Lesson 1. Introduction to Contemporary Trends and Issues and National and International Conventions on Education

Topic 1: Education in twenty first Century

In the title of the course there are three (3) key terms.

1. Contemporary
2. Trends
3. Issues

These three terms can be explained like as under.

1. **Contemporary**

Contemporary means related to the present time or starting as of today. What we experience in education today.

2. **Trends**

Are positive kinds of things that are happening in other words the patterns that we like to see and continue.

3. **Issues**

Issues deal with the negative. They deal with the not so good things that happen in education.

In this course we will focus on trends and issues in education.

If I ask you what one factor causes the change in the education, today? I hope most of you will come up with technology. In twenty first century even yet we are using yesterdays' training with today's students. To be compatible with twenty first century education we have to give technology due importance.

We have to see what trends we have to study in technology and what issues in technology we would talk about. In order to provide education to each and every child we have to uplift our resources. We, the teachers of today are basically the product of twentieth century; unlike the students are also twenty first century students. The teachers have to unlearn the concepts of last century and update ourselves with twenty first century.

Education must enable nations and communities to gradually evolve and strengthen their systems of social justice, democratic institutions, and foster values of peace, harmony, tolerance, and mutual respect among diverse populations. All these skills are necessary to survive in twenty first century. Education should also promote individual freedom, empower people and a vehicle to uplift the economic situation.

Topic 2: International Conventions for Free and Quality Education

Provision of free and quality education has been declared as fundamental rights. They want all children to get basic elementary, secondary education.

1. **Universal declaration of human rights**

This convention was approved by the world nations at the United Nations General Assembly in 1948. According to this convention everyone has the right to education and education shall be free at least in the elementary and fundamental basis.

Elementary education involves pre-school, the early years and education up to grade 5. It is supposed to be free. It means that govt. or any other agency shall be sponsoring that. All the children shall be in school in those grades.

2. Convention on the rights of the child

Convention on the rights of the child in 1989 explicitly recognized education as a fundamental right. All children must be in school progressively meaning gradually. They also have equal opportunity for all the students. The elements of this convention states make primary education compulsory and available free to all children. Encourage the development of different forms in secondary education including general and vocational. Education of a child does not stop at elementary level. Vocational education helps a student to earn a living.

3. DAKAR world education forum

April 2000 164 countries combined together, to ensure Education for All (EFA). They focused at achieving the goal in developed, developing and under developed countries to achieve till 2015. Pakistan has not met most of the targets set under that convention.

EFA Goals

Following are some of the EFA goals with explanation.

- **Expanding and improving comprehensive early childhood education**.
  There is a need to improve the comprehensive basic education
- **Ensuring that by 2015 all students particularly girls and those belonging to the ethnic minorities receive an education.** 2015 was the target, 15 years were given to countries to plan that. We have not met this target. Many of our children are not going to school. We have to see what countries have achieved these targets. We have to compare our country with others.
- **Ensuring that the learning needs of all young people and adults are met through equitable acces to appropriate learning and life skills**
  Every child should have equitable access. No child should say that there is no school in my area. For that we have to improve our infra-structure
- **Achieving 50% improvement in levels of adult literacy by 2015**
  Based on 2000, whatever the adult literacy was then, they wanted that in coming 15 years it should improve by 50%. Most of our adult population is not literate.
- **Eliminating gender disparities in primary and secondary education by 2005**
  Only 5 years were given to remove gender disparity from schools. In 2015 the target was set to equalize the gender in schools i.e. to make the same number available for boys and girls. We have to look at the countries in our region, the developing countries that have come close to achieving the targets.
- **Improving all aspects of the quality of education and ensuring excellence of all so that recognize and measurable outcomes are achieved by all**
  Improving education, it is not a simple task. By improving education we mean we mean to improve the facilities, teacher training, schools, curriculum, examination, and assessment system. Unless all that is improved, the quality of education cannot be improved.

4. Convention Millennium Development Goals (MDGs)

Eight millennium development goals were set by the United Nations for the signatory countries. Following are the details of those 8 MDGs

I. Eradicate extreme poverty and hunger

We need to feed our population through a balanced diet.

II. Achieve universal primary education

Universal means across the globe. Primary education up to grade 5 should be provided to all free and mandatory.

