute to the overall development of school children are missing from most schools. School infrastructure facilities are highly inadequate…"

An effective school learning environment is a missing element in most public sector educational institutions. The situation is the worst in rural areas. The conditions in the private sector are also not encouraging enough but somehow the concept of learning environment exists. The latest data from the National Education Management Information System (NEMIS)[21] reveals that only 64% primary schools have access to drinking water. Only 66% of girls' primary schools have adequate sanitation facilities but in the case of boys, the sanitation facilities are available in only 53% of public sector institutions. The state of the school learning environment gets worse when it comes to classroom learning. Child friendly learning atmosphere is mostly absent, as no mechanism is in place to deal with the psychosocial problems of a child. Corporal punishment does exist though generally it is perceived that its intensity has been reduced as a result of various government interventions such as '*Maar Nahi Pyar*' movement by the Punjab School Education Department and growing awareness among the different stakeholders. Some standards related to school buildings are available but these standards are not child friendly. In short, existing building structures are neither child friendly nor do they provide adequate protection from the weather. School norms and values have suffered badly as a result. It is hard to imagine that children in

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[20] National Education Policy 2009: Page. 19
[21] National Education Management Information System (NEMIS): 2012-13

a Pakistani school find much that is attractive or engaging. Consequently, the high drop-out rate is not surprising.

Coupled with other issues, the absence of clearly marked educational standards for the school learning environment is believed to be an important contributing cause of low learning outcomes. While recognising this missing link, the NEP fully endorses the need for minimum standards for the school learning environment.

Policy Actions

"*A framework setting out the basic standards for school facilities and teaching aid materials including playground shall be established by 2012 and shall form the basis for allocation of funds.*"[22]

Standards for School Learning Environment

Basic Facilities	• Every child must have safe and easy access to schools close to their home according to its/their age and level of education. The provinces/ areas will further standardise it according to their own situation and implement policies to ensure that schools are constructed in response to need. • Each primary school must have at least 2 classrooms, one staff/ HT room, one store room, playing area according to the strength of students/ staff; co-curricular activities • Each school must have drinking water, 2-3 toilets for students, lighting, boundary wall and adequate seating facilities • Each school must have adequate teaching learning support material in the schools for the relevant classes, at least one set of all textbooks for all grades • Life skills development will be practised through co- and extra- curricular activities • Construction of all new schools must be in line with disaster risk free standards. • Each school must have an appropriate play area as play contributes to learning outcomes • Each school must have a library with a variety of materials in place
School Culture	• The school should have a vision and mission statement drawn up in consultation with all relevant stakeholders • Each school must have a visible code of conduct for all stakeholders • Values of respect to each other, cooperation, sympathy must be observed in all schools by all stakeholders • Each school must be child friendly[23] and free from corporal punishment • Each school must promote positive nourishment/ personality development of the learners • School environment must be such that the child feels safe/secure, enjoys freedom, acknowledgement, and a sense of belonging and appreciation • Each school must allocate appropriate time for co-curricular activities to all students according to their aptitude and capabilities • Each school must ensure a healthy and hygienic environment in the school. • Each school must be transparent in its spending and display spending in a public place inside the school
Community Involvement	• Each school must have a functional School Management Committee (SMC/ PTA/ PTC etc.) to look after school affairs effectively • Each school should have a School Development/ Improvement Plan (SIP) • Each school must facilitate the parents and communities whenever they visit the school; and • Head Teachers/school heads must motivate the communities for their positive involvement in school development and resource mobilisation

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[22] National Education Policy 2009: page 40.

[23] A child-friendly school ensures every child an environment that is physically safe, emotionally secure and psychologically enabling. (UNICEF)

Learning Environments	• Each primary school should have at least 2 teachers • Appropriate student teacher ratios[24] should be ensured • Each school should have its own annual academic calendar, and possibly adopt a multi-level calendar which allows teachers the flexibility to personalise, within limits • No student will remain unattended in school at any time • Each school should practise child-centred and activity-based learning strategies • Each school should offer individual attention to all students • Each school should have an in-built assessment system, open to all stakeholders • Records of progress/ development of each child must be prepared and shared with the students and parents at appropriate intervals
School Leadership	• Head teacher should ensure the implementation of the annual school calendar • Each school must have qualified(defined in footnote), motivated and visionary leadership; • Leadership must have adequate management training • Teamwork and cooperation in school activities must be observed • Leadership should have capabilities in planning and school development • Leadership must ensure the best utilisation of all available resources (HR, money, material) to create an effective and safe learning environment • Leadership must act as mentor and facilitate the continuous professional development of all staff members. • Leadership must develop motivational strategies for all staff members

Linked to Child-Friendly School Standards (Annex 1)

1.2 providing good quality early childhood care, development, and education programmes, especially for the most excluded populations	1.2.1 Early childhood care, development and education programmes are expanded as an essential first stage of an inclusive, child-friendly school system.
1.3 ensuring all children enrol and attend school without discrimination based on background and circumstance	1.3.1 Inclusive education becomes the core objective of schools of communities to ensure quality education for all. 1.3.3 Schools take practical and effective measures to satisfy the individual educational needs of children. 1.3.4 Schools create a harmonious, learner-friendly environment which embraces diversity and sees it not as a problem but as an opportunity for education.
1.5 creating gender-responsive environments in schools and communities	1.5.1 Gender-appropriate school structures and facilities are provided (this can be implemented in boys' schools and girls' schools as well as in coeducational settings) 1.5.2 All school staff and members of Parent-Teacher Associations, School Management Committees and School Councils are sensitized to gender-related issues and needs. Schools promote equal opportunities for boys and girls to receive quality education.
2.3 developing effective teaching and learning support systems	2.3.1 Teachers and students have adequate materials and facilities needed for effective teaching and learning processes. 2.3.2 School staff (teaching and non-teaching) and supervisors should understand their roles and responsibilities and should are provided quality in-service professional development including training, supervision and mentoring (for example school and teacher clusters).
3.1 implementing a comprehensive school health system	3.1.1 A comprehensive school health programme which ensures that all schools are healthy, hygenic, safe and protective.

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[24] As per international best practice, pupil-teacher ratio (PTR) shouldn't exceed to 40:1 average, although most countries strive to maintain much lower ratios.