III. **Promote gender equality and empower women**

Equal access to primary and post primary education for girls. Gender equality especially in Pakistan is a difficult task. But according to MDGs girls have to achieve that as well.

IV. **Reduce child mortality**

Mortality is the death rate. There could be many reasons like malnutrition, diseases, poor health care, poverty, not enough food. We need to get sure that we can eradicate that.

V. **Improve maternal health**

Good healthy mother would breed good healthy child.

VI. **Combat HIV aids, malaria and other diseases**

In our case it could also include dengue.

VII. **Ensure environmental stability**

We have polluted water, polluted air. Our entire population should receive clean and safe water.

VIII. **Develop a global partnership for development**

More aid, more debt relief, more access to essential drugs etc. in other words living in cooperation.

Topic 3 Status of Education in Pakistan

As discussed that we have not been able to bring all children to schools. Lot of work is to be done, in order to achieve that, even in the coming 5 or 10 years.

Population growth is not helping achieve us the target. Resultantly, boys are expected to do the field work and girls are expected to do the household work. Even if we have children in schools we can even have a problem of dropouts. Had our population been less, our school enrollment rate would have increased. In fact Pakistan's illiterates have increased. In 1951 they were 20 million that number rose to 50 million in 1998. That is more than double. We will have to ensure that our young children are in school to combat that increasing number. It is estimated that about 55 million of age 10 plus, cannot read and write and 7 million students of age 5 to 9 years are out of school. By reading and writing we mean reading and writing in urdu. It is extremely more difficult for them to read and write in any other language, especially English.

In rural areas 52% of girls are not enrolled in schools. 67% of women are illiterate. There are 2 reasons for that. Over population and the second reason is because the women themselves did not go to schools so they do not realize the importance to send their girls to school. With children not going to schools, where are you going to find women doctors or nurses? To get a service of a female for a female we have to send our girls to schools.

Due to low rates of literacy and primary education, Pakistan has been ranked at lowest ranking of below 125th position in Human Development Index for 20 years. If that has to be changed our young people need to be in schools.

Topic 4: Pakistan's Constitutional Provisions for Education

1973 the constitution says ***that state shall remove illiteracy and provide free and compulsory secondary education Article 37B.*** There are two things in this article. Remove illiteracy but how to remove illiteracy? Second point is compulsory and free secondary education, so it is even better than the conventions that we have studied. Secondary education means up to level 10 or matric.

Article 25A, as part of the 18th amendment of the constitution, it is tilted as fundamental rights. It states that the state shall provide free and compulsory education to all children of the age of 5 to 16 years in such manners as may be determined by law. From 5 to 16 is kindergarten through Matriculation. This education is considered as a fundamental right. A flaw in the article is that it states as determined by law. What law will determine the education? It is a critical point in the article.

At present, even after the abolition of fee and free textbooks for the children, there are more than 7 million children of the school age not going to school. Where are other stationary and other expenses coming from including that of lunch, paper, eraser, sharpener, notebook, transport and uniform? They cannot bear the cost of these miscellaneous items. We are not talking about the computers and other technology items.

The following pre-requites are essentials in order to implement Article 25A.

a) Further legislation is needed to define and elaborate different modalities and rules for provision of free and compulsory education. Without giving standard operating procedures (SOPs) how can we expect to give free education?
b) The last piece of the article as determined by law is also ambiguous. Where are those policies coming from? The job the lawmaker is to determine that.
c) We have to estimate the additional costs. No tuition fee is good but do we have infrastructure, transportation, necessary equipment, paper, colour pencils, schools, food and nutrition to get the students to get education.
d) About 30% of the people in Pakistan live below the poverty line. How do you address this disparity? How to bring the balance between the haves and haves not?
e) The compulsory dimension is also to be addressed. The dimension of compulsory has to be explained. Being physically present in the class is enough alone?
f) Universal declaration of human rights 1948 and Article 25A focuses on free and compulsory primary education. How are we assuring that without any financial liability?
g) Awareness needs to be created for these conventions.

Lesson 2. Equity Issues in Education

Topic 5. Equity Issues in Education:

Poverty

Here are some of the equity issues in education in Pakistani perspective. The first issue is poverty. More than 65 years in independence we have not eradicated poverty. Education can eradicate poverty. What are the factors that continue the poverty to grow in Pakistan rather than helping in eliminating them.