3.2 Creating a healthy, hygenic school	*3.2.1 Schools have comprehensive health policiies and healthy, hygenic, protective environments (for example clean drinking water and sanitation facilities).* *3.2.2 Health, hygiene, nutrition and drug preventation education is an integral part of school curricular and co-curricular activities.* *3.2.3 Schools provide basic health servies (for example fist aid kits and health screening) for students and/or access to needed services outside of school.* *3.2.4 Parents receive regular orientation towards good health, nutrition and drug preventation jointly by the school and community.*
3.3 Creating a safe physical environment	*3.3.1 The school, its surroundings and routes to and from school are safe and secure.* *3.3.2 Schools implement effective disaister risk reduction (DRR)/emergency preparedness and response programmes.*
3.4 Creative protective learning environments	*3.4.1 Schools have a protective learning environment which supports the psycho-social and emotional health of students.* *3.4.2 Schools establish/enforce strong policies and practices against bullying, corporal punishment, riducle and other forms of physical, verbal and sexual abuse.*

UNICEF Pakistan in collaboration with the government of Pakistan has developed an incremental approach to introducing the principles of WASH (Water, Sanitation and Hygiene) across schools in Pakistan. Through the 3 Star Approach, three levels of criteria have been set for schools to strive for. According to this set of criteria, many schools would currently fall in the No Star category, where no attention is being paid to cleanliness and hygiene among children. Further details can be seen in *Annex 2.*

Chapter 11

Framework and Guidelines for Implementation

The development of minimum national standards documented here followed a participatory approach engaging all relevant stakeholders from across the country related to education service delivery. This process of jointly developing and agreeing on minimum national standards in education, as discussed in Chapter 1, is the culmination of the joint efforts of provinces and areas at initiating an interprovincial coordination process after the 18thAmendment when no formal mechanism for this purpose existed. During this process the provinces and areas deliberated over the challenges and opportunities, and through experience sharing and brainstorming formulated strategies to implement and reap the maximum benefits of the devolved education functions.

The process of interprovincial coordination led not only to sharing of experiences and thereby plugging capacity gaps vis-à-vis preparedness for implementing the 18th constitutional amendment but also brought forward the recognition of the need for a structured mechanism for interprovincial coordination around the critical areas of quality and governance in education delivery. As a result, Inter-Provincial TWGs on quality and governance were constituted by the provincial/area education departments in 2013. Over four meetings of the IP TWG on Quality minimum national standards on the key elements of quality education were developed. The development and implementation of these minimum national standards in education is expected to address the imperatives of national cohesion and the facilitation of focused efforts to develop the education sector in Pakistan.

In a joint meeting of the IPTWGs in Peshawar, hosted by the KPK(November 2015) Elementary and Secondary School Education Department, the draft standards were reviewed and finalised. In addition the joint session also agreed upon a general framework for operationalisation of the minimum national standards,outlined in this chapter provinces and are as may now adapt the provincial level mechanism suggested below, to their specific contexts. The success of any national level reform largely depends on its successful implementation in the provinces and areas. Like any other measure, the introduction of the standards as a joint policy measurewill require streamlining and placement of processes functions and coordination within the relevant education sector organisations and institutions. This activity will, therefore, require the development of strategic roadmaps and detailed action plans at the provincial/area level.

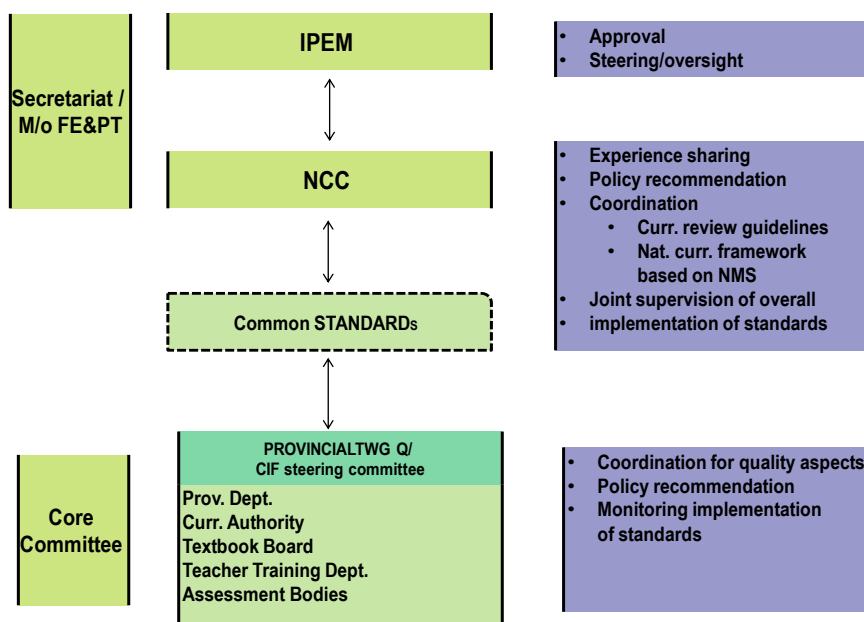After the approval of the MNSQE, from the IPMEC in February 2016 these jointly-owned standards areexpected to become a permanent feature of its deliberations as a key agenda item. The IPEMC shall be the highest level overall steering forum for implementation of the standards. For the IPEMC to serve as the oversight/steering level body a mechanism of information flow agreed upon by the IP TWG session in its last meeting is described

in detail below. This proposed generic structure is based on the logical sequencing of coordination and monitoring tiers to ensure the flow of information and analysis of progress and issues vis-a-vis implementation.

The model agreed to by the Interprovincial TWG on Quality in Education includes a provincial level mechanism for monitoring the implementation of these standards. The forum, reflecting upon the need for a structured system of coordination for all elements of education delivery decided that the provincial Curriculum Authority, the Textbook Board, the teacher training organisations, and the assessment bodies should come together to develop and periodically monitor the implementation of standards in quality education. Such bodies already exist in some provinces/areas in the form of Technical Working Groups (TWGs) on Education Quality or steering committees/groups for the Curriculum Implementation Framework. For these to be sustainable they must be notified and institutionalised within the respective provincial education departments where they exist and established in those where such mechanisms are absent.

After development, the provincial/area plans will be shared with the IPEMC for joint ownership and necessary support, and will subsequently constitute the reference point for meetings for the purpose of experience sharing and to track the collective performance and progress of the education sector with respect to improvements in quality of education. The plans will help to identify tasks, responsibilities, strategies and a timeframe to ensure implementation of the jointly agreed minimum quality standards.

Implementation is conceived as a continuous process of input, review, monitoring, feedback and adjustments as necessary over the lifetime of the process. The diagram given below outlines the implementation process as agreed in the fourth meeting of Inter-Provincial Technical Working Group on Quality Education held in Peshawar on November 24-25, 2015:

Secretariat / M/o FE&PT	**IPEM**	• Approval • Steering/oversight
	↕	

	NCC	• Experience sharing
		• Policy recommendation
		• Coordination
		   • Curr. review guidelines
		   • Nat. curr. framework based on NMS
		• Joint supervision of overall
		• implementation of standards

	↕	
	Common STANDARDs	
	↕	
Core Committee	**PROVINCIALTWG Q/ CIF steering committee** Prov. Dept. Curr. Authority Textbook Board Teacher Training Dept. Assessment Bodies	• Coordination for quality aspects • Policy recommendation • Monitoring implementation of standards

Subsequent to the approval of the national minimum quality standards by the IPEMC, the provincial/area education departments are to establish (or strengthen) the provincial/area level technical working groups to prepare and implement their action plans. These technical working groups will serve as custodian bodies for quality standards at provincial/area levels. The members of these technical working groups will be headed by the provincial/area representatives in the National Curriculum Council (NCC).
The national minimum standards recorded in this document are the collective result of an interprovincial effort,

delineating the aspirations of all provinces and areas. However, the translation of this collective vision into action plans in varying provincial/area contexts is likely to entail context specific approaches. Implementation of the current set of standards in the provinces and areas is likely to follow a process of adaptation which in the medium term may lead to review and possible revision. Moreover, research findings and international good practices may also suggest improvements in certain areas related to the standards delineated here. Encouragingly, NCC at the outset has been allocated significant financial resources, a substantial portion of which is to be channeled into research and to facilitate evidence based implementation of the minimum national standards in the provinces and areas.

Devolution of the education function to the provincial/area level has placed the imperative of ensuring the quality of education on the provincial and area governments. However, the overriding need to ensure national cohesion and imperatives of reporting progress on international commitments and covenants necessitate consensus on and compliance with minimum standards developed jointly by the provinces and areas. The success of the jointly agreed reform process of quality in the education sector of the country now depends upon the jointly devised mechanism for implementation agreed upon by the IP TWG on Quality. With full provincial autonomy the mechanism proposed in this chapter foresees the provinces and areas coordinating through the IPEMC in a steering rolefor implementation of the national minimum standards. Although, it will be up to each province and area to develop implementation priorities, plans, procedures and monitoring mechanisms.

Annexures

Introduction to

ISLAMABAD COMMITMENT

1. **Status of Education in the Country and the National Education Policy 2009:**

In Pakistan, despite recent progress, primary education participation and attainment levels are disappointingly low. While the Gross Enrolment Rate at primary level is 90% (including katchi), the Net Enrolment Rate at primary still remains 57% as per PSLM 2008-2009. In addition, almost one-third of primary school age children remain out of school, a proportion that rises to about three-quarters for secondary school children. The National Education Assessment System (NEAS) 2007 points to significant quality deficits and confirms the widespread perception of the low quality of Pakistan's education. Clearly, Pakistan is some distance away from achieving universal education, even at the primary level.

The National Education Policy 2009 states that " there is an impending need to debate and agree on what constitutes quality at each stage of education and the system overall. Based on this , some standards will need to be defined and pursued through development of policies, strategies and plans which target them. (p.33)

The National Education Policy includes, among others, the following aims and objectives.

1. To revitalize the existing educations system with a view to cater to social, political and spiritual needs of individuals and society;
2. To promote national cohesion by respecting all faiths and religions and recognize cultural and ethnic diversity.
3. To provide and ensure equal educational opportunities to all citizens of Pakistan and to provide minorities with adequate facilities for cultural and religious development, enabling them to participate effectively in the overall national effort;
4. To widen access to education for all and to improve the quality of education, particularly in its dimension of being relevant to the needs of the economy;
5. To equalize access to education through provision of basic facilities for girls and boys alike, under-privileged/ marginalized groups and special children and adults.

2. **Why Child-Friendly Schools**

The Child- Friendly Schools concept was developed to address limitations of single factor interventions in education. Many factors are associated and interrelated to ensure quality education for all children. Providing quality education therefore requires a multi-faceted approach which encompasses students, teachers, parents and the wider community instead of focusing only on teaching and learning processes within classrooms.

The four dimensions of CFS framework (inclusiveness, effectiveness, health and hygiene, safety and protection, democratic participation) include concern for broader elements of quality in education, such as health, nutrition, gender sensitivity, inclusiveness and human rights, which contribute to whole –child development.

1.1 Guaranteeing the right of all children to quality education	1.1.1 Inclusive education is the core foundation of policies and programmes of the Federal Ministries and provincial line departments, areas and districts, strongly supported by political commitment from all levels of government. Their structures, mechanisms, capacities and resources to support Inclusive Child-Friendly education are established. Child-Friendly Schools are the principle means of achieving inclusive education 1.1.2 The Federal Ministries and provincial line departments, areas and districts identify and map population groups/ areas excluded from education and analyses the causes of this exclusion
1.2 Providing good quality early childhood care, development, and education programmes, especially for the most excluded populations	1.2.1 Early childhood care, development and education programmes are expanded as an essential first stage of an inclusive, child-friendly school system.
1.3 Ensuring all children enrol and attend school without discrimination based on background and circumstance	1.3.1 Inclusive education becomes the core objective of schools and of communities to ensure quality education for all. 1.3.2 Schools (under the guidance of line departments) actively identify and seek out children not in school, enrol them, and help them succeed in, complete and continue their education. 1.3.3 Schools take practical and effective measures to satisfy the individual educational needs of children. 1.3.4 Schools create a harmonious, learner-friendly environment which embraces diversity and sees it not as a problem but as an opportunity for education.
1.4 Reducing financial barriers to education	1.4.1 Financial barriers to enrolment in, and completion of, a full course of basic education are minimized. Education is free and compulsory, affordable and accessible, especially for children of the extreme poor and members of other excluded groups.
1.5 Creating gender-responsive environments in schools and communities	1.5.1 Gender-appropriate school structures and facilities are provided (this can be implemented in boys' schools and girls' schools as well as in co-educational settings) 1.5.2 All school staff and Members of Parent-Teacher Associations, School Management Committees, and School Councils are sensitized to gender-related issues and needs. Schools promote equal opportunities for boys and girls to receive quality education.
1.6 Ensuring quality of opportunity for children living in rural, remote and isolated areas	1.6.1 Schools and teachers, of equal quality to those in urban areas, are allocated to rural, remote and isolated areas of the country. 1.6.2 Effective multi-grade teaching approaches are introduced.
1.7 Ensuring that the right to education for children with disabilities is fully realised	1.7.1 Children with disabilities should ideally be included in regular schools, and their needs should be responded to in a comprehensive manner. 1.7.2 New schools are established based on universal design principles to ensure accessibility for children with disabilities and existing schools are upgraded to meet these standards in a phased manner. 1.7.3 Community and facility based support mechanisms are in place to assess and meet the needs of children with disabilities in inclusive education.
1.8 Ensuring the full participation in education of children from diverse ethnic/ linguistic groups	1.8.1 Multi-lingual education programmes, starting with literacy in mother tongue (including sign languages and literacy in Braille) where possible should be systematically explored and if successful, more widely expanded.
2.1 Developing motivated and professionally competent teachers	2.1.1 Teachers understand subject matter and how it relates to curriculum, content standards, and National Professional Standards for Teachers, and teach it using inclusive, child-friendly methodologies.