When children come to schools lacking some skills it is the teacher's job to enable them to learn those skills. But what happens is that teachers belittle them, make fun of them instead of motivating them.

Impact of poverty on learning

Children of mothers who receive 5 years of primary education are 40% more likely to live beyond the age of 5. Because when the mothers are educated they know something about the health. Therefore children tend to survive beyond infancy.

Research proves that a farmer with at least 4 or 5 years of education can be more productive than those who did not attend a class. Because these 4 or 5 classes can help him in thinking in getting him involved in wondering how things can be improved. He is willing to take risk, he is willing to try new things.

Poverty affects student learning in many ways. Poverty results from several factors. Of course food is one major factor. Lack of emotional support, stress and distress also do not help you learn much. Health issues also need to be addressed. A healthy body can have a healthy mind. Cognitive stimulation and safety are critical issues in 21st century.

There is high correlation between poverty and academic success. This correlation in inverse. More poor you are the less you are going to perform. The good you are from the family the good you are going to perform.

Students with less economic base have more chances to fail almost 63% to 85% more as compared to the students with good economic base.

What does conventional wisdom say?

If we want to reduce poverty we have to increase schooling. Have more schools and help them educate. Have further facilities through education.

Topic 6. Equity issues in Education: Silent Exclusion

Second equity issue is silent exclusion. If you never come to school you are excluded, you come to school and drop out you are excluded. We know these students. Then what is silent exclusion.

Silent exclusion is the children who come to school yet gain nothing. Along with those who are drop out the students who gain nothing are also affected by poverty. They are vulnerable to get drop out. These students are low attenders, they have less attendance. They are repeaters as well. They get fail. Then they are low achievers. They get low grades. These students are actually there but teachers do not give attention to them. Teachers have to look for these teachers. Every child can learn.

The ***identification of silent exclusion*** students is very difficult. A lot of changes have to be made in the classroom system so that these kinds of students can be identified early.

Vigilant teacher behavior can help this identification. Do not ignore the missing child in the classroom. Keep an eye on the ***attendance*** of the children.

Low achievers the bottom 25% of the class. Pull the child out, work with the child, help him/ her.

Repeater child has repeated the class again. The teacher should open eyes to help that child.

Research has identified that low achievers, repeaters, and low attendance students are affected by the low economic condition of their family. This pushes them to the silent exclusion. Motivate the child to remain in the school and be successful.

Topic 7. Equity issues in Education: Income

Income is the money that comes into the household, whether it is through agriculture, industry, or job, but whatever the money that comes into house is the income.

The research has shown that better the income of a house, the chances are more that the child will get better education, better life. Compared to less income the chances are that the child will get less opportunities. The family size is also way too large in low income families.

How are we going to address these issues? Health comes in and along with health family planning is also important. The life of their children will be better if they had lesser children.

Additional private cost includes things like examination fee, private fee because sometimes schools do not deliver what they are supposed to do. The stationary items, notebooks, transportation cost. When the family is unable to provide food three times a day, they are more likely to not to provide these additional private costs.

If we want to control poverty by preventing the children of poor to grow up into poor we have to ensure that through education, services, and training. As it is said that if you are born poor that does not matter, but if you live poor then it is your fault.

Topic 8. Equity issues in Education: Health

Next issue that we will discuss is health. Different family backgrounds, different cultures, financial situation all this helps in determining what kind of health facilities your family is able to provide to you. Without proper health care a child will not be able to make it through even the primary years of education.
If you have good health you are able to do a lot. Of course good health comes from lots of factors like:
food, nutrition, exercise, relaxation all of these contribute in good health.

Inequality and social conditions give rise to unequal and unjust health outcomes for different social units. We may have health facilities but more detailed facilities like medicine, injections, x-rays are not available. Government health care facilities do not guarantee proper health treatment. Private health care facilities are frightfully expensive. Again you are not able to afford that you will not be able to do well for your children and the children will not be able to do in education.

Poor nutrition includes poor protein intake children performed less in the achievement test. Protein is what human muscles are made of. Students who get more protein perform well in the achievement tests. ***Iron*** is an important part of the hemoglobin of the blood, less iron includes less energy and hence not able to get good education.