	2.1.2 Teachers demonstrate professional ethics, respect towards students , and dedication to their work
	2.1.3 Teachers can design effective, joyful and relevant instructional strategies and lesson plans adapted to the learning and developmental needs, learning styles, abilities and circumstances of their students
	2.1.4 Teachers can understand and use a range of educational assessment tools, adapt them to the individual learning styles and capacities of their students and give timely feedback.
2.2 Facilitating the holistic development of all children with equal focus on cognitive, social, emotional, physical and spiritual development	2.2.1 Teachers understand how children develop and learn and provide opportunities that support them in reaching their full intellectual, social, emotional, spiritual and physical potential in and outside the classroom (including life and livelihood skills).
2.3 Developing effective teaching and learning support systems	2.3.1 Teachers and students have adequate materials and facilities needed for effective teaching and learning processes.
	2.3.2 School staff (Teaching and non-teaching) and supervisors should understand their roles and responsibilities and should be provided good quality in-service professional development including training, supervision and mentoring (e.g. school and teacher clusters).
	2.3.3 Transparent administrative procedures and policies for teachers and education administrators (e.g. recruitment, essential pre-service training/ certification, deployment and promotion) are implemented
2.4 Ensuring that curricula and materials both for teacher education and in classrooms are of good quality and supportive of child friendly inclusive education	2.4.1 Curricula, textbooks and other teaching material should be relevant and adaptable to local needs and circumstances; should be developed in an inclusive manner; and should promote inclusive, child-friendly education.
3.1 Implementing a comprehensive school health programme	3.1.1 A comprehensive school health programme which ensures that all schools are healthy, hygienic, safe and protective
3.2 Creating a healthy, hygienic school environment	3.2.1 Schools have comprehensive health policies and healthy, hygienic and protective environments (e.g. clean drinking water and sanitation facilities).
	3.2.2 Health, hygiene, nutrition and drug prevention education is an integral part of school curricular and co-curricular activities.
	3.2.3 Schools provide basic health services (e.g. first aid kits and health screening) for students and/ or access to needed services outside of school.
	3.2.4 Parents receive regular orientation toward good health, nutrition and drug prevention jointly by the school and community.
3.3 Creating a safe physical environment	3.3.1 The school, its surroundings and routes to and from schools are safe and secure.
	3.3.2 Schools implement effective disaster risk reduction (DRR)/ emergency preparedness and response programmes.
3.4 Creating protective learning environments	3.4.1 Schools have a protective learning environment which supports the psycho-social-emotional health of students.
	3.4.2 Schools establish/ enforce strong policies and practices against bullying, corporal punishment, ridicule and other forms of physical, verbal and sexual abuse.
3.5 Organizing quality physical and play activities	3.5.1 There are physical and play activities suitable to local contexts and cultures.
4.1 Establishing systems to ensure student, teacher, parent and community participation in school management	4.1.1 School staff, teachers, parents, community members and students actively participate in the management of the school
	4.1.2 Teachers participate effectively in school management
	4.1.3 Parents (especially mothers and parents of children from vulnerable

	groups) and other community members participate effectively in school management 4.1.4 Beginning from primary schools, students participate effectively in school management such as through Students Councils.
4.2 Developing harmonious partnerships between schools, students, parents and communities	4.2.1 Schools and communities share resources and support each other; to increase such support, children should be encouraged to attend the neighbourhood school

Annex 2: Three Star Approach for WASH in Schools (WinS) in Pakistan

The Three Star Approach for WASH in Schools is designed to improve the effectiveness of hygiene behaviour change programmes (Fig 1). The approach ensures that healthy habits are taught, practiced and integrated into daily school routines. The Three Star Approach helps schools meet the essential criteria for a healthy and protective learning environment for children as part of the broader child-friendly schools initiative. It aims to address the bottlenecks that block the effectiveness and expansion of current WASH in Schools programmes. Once minimum standards are achieved, schools can move from one to three stars by expanding hygiene promotion activities and improving infrastructure, especially for girls, and will ultimately achieve national standards for WASH in Schools[25].

During the WASH in Schools consultative strategy development workshop lead by the Federal and Provincial Departments of Education in September 2015, the Three Star Approach was localized in Pakistan and recommended for adoption – see Annex 1 for more details of the approach.

[25] Field Guide: The Three Star Approach for WASH in Schools, GIZ and Unicef, 2013

Key characteristics of the Three Star Approach

One Star School
★

Daily routines to promote healthy habits

- Daily supervised group hand washing with soap, normally before the school meal
- Daily supervised cleaning of toilets, and provision of soap and water (at least one functional toilet for girls and one for boys); no open defecation
- Daily supervised use of drinking-water bottles by all children

Two Star School
★★

Incremental improvements

- Hygiene education and facilities to promote hand washing with soap after toilet use
- Improved sanitation facilities, plus facilities and education for menstrual hygiene management
- Low-cost point-of-use water treatment introduced in schools

Three Star School
★★★

Meeting national standards

- School facilities and systems upgraded to meet national standards

'No Star School'

The existing situation for many schools

- Limited or no hygiene promotion
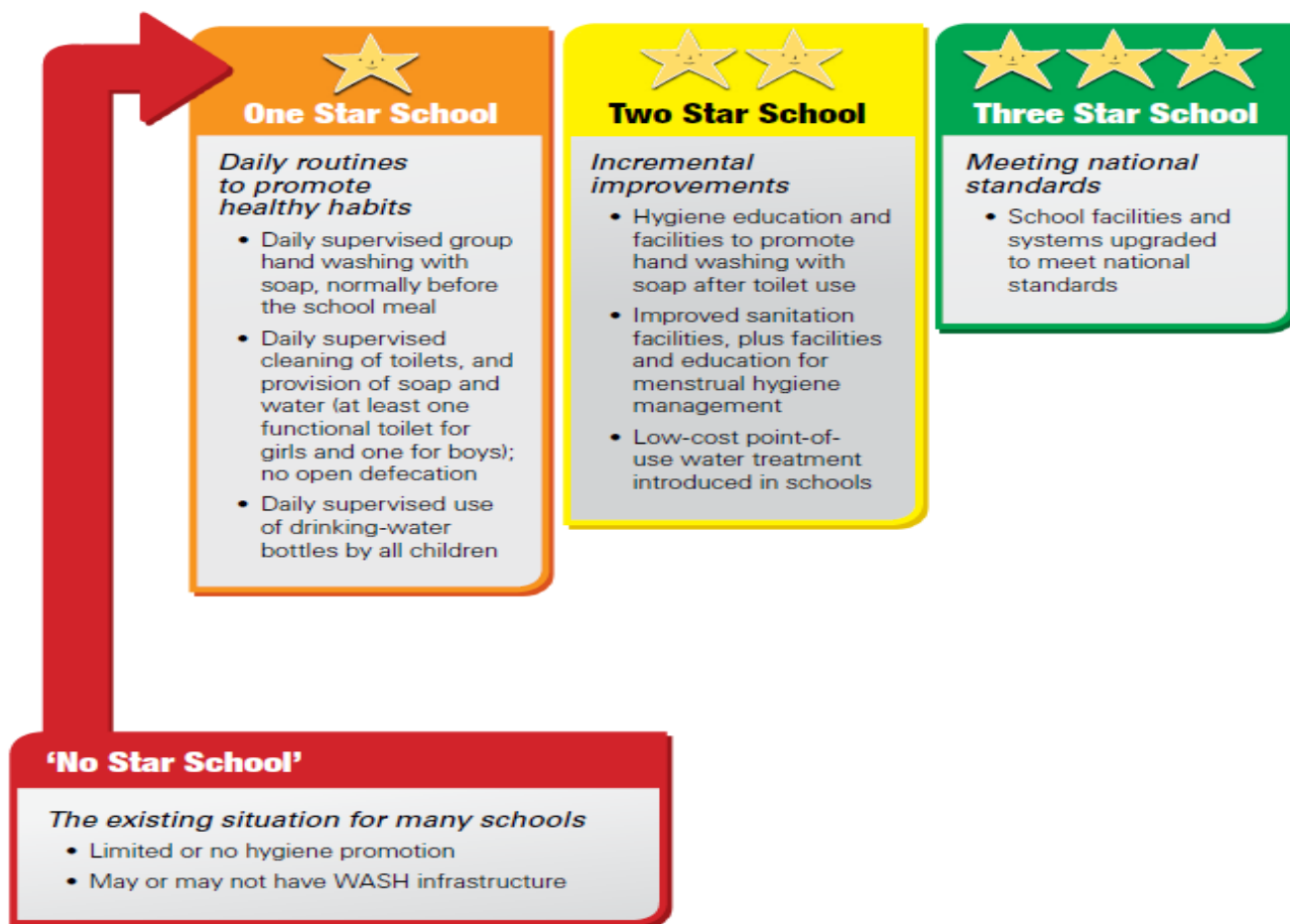- May or may not have WASH infrastructure

Fig 1: Three Star Approach

One Star Schools *Daily routines to promote healthy habits*		Facilities to be included in new school	Two Star Schools *Incremental improvements*		Facilities to be included in new school	Three Star Schools *Meeting national standards*		Facilities to be included
Daily supervised group hand washing with soap	• Hand washing with soap becomes a habit, especially before meals • Children enjoy the daily activity and learn proper hand-washing techniques. • Group hand-washing sessions provide a set time to deliver hygiene messages	Group Handwashing facility with provision of soap (minimum 10 students per facility) with proper drainage arrangement) Gender segregated toilet with water availability inside toilet All children having access to sustainable safe drinking water, preferably, safe water source inside school. If source cannot be provided inside school, then each child need to carry water bottle with facility of refilling at school	Hygiene education expanded to stress on hand washing with soap at critical times; hand-washing stations installed as needed; menstrual hygiene education delivered in schools	• Children learn to wash their hands with soap at both critical times: before meals (during daily group hand-washing sessions) and after toilet use. • Girls gain knowledge and support on menstrual hygiene management.	• Group Hand and washing facility with provision of soap (with proper drainage) • Gender segregated toilet with water availability inside toilet • MHM facilities provided in each of female latrine (waste bin with lid, sufficient privacy, mirror inside latrine, lighting arrangement). • All children having access to sustainable safe drinking water source inside school. Be it a source inside school or arrangement of in the vicinity but will safe storage inside school enabling children to refill their drinking water bottles	• Social norms on good hygiene behaviour are institutionalized. • The school is able to offer full accessibility to WASH for all students, including children with disabilities. • National inequities are eliminated by ensuring all schools in the country have the same standards for WASH in Schools (note, the standard ratio of students to toilets is currently under review)	• Meeting WASH in School Standards (National/Provincial)
Daily supervised cleaning and use of toilets (with soap and water)	• Toilets are clean and usable. • Water and soap are available in toilets. • Open defecation in and near the school is eliminated. • Children learn the importance of sanitation through active participation.		Additional improved gender segregated toilets, plus facilities for menstrual hygiene management, constructed where needed	• Additional toilets are available at school for boys and girls • Girls are further encouraged to attend classes because there are additional private sanitation and/or menstrual hygiene management facilities.	School facilities and systems upgraded to meet Provincial standards		
Daily supervised use of drinking-water bottles by all children	• All children have safe drinking water whether or not a safe water source available inside school.		Low-cost point-of-use water treatment introduced in schools	• Children have access to safe drinking water at school. • Low-cost water treatment is demonstrated to the community.			