Along with malnutrition the problem is of ***obesity***. Obesity comes in the families are privileged, where food is rich, they get fat/ obese. Children with obesity also get teased in schools, resultant in low self-esteem. When children get bullied like this they miss at the schools.

Physical environment is also important. You need to get exercise in the parks. Who can go there, of course people from good families?

Mental tasks such as concentration, memory recall can be compromised if you do not have good quality air in the room, poor ventilation, humidity can also affect your learning. Poor ventilation can cause a decline in the performance of the teacher as well as of the schools. Many schools do not have even windows in the classrooms; such environment is not conducive for learning to happen.

Topic 9. Equity issues in Education: school equipment

Next topic is of school equipment and school supplies. What happens what you do not have adequate school supplies. A child who attends classes without pencil and paper, it is impossible for him/ her to remember everything. This is impossible. Because of this children struggle. I could borrow from a friend. My friend could not have a separate pencil, he/ she will break his/ her pencil into two. Then what do I do? I will look for a sharpener. One thing leads to another. So, like this the learning experience damages, unless we are able to provide the equal supplies to all.

Clearly lack of basic school equipment, is significantly related to parents low income. A family that earns less, the geometry box is quite an expensive thing. You cannot share the geometry box. It is the poor who cannot buy good equipment. The poor tend to get poorer, because they cannot afford.

Having the geometry will help me learn these concepts and only then I can get good grades. Students without school bags are low achievers. Without a school bag either I will come to school without books, or with 2, or 3 books. That will not help.

If all children receive these resources from whatever source, there will be equity. Then only better equitable education can be provided to all children.

Lesson 3. Equity Issues in Education II

Topic 10. Equity issues in Education: Gender

Next equity issue is based on gender. Gender equity has been an issue in Pakistan and it still is. The disadvantaged group is females.

The disadvantage affects them in three ways which are:

Their opportunities for success in education

It means that even if girls come to school, they are not allowed to take subjects / fields that they will like to get in. For example, physics, teachers and parents do not appreciate girls taking physics as subject. If girls are provided with proper education then they can be responsible citizens of Pakistan.

The statistics related to the number of primary schools, teachers, literacy rates, and net enrollment rates is given as under for better understanding.

Why and how the female students be the disadvantaged group at all level be it schools, colleges, and universities.

Schools

The number of primary schools for both boys and girls is important. It is required in order to ensure equality in education. Here is the list of schools in Pakistan. The breakdown is given province wise.

Table 1: Number of boys, girls, and mixed schools

Province	School for boys	School for Girls	Mixed Schools	Total
Punjab	22248	23258	10398	55904
Sindh	18646	7810	21337	74793
KP	12111	8060	2041	22212
Baluchistan	7107	2898	373	10378

AJK	1043	1934	598	3575
GB	538	277	1048	1863
FATA	2532	1975	75	4582
Islamabad	84	58	242	384
Total	64309	46270	36112	146691

We have seen in the table the schools for the girls are lesser than the boys.

Table 2: Number of boys and girls schools in rural and urban areas

Province	Urban				Rural			
	Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total
Punjab	2216	2435	5007	9658	20032	20823	5391	46246
Sindh	1808	1587	3896	7291	16838	6223	17441	40502
KP	675	534	610	1819	11436	7526	1431	20393
Balochistan	688	287	158	1133	6419	2611	215	9245
AJK	31	74	76	181	1012	1860	522	3394
GB	28	24	112	164	510	253	936	1699
FATA	-	-	-	-	2532	1975	75	4582
Islamabad	-	2	121	123	84	56	121	261
Pakistan	5446	4943	9980	20369	58863	41327	26132	126322

The table indicates that there are fewer schools for rural areas and in particular lesser schools for girls. This reflects the status of equity with respect to gender.

Topic 11. Equity Issues in Education: Gender (for Teachers)

One reason for low enrollment of girls is that parents do not like to send girl students to schools where teachers are not female. Thus there is disparity, because schools are far, they are not nearby. So when the schools are distant, females are not allowed to go to teach to schools far across.

The table below highlights the picture of teachers across Pakistan.