Annex 3: Pakistan Reading Project

Correct Words Per Minute (CWPM) Fluency Rate						
	Urdu as language of instruction			Sindhi as language of instruction		
Grade level expectation:	*Does not meet*	*Meets*	*Exceeds*	*Does not meet*	*Meets*	*Exceeds*
Grade 1	<30 CWPM	30-60 CWPM	>60 CWMP	<30 CWPM	30-50 CWPM	>50 CWPM
Grade 2	<60 CWPM	60-90 CWPM	>90 CWPM	<50 CWPM	50-80 CWPM	>80 CWPM
Grade 3	<70 CWMP	70-100 CWPM	>100 CWPM	<60 CWPM	60-90 CWPM	>90 CWPM
Grade 4	<80 CWPM	80-120 CWPM	>120 CWMP	<70 CWPM	70-110 CWPM	>110 CWPM
Grade 5	<100 CWMP	100-140 CWPM	>140 CWPM	<100 CWPM	100-130 CWPM	>130 CWPM

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2. Mr. Abdul Qayyum Babai, Chairman, Balochistan Textbook Board
3. Mr. Zulfiqar Jatoi, Deputy Focal Person, Policy & Planning Implementation Unit
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Ministry of Federal Education & Professional Training

1. Dr. Allah Buksh Malik, Additional Secretary, Ministry of Federal Education & Professional Training
2. Mr. Muhammad Rafique Tahir, Joint Educational Adviser, Ministry of Federal Education & Professional Training
3. Mr. Nasir Amin, Incharge, National Education Management Information System
4. Mr. Jaffar Mansoor Abbasi, National Coordinator, National Education Assessment System

List of *participants* of Inter-Provincial Technical Working Group meetings

1st meeting hosted by Capital Administration & Development Division in Islamabad

	Balochistan		
1.		Mr. Abdul Qayyum Babai	Chairman, Balochistan Textbook Board
2.		Mr. Ehsan Ahmad	Director, Bureau of Curriculum (BoC)
3.		Mr. Rashid Razaq	Additional Secretary/Focal Person, PPIU
4.		Mr. Zulfiqar Jatoi	Dy. Focal Person, PPIU serve
5.		Mr. Akhber Zehri	Director, Provincial Institute for Teacher Education (PITE)
	Gilgit-Baltistan		
6.		Mr. Majeed Khan	Director Education (Academics)
7.		Mr. Muhammad Abideen	Director Education (Baltistan Region)
	AJ&K		
8.		Ms. Tanvir Latif	Chairperson, AJK Textbook Board
9.		Ms. Nighat Mubashir	Director General, DCRD
10.		Ms. Sanjeeda Begum	Coordinator, Kashmir Education Assessment System (KEAS)
	KPK		
11.		Dr.HimayatUllah Khan	Chairman, KPK Textbook Board
12.		Mr. Bashir Hussain Shah	Director, DCTE(also serve as director PEAS)
13.		Mr. Fazl-i-Manan	Director, Provincial Institute for Teacher Education (PITE)
14.		Mr. Riaz Bahar	Director, ESRU

	ICT		
15.		*Mr. Muhammad Rafique Tahir*	JEA
16.		*Mr. Shams Uddin Mangerio*	Joint Educational Adviser, CD&TPW
17.		*Dr. Tariq Mahmood*	Dy. Educational Adviser, CD&TPW
18.		*Dr. Tajammal Hussain Shah*	Dy. Educational Adviser, CD&TPW
19.		*Dr. Shafqat Ali Janjua*	Assistant Educational Adviser, CD&TPW
20.		*Mr. Riaz Hussain Malik*	Assistant Educational Adviser, CD&TPW
21.		*Mr. Muhammad Idrees*	Education Officer, CD&TPW
22.		*Dr. Muhammad Shafi Afridi*	Chairman, Inter-Board Committee of Chairmen (IBCC)
23.		Mr. Muhammad Ramzan Achakzai	Secretary, Inter-Board Committee of Chairmen (IBCC)
24.		Mr. Jaffar Mansoor Abbasi	Coordinator, NEAS
25.		Ms. Rashida Fatima	Director, FCE
26.		Mr. Shahid Muqeem Khan	Director Training, NISTE
27.		Mr. Mumtaz Ali Khan	Director Academics, FBISE
28.		Mr. Aftab Ahmad Soomro	Secretary, NBF
29.		Mr. Dawood Shah	Director Training, AEPAM
30.		Mr. Imtiaz Ali Qureshi	Member, PEIRA
31.		Mr. Abdul Waheed	Director, Training
32.		Mr. Anwar Ali Khan	Dy. Director (Academics), FDE
	FATA		
33.		Mr. Roz Wali Khattak	Director Education, FATA
	Punjab		
34.		Mr. Shahid Ahmad Bhutta	Chairman, Punjab Textbook Board (PTBB)
35.		Mr. Nadeem Irshad Kiani	Director, Directorate of Staff Development (DSD)
36.		Mr. Saleem Kiani	Chairman, Punjab Curriculum Authority
37.		Mr. Imran Sikander	Director, PMIU 0300-5132627
38.		Mr. Abdullah Faisal	Director, PEAS 03214037207
39.		Mr. Nasim Nawaz	Chief Executive Officer, Punjab Examination Commission (PEC)
	Sindh		
40.		Mr. Qadir Baksh Rind	Chairman, Sindh Textbook Board
41.		Mr. Abdul Majeed Bhurt	Director, Bureau of Curriculum & Extension Wing
42.		Mr. Abdul Malik Lakhmir	Director General, Provincial Institute for Teacher Education
43.		Mr. Parvez Ahmed Seehar	Chief, Reform Support Unit
44.		Prof. Dr. Zubair Ahmed Shaikh	Executive Director, Sindh Teacher Education Development Authority (STEDA)

2nd meeting hosted by Sindh Education & Literacy Department in Karachi

45.	**Balochistan**	Mr. Abdul Rauf Baloch	Additional Secretary, Secondary Education Department
46.		Mr. Muhammad Zulfiqar Jatoi	Deputy Focal Person PPIU, Secondary Education Department
47.		Mr. Rashid Razzaq	Additional Secretary, Secondary Education Department

48.		Mr. Nizam ud Din Mengal	DirectorEducation (Schools), Directorate of Education(School)
49.		Mr. Abdul Qayyum Babai	Chairman, Balochistan Textbook Board
50.		Mr. Ehsan Ahmad	Director, Bureau of Curriculum & Extension Centre
51.		Mr. Akhber Zehri	Director, Provincial Institute for Teacher Education (PITE)
	Sindh		
52.		Mr. Nazir Jamali	Secretary (In-charge), Sindh Education & Literacy Department
53.		Mr. Parvez Ahmed Seehar	Special Secretary, Sindh Education & Literacy Department
54.		Mr. Rehan Iqbal Baloch	Additional Secretary, Sindh Education & Literacy Department
55.		Ms. Saba Mustaq	Chief Programme Manager, Reform Support Unit, Sindh Education & Literacy Deptt
56.		Mr. Ghulam Nabi	Dy. Programme Manager (EMIS), Reform Support Unit, Sindh Education & Literacy Deptt.
57.		Mr. Abdul Majeed Bhurt	Director, Bureau of Curriculum
58.		Mr. Qadir Buksh Rind	Chairman, Textbook Book Board
59.		Mr. Noor Ahmed Khoso	Director General, Provincial Institute for Teacher Education (PITE)
	Punjab		
60.		Mr. Ahsan Bhutta	Additional Secretary Establishment, School Education Department
61.		Mr. Shahid Ahmad Bhutta	Chairman, Punjab Textbook Board
62.		Mr. Bilal Haider	Additional Program, Director Directorate of Staff Development
63.		Mr. Saleem Kiani	Chairman, Punjab Curriculum Authority
64.		Mr. Imran Sikander	Program Manager, Program Monitoring and Implementation Unit (PMIU)
65.		Mr. Abdullah Faisal	Director, Punjab Education Assessment System
66.		Mr. Nasim Nawaz	Executive Director, Punjab Examination Commission
67.		Rana Abdul Qayyum	Dy. Director, M&E Punjab School Education Department
	Khyber Pakhtunkhwa		
68.		Mr. Bashir Hussain Shah	Director, DCTE
69.		Dr. HimayatUllah Khan	Chairman, KPK Textbook Board
70.		Mr. Riaz Hussain Bahar	Director, ESRU
71.		Mr. Fazl-i-Manan	Director, PITE
	FATA, AJ&K, G-B & ICT		
72.		Ms. Tanvir Latif	Chairperson, AJK Textbook Board
73.		Ms. Naheed Baran	Director General, DCRD
74.		Ch. Zahid Hussain	Additional Secretary, Education Department, Muzafarabad
75.		Raja Muhammad Qadir	Director, Education Extension, Education Department, Muzafarabad

76.		Khawaja Zahoor Ahmad	Director EMIS, Education Department, Muzafarabad
77.		Mr. Rafique Tahir	Joint Educational Adviser, M/o CA&D
78.		Dr. Tajammal Hussain Shah	Dy. Educational Adviser, M/o Capital Administration & Development (CA&D)
79.		Dr. Shafqat Ali Janjua	Deputy Educational Adviser, Curriculum Wing, M/o CA&D
80.		Dr. Shaheen Anjum Riaz	Director General, Federal Directorate of Education
81.		Mr. Nasir Amin	Senior Programmer NEMIS, AEPAM
82.		Mr. Ramzan Achkzai	Secretary, Inter Board Committee of Chairmen (IBCC)
83.		Mr. Jaffar Mansoor Abbasi	National Coordinator, NEAS
84.		Mr. Muhammad Shafi	Chairman, Inter Board Committee of Chairmen (IBCC)
85.		Mr. Aftab Somoro	Secretary, National Book Foundation
86.		Mr. Imtiaz Ali Qureshi	Member, Private Educational Institutions Regulatory Authority (PEIRA)
87.		Mr. Muhammad Abideen	Director Education (Planning), Directorate of Education,
88.		Mr. Majeed Khan	Director Education (Academics), Directorate of Education,
89.		Mr. Manzar Jan Sajid	Additional Director (Establishment), Directorate of Education
90.		Mr. Hashim Khan	Additional Director (P&M), Directorate of Education
	GIZ-ICT/FATA/KPK/ Punjab		
91.		Nighat Lone	GIZ
92.		Asfundyar Khan	GIZ
93.		Ali Ibrahim	GIZ
94.		Muhammad Kamran	GIZ
95.		Sabeel Kiani	GIZ
96.		Ayesha Fazl	GIZ
97.		Qaiser Munir	GIZ

3rd meeting hosted by AJ&K Education Department (Schools) in Muzaffarabad

	Balochistan		
98.		Dr. Syed Kamal-ud-Din	Deputy Focal Person PPIU, Secondary Education Department
99.		Munir Ahmed Nodazai	Addl. Director Education (Schools), Directorate of Education(School)
	Sindh		
100.		Ghulam Asghar Memon	Addl. Director, Bureau of Curriculum, Sindh
101.		Qadir Buksh Rind	Secretary, Sindh Textbook Book Board
102.		Noor Ahmed Khoso	Director General, Provincial Institute for Teacher Education (PITE), Sindh
	Punjab		

103.		Mr. Shakeel Ahmad	Course Coordinator, Directorate of Staff Development
104.	Khyber Pakhtnkhwa	Mr. Zulfiqar Khan	Deputy Director, Directorate of Curriculum & Teachers Education (DCTE)
105.		Mr. Mutahir Alam	Member, KPK Textbook Board
106.		Mr. Abid Ullah	Director, ESRU E&S Education Department
107.	FATA, AJK, G-B & ICT	Ms. Tanvir Latif	Chairperson, AJK Textbook Board
108.		Ms. Najeeb-ur-Rehman	Director General, DCRD
109.		Ch. Zahid Hussain	Additional Secretary, Education Department
110.		Raja Muhammad Qadir	Director, Education Extension, Education Department
111.		Khawaja Zahoor Ahmad	Director, EMIS, Education Department
112.		Khawaja Muhammad Javed	KEAS, Education Department
113.		Dr. Tajammal Hussain Shah	Dy. Educational Adviser, M/o Capital Administration & Development (CA&D)
114.		Dr. Shafqat Ali Janjua	Deputy Educational Adviser, Curriculum Wing, M/o CA&D
115.		Mr.Yasir Irfan	Senior Programmer, NEMIS, AEPAM
116.		Mr. Jaffar Mansoor Abbasi	National Coordinator, National Education Assessment System (NEAS)
117.		Mr. Muhammad Abideen	Director Education (Planning), Directorate of Education,
118.		Ali Shah	Addl. Director Education, FATA Directorate of Education
119.		Hashim Khan	Addl. Director Education, FATA Directorate of Education
120.		Faizan Hassan	Section Officer, Ministry of Edu. Training & Standards in Higher Education

4th meeting hosted by the KPK Elementary & Secondary Education Department in Peshawar