Table 1. Number of teachers in Pakistan, by province

Province	Male	Female	Total
Punjab	80760	106345	187105
Sindh	72915	43635	116568
KP	46258	29923	76181
Baluchistan	12285	6351	18636
AJK	3217	4361	7578
GB	2301	2046	4347
FATA	7108	4457	11565
Islamabad	758	2707	3465
Total	225602	199843	425445

The table reflects that Punjab, AJK, and ICT have more female schools, other than these the situation is evident that female teachers are far less than the male teachers.

In rural and urban divide of teachers it is seen that in urban areas there are more female teachers in schools, but in rural areas the number of male teachers exceed over female teachers. So our rural schools have more male teachers. This could be because of the transportation facilities in the rural areas. Along with the transportation facilities, there is accommodation problem. Security and safety issues will complicate the issues of accommodation more. We have to ensure safe and secure accommodation facilities too, in order to ensure equity in male and female teachers.

Topic 12. Equity Issues in Education: Gender (Non-Enrollment rates)

Net enrollment rates

The number of primary school age children enrolled in schools compared to the overall population in that particular age group.

First, let us see what percentage of children is enrolled in schools.

The net enrollment rate is an indicator of the level of accessibility of education for school-age children. It depends upon the locality and infrastructure of the schools. Unless we address these problems, this will remain an issue.

Here is the table reflecting the NER.

Table 1. Primary NER, Pakistan (2000-2008)

Year	Male NER	Female NER
2000-01	67.5	45.8
2004-05	73.3	55.7
2005-06	56	48
2006-07	60	51
2007-08	59	52
2008-09	61	54

The male enrollment is unfortunately dropped over the course of time. However, in the female side there is 8-9 % increase in the enrollment. If we want to keep the balance every child of school age should be in school. The table shows that girls at all years still have lesser enrollment rate than boys enrollment in primary sector.

A real issue is to educate the parents, that by sending the girls to schools carries significant important.

In rural urban divide we see that especially in rural areas, girls are consistently less enrolled than boys in rural schools. However, in urban area school the enrollment rates fluctuate.

Topic 13. Equity Issues in Education: Gender (Literacy)

Literacy

Literacy is at the heart of basic education and is essential for many reasons.

1. It eradicates poverty
2. It helps in reducing child mortality rate.
3. It ensures sustainable development, peace and democracy.

Literacy is defined as the ability to read a newspaper and writing a letter in Urdu.

Literacy rates are much lesser for females than males. Literacy rates for girls and women are far less than the males. May be a province or two have better numbers but in general it is not much appreciating. In SAARC countries our position is also not hopeful. We are only above Nepal and Bangladesh. Only 54% of literate population we have 46% illiterate population.

Our girls are particularly disadvantaged in this matter. This can be addressed that by proving schools (small schools) around the populated areas so that female students can be sent to schools.

Although Pakistan has a higher Human Development Index (HDI) than Nepal and Bangladesh, it still has less Net Enrollment rates (NER) than these countries and other countries in the same region.

Topic 14. Equity Issues in Education: Gender (Reasons for Gender Disparity)

What are the reasons for gender disparity in education? Why is that more boys are in schools than in girls. Why is that boys move from primary to secondary to tertiary education than girls do.

1. **Poverty and absence of free and compulsory education to all**

The constitution provides as a basic right free and compulsory basic education for all school age going children. This will take a lot of time to implement that. Poverty has many other aspects. The additional costs are also not afforded by the low economic status families. Because of poverty household income gets low and they educate boys as they think that educating boys will bring income in the home.

2. **Low education budget**

With low education budget it is not possible for schools to raise their facilities, to rise the salaries of the teachers, and to bring technology in schools. We have to ensure that there is a decent allocation of budget for education. On an average the budget is 2% allocated for the education.

3. **Cultural norms restricting freedom of movement of girls and women**

The mindset of the people has to change. This can be done by changing the mindset of parents. Also the government needs to step in by providing nearby schools. This limits the movement of girls, infrastructure, distance, other facilities. This restricts them to go to schools.

4. **Gender division of labor**

The girls are not allowed to work in the field. They are to stay at home. The point is why we give education to girls if they have to set in the homes.

5. **Shortage of schools**

The number of schools is not enough. We need more schools in rural and sub-urban areas. Unless we increase the number of schools thereby increasing the number of classrooms we will not be able to accommodate the extra students who would like to come to schools. This majorly affects the girls education. Parents do not allow to send their girls far across.