121.	Balochistan	Mr. Muhammad Zulfiqar Jatoi	Deputy Focal Person, PPIU, Secondary Education Department
122.		Dr. Syed Kamal-ud-din	Deputy Focal Person, PPIU, Secondary Education Department
123.		Mr. Ghulab Khan	Director Education (Schools), Directorate of Education (School)
124.		Mr. Muhammad Tariq	Secretary, Balochistan Textbook Board
125.		Mr. Ashfaq Ahmad	Sr. Subject Specialist, Bureau of Curriculum & Extension Centre
126.		Mr. Akhber Zehri	Director, Provincial Institute for Teacher Education (PITE)
127.		Mr. Abdul Majeed Shah	Dy. Director, Provincial Institute for Teacher Education (PITE
	Sindh		
128.		Dr. Zohrani	Deputy Secretary, Sindh Education & Literacy

			Department
	Punjab		
129.		Mr. Nawazish Ali	Chairman, Punjab Textbook Board
130.		Ms. Aneela Hassan	Course Coordinator, Directorate of Staff Development
	FATA, AJ&K, G-B and ICT		
131.		Mr. Muhammad Rafique Tahir	JAE
132.		Raja Najeeb-ur-Rehman	Director General, DCRD
133.		Khawaja Muhammad Javed	Coordinator, KEAS Education Department, Muzafarabad
134.		Dr. Tajammal Hussain Shah	Dy. Educational Adviser, M/o Capital Administration & Development (CA&D)
135.		Mr. Asif Iqbal Khan	Director Training, Federal Directorate of Education
136.		Mr. Yasir Irfan	Senior Programmer, NEMIS, AEPAM
137.		Mr. Jaffar Mansoor Abbasi	National Coordinator, National Education Assessment System (NEAS)
138.		Mr. Muhammad Abideen	Observer from Gilgit-Baltistan
139.		Mr. Shahzad Hussain	Dy. Director (Academics), Directorate of Education,
140.		Mr. Majeed Khan	Director Education, Directorate of Education,
141.		Ms. Bilqis Baig	Academics Deptt, Directorate of Education.
142.		Mr. Noshad Khalique	Education Officer, Curriculum Wing. M/o CA&D
	GIZ		
143.		Nighat Lone	Principal Technical Adviser, GIZ
144.		Asfundyar Khan	Team Leader, GIZ
145.		Qaiser Munir	Sr. Technical Adviser, GIZ
146.		Muhammad Kamran	Finance Officer, GIZ
147.		Sabeel Kiani	Component Coordinator, GIZ
148.		Ayesha Fazl-ur-Rehman	Technical Adviser, GIZ
149.		Afia Gul	Jr. Technical Adviser, GIZ
150.		Nadeem Shaukat	Technical Adviser, GIZ
151.		Mr. Aamad Khan	Component Coordinator, GIZ
152.		Ms. Maria Gulraiz	Component Coordinator, GIZ
153.		Mr. Muhammad Naeem	Technical Adviser, GIZ

Two days consultative workshop 5-6 November, 2015, Islamabad, organized by Ministry of Federal Education and Professional Training

1.	Mr. Muhammad Rafique Tahir, Joint Educational Advisor
2.	Ms. Talat Anjum, Director General
3.	Mr. Fazal Hakeem, Deputy Secretary (E)
4.	Sayed Saif Ali Shah, Section Officer (E-I)
5.	Mr. Ghazanfar Irshad, PA to SO (E-I)
6.	Dr. Tajamul Hussain, Ex-DEA Member Advisory Committee
7.	Mr. Nasir Khan, Head of Curriculum Wing, Islamabad

8.	Mr. Muhammad Nadeem Ashgar, MemberSubject Specialist, Directorate of Staff Development, Lahore.
9.	Syed Bashir Hussain Shah, Director, Directorate of Curriculum and Teachers Education, Peshawar.
10.	Mr. Muhammad Jamshed Tanoli, Ex-Special Secretary, Elementary & Secondary Education Peshawar
11.	Mr. Zakir Shah, Chairman Sindh Textbook Board
12.	Prof. Dr. Fouzia Khan, (Observer) Head of Curriculum Wing, Education and Literacy Department, Karachi.
13.	Mr. Majeed Shah,Programme Manager, Policy Planning Implementation Unit Education
14.	Mr. Gulab Khan, Director Bureau of Curriculum, Quetta
15.	Mr. Abdul Qayyum Babai, Chairman, Balochistan Textbook Board, Quetta
16.	Mr. Daro Khan Dy. Director, Bureau of Curriculum, Quetta
17.	Prof. Dr. Attash Durrani, Advisor, Textbook Development National Book Foundation, CADD, Islamabad
18.	Mr. Najeeb-ur-Rehman, Director General, DC RD, Muzaffarabad
19.	Mr. Haris Meer, Secretary AJK Textbook Board, Muzaffarabad.
20.	Mr. Iftikhar DC RD, Expert on standards in education
21.	Mr. Khadim Hussain Acting Secretary Education Department, Gilgit-Baltistan.
22.	Mir Ahmad Jan, Director (Colleges), Education Department, Gilgit
23.	Mr. Faizullah Khan, Director Curriculum, Education Department, Gilgit
24.	Mr. Wajid Deputy Director, Curriculum Expert on standards in education, Gilgit Baltistan
25.	Mr. Fida Hussain, DDE College Education Department, Gilgit Baltistan
26.	Mr. Hashim Khan, Principal, Govt College of Education,(Male), Jamrud Khyber Agency, Peshawar
27.	Mrs. Nilam Azam, Principal, Govt College of Education,(Female), Jamrud Khyber Agency, Peshawar
28.	Mr. Saleh Khan, Assistant Director (Trg),Directorate of Education FATA Secretariat, Peshawar
29.	Mr. Sher Daraz Wazir DD (P&D0, FATA, Peshawar
30.	Ch. Munir Ahmed, Convener Advisory Committee, Mo FE&PT
31.	Dr. Muhammad Saleem, Member Advisory, Committee, Mo FE&PT
32.	Dr. Hanif, Member, Advisory Committee, Mo FE&PT
33.	Ms. Haroona Jatoi, Member, Advisory Committee, Mo FE&PT
34.	Mr. Nasir Amin, Incharge, NEMIS, AEPAM
35.	Dr. Kamal-u-Din
36.	Dr. Ikram Ali Malik, Chairman, Federal Board of Intermediate and Secondary Education Islamabad