6. **Shortage of female teachers**

Girls will be allowed to go to schools only when they have female teachers. This will require an extra effort to fill this gap. Especially in rural areas this shortage is causing the gender disparity in school going children.

7. **Conflict**

Conflict between different groups has compounded the issue affecting the education. This includes safety and surety issue. With scarce resources we are not able to endure safety and surety. Many people think at this point before sending their children to schools.

Topic 15. Equity Issues in Education: Religion

Pakistan is significant on the geo-political state. Pakistan is second largest Muslim populated country and fastest youth population increase. This is important to understand the role that religion plays in social, economic, and political life of its citizens.

We only spend a little of the GDP in education. In last decade or so, Pakistan has seen violent extremism in Pakistan. The minorities are not secure in Pakistan. With this trend of thinking going on in the country it is getting more difficult to keep the minorities secure so that they can contribute in the development of the country. Starting from the independence of Pakistan , there were missionary schools, like convents, were available and providing good education to Pakistan. But now they have become scarce.

In 2006 when the curricula were revised, the government focused on revising the old curricula of the country to build reforms. The reforms have leaned on the 22nd article of the constitution which codifies the rights of religious minorities.

Despite the efforts of the government it has been 6 years the revision have been incorporated. Who is evaluating what new textbooks offer. The existing textbooks have been reprinted since 2006. Content needs to be looked at. What kinds of content and texts/ pictures are given in the textbooks?

There are some groups that see others with tolerance and some groups who see religious minorities with bigotry. So there are two extremes in our society.

Lesson 4. Religious Discrimination and Socio-Cultural related Issues

Topic 16. Religious Discrimination-I (Textbook Analysis)

An integrated curriculum is frequently used for early grades with no clear separation in religious and non-religious content in materials given to religious minorities. In early grades all the students study the same content, be it religious and/ or non-religious.

Doing the same ethics, mathematics, etc. but religious beliefs, the means may be different. It is fair to the minorities? This is violation of minorities' right. No religious group should be able to perform worships that are not based on particularly their own beliefs.

Dominant cultural values, religious values are major part of our textbooks. They are heavily loaded with
Islamic teachings. A review of textbooks suggests that all national heroes, social reformers are all Muslims. Many other minorities have played a significant role in Pakistan but them not to be seen in the textbook. This study found 96 chapters and poems of 362 had strong orientation of Islamic values. You haven't mentioned minorities' stories. An examination for 1st grade curriculum titled "Meri Kitab" or "My Book" has 7 out of 16 chapters containing Islamic sermons.

We have to remember that we are all Pakistanis first. Unless we address this, we will see this disparity in the minorities. The teachers are asked to not to focus on those Islamic content mentioned in the books.
There is no point in giving those lessons in the textbooks and then ask the teachers to not to focus them.

Topic 17. Religious Discrimination (textbook Analysis)

In the revised curriculum of 2006 the subject of ethics was offered. However, many students do not have access to this ethics course. The minorities are a contributing piece to the whole Pakistan. Our flag even clearly indicated one fourth white portion for the minorities. The constitution of Pakistan does not reckon Ahmedis as Muslims. That does not make us Non-Pakistanis, we are only non-Muslims.

According to the National Commission for Justice and Peace report government issued textbooks that teach students that Hindus are backwards and superstitious and given the chance they will assert the Muslims. May be that was true 67 years ago, may be that was a reason for the partition but today, we have to combine the minorities and majorities to come together and work for the mutual growth.

Extensive interviews of government schools revealed that they had limited knowledge of religious minorities and their beliefs. The reason for that is when they went to schools they were not offered the same education. This is why today is the time of multi-religion education.

Public school teachers often advocated respectful treatment of religious minorities. This shows that are acknowledging them but they don't know how to deal with them. Qur'an also reflects that there are people of the book i.e. Jews, Christians. Teachers have favourable dispositions towards the people of the book. Unless the teachers realize that there are people of the people and people not of the book, they are diversified. We have to engage with them too, for the larger benefit of Pakistan.
Then there is divide of Shia-Sunni Muslims. There are teachers who respect both and there are teachers who do not respect both. We have to understand that groups within Islam shall be treated with tolerance.

Madrassa teachers were agree on the fact that Jews and Christians are referenced in Qur'an but they say that the teachings have been changed with time. But we have to understand the concept of inter- faith harmony. These people understand that these religious minorities exist but they are not tolerant about them.

Lack of exposure to the madrassa students/ teachers they are not exposed to the religious minorities outside the premises of their madrassa. The people at the madrassa know about the minorities but they do not know how to be tolerant towards them.

The madrassa school systems are only Muslims students. A large portion of public schools were not able to identify the minorities as citizens of the Pakistan. Although they knew that there exists religious minorities, they were skeptical about how to deal with them. The students of public schools reflected that the teachers taught them to deal with respect with the students/ citizens of others minorities.

Topic 18. Socio-Cultural related Issues (Reform Opportunities)

In teacher –training we focus a lot on the content, professional characteristics but we do not focus on how to deal with the minorities. If we included these type of content in teacher training, then we could see a lot more tolerant society.

Create interface with other minorities. Bring them on grounds, in classrooms, so that when they mix in constructive healthy activities they will learn to be tolerant.

Make the subject Ethics as compulsory for all students. All religions teach the same values.

Develop public private partnership to build resources. In this way many minorities come into play via private members of the society.

Encourage public curricula reforms. Unless we begin with the textbooks, we cannot bring harmony. We have to include some portion of the minorities that have really contributed in the society of Pakistan then we must include them. This refers to the education opportunities of socio-culturally disadvantaged groups. Even females are disadvantaged in our minorities.

There can be many types of minorities in the society, including those as defined in:

1. Economic terms (the income poor)
2. Political terms (dissidents- people who do not go with your ideology or philosophy to politics0
3. Cultural terms (sub cultural groups-Balochi, Punjabi)

Then there are many other minorities based on language. Should language be allowed to determine minorities? Just because someone can speak some language and someone cannot. Then there are those who are living below the poverty line. In fact they are in majority in Pakistan, but those who are in power are financially sound people. As a result people living below poverty line become minority.

The school attendance of females also gets affected by socio-cultural issues. Boys are more likely to make it to school. Those kinds of things need to be addressed. This is clearer in tertiary education since they require more financial resources.

Topic 19. Free and Accessible Education

Free and accessible is both a trend and an issue in education. In developed countries it is already a trend while in developing countries it is an issue. Despite encouraging developments there is still an estimated 115 to 130 million children not attending schools. How do we get these children in schools?

Among those who enroll in primary schools large number dropt out. This is because of the hidden cause which the families are not able to manage. UNESCO views free and accessible education as a dynamic approach of responding positively to pupil diversity and of seeing individual differences as problems, but as opportunities for enriching learning."

The move towards free and accessible education is not technical movement but a movement with a philosophy- A philosophy to tolerate and motivate them in a diverse classroom. All children have a right to get education that does not discriminate based on any factor.

A rights based education approach has three basic fundamental principles need to be looked at.

- Access to free and accessible education equality
- Inclusion and non-discrimination
- The right to education, content, and processes

Implementing free and accessible education by:

- Generating collective thinking and identifying practical solutions such as how human rights can be made part of the local school curriculum.

- Linking the human rights movement with educational access.
- Fostering grassroots action and strengthening its ties to the policy level in order to promote protection.
- Encouraging the creation of community and children's councils where issues of access can be discussed
- Developing community-school mechanism to identify children not in school as well as develop activities to ensure that children enroll in school and learn.
- Adequate resource must match with political will.
- Ultimately success will be judged by the quality of basic education provided to all learners.
- Use education as a tool for social cohesion and integration by guaranteeing continuous access, outside of teaching hours, to educational and communal spaces to permit students to socialize and express their creativity.

Lesson 5. Free and Accessible Education and its Benefits

Topic 20. Free and Accessible Education (21st Century)

Enhancing civic education in primary and secondary schools, ensuring free language courses to favour a better integration of children with marginalized backgrounds in to the education system.

Ensure an adequate teacher-student ratio to permit quality teaching in small class settings

Promote the development of affordable hardware and software, to allow wider access to ICT particularly in developing countries like Pakistan. As we see technology as a fundamental provider of education in future years

Promote awareness and understanding of the sustainable development topic through education, which would encourage the societal change in behavior and create a more sustainable future.

Particularly in the areas of environmental integrity, economic viability, and just society for present and future generations.

Free and accessible education is about:

- Welcoming diversity
- Benefitting all learners not only targeting the excluded
- Children in school who may feel excluded
- Providing equal access to education or making certain provisions for certain categories of children without excluding them.
- Reforms of selected students or community
- Responding only to diversity
- Meeting the needs of children with learning disabilities only
- Meeting one child's needs at the expense of another child.

Topic 21. Elements of Free and Accessible Education

There are four key elements of free and accessible education

Free and accessible education is process.

1. It is about learning how to live with difference and learning how to learn from difference.
2. Free and accessible education is concerned with the identification and removal of barriers. It involves collecting collating and evaluating information from a wide variety of sources in order to plan for educational improvements in policy and practice.

3. Free and accessible education is about the presence, participation, and achievement of all students.
    - Presence means where children are educated, and how reliably and punctually they attend.
    - Participation relates to the quality of their experiences whilst they are there.
        Achievement is the outcome of the learning.
4. Free and accessible education involves a particular emphasis on those groups of learners who may be at risk of marginalization, exclusion or underachievement. The groups that are more at risk should be given special attention. This is where keen steps are to be taken.

Topic 22. Benefits of Free and Accessible Education-I

Free and accessible education strives to provide quality in education in classrooms. There are a lot of changes occurred so these changes need to be addressed in classrooms. Human variations and differences should be reflected in the classrooms.

Schools with free and accessible education offer opportunities for a range of working methods and individualized learning in order that no pupil is obliged to stand outside the fellowship of and partnership in the school. Schools need to be flexible in the goal what they offer.

Characteristics of a school for all include exercising flexibility with regard to the individual pupil's capabilities and placing his / her needs and interests at the core. The school for all is therefore a coherent, but differentiated learning environment.

Placing the pupil at the centre does not imply that students need to be taught and will learn the subject matter and content separately.

Furthermore, it involves students supporting one another according to their abilities and strengths.

Topic 23. Benefits of Free and Accessible Education-II

Free and Accessible Education is concerned with the need to ensure that learning opportunities contribute to effective inclusion of individual and groups into the wider fabric of society. Quality education is therefore education that is inclusive as it aims at the full participation of all learners. We have learned from constructive and transactional theories that the quality of learning can be enhanced by the diversity of student involvement. Teacher attitudes and tolerance are vehicles for the construction of an inclusive and participatory society.

Focusing on quality education for enhanced inclusion of all students implies identifying strategies for overcoming or eliminating the barriers to full participation for individuals and groups which experience discrimination, marginalization and exclusion or which are particularly vulnerable.

Teacher has to ensure that every student participates in the classroom. This will boost his confidence and give exposure to him.

Topic 24. Benefits of Free and Accessible Education-III

Cost effectiveness of free and accessible education
According to a recent World Bank study and a growing body of global research, free and accessible education is not only cost efficient but also cost effective to the state considering that equity is way to excellence.

Most disadvantaged children- girls, the rural poor, children with disabilities- when have access to school, they get better health, education, nutrition, and sanitation facilitations.

This also helps address the socio-economic and gender related inequalities.

Therefore the effectiveness of free and accessible education is measurable not only in terms of educational outcomes, reduced wastage, less repetition but generally through enhanced returns on educational investment.

The cost of education is a critical issue to all school systems, especially when creating education facilities for all learners. Often questions are raised about the costs of education for traditionally excluded groups. It is falsely perceived as being costly when it is often only about making minor adjustments to accommodate all learners.

If we adopt a holistic perspective of society, it is more relevant to ask about the costs to society when it does not provide education for all children.

In such a context, it is clear that the most cost effective solution is to offer education to all students.

Education is the fundamental basis upon which the survival of the human race and development of a nation depend; it is an important investment where no compromises should be made.

Lesson 6. Free and Accessible Education Key Players, Attitudes, Values, Curricula & Empowerment

Topic 25. Free and Accessible education: Key Players I

Incorporating free and accessible education as a guiding principle typically requires change in education systems, and this change process is frequently faced with several challenges. It involves important shifts and changes at the systems as well as the societal level.

It is important to note that these change processes towards free and accessible education often begin at small scale and involve overcoming some obstacles such as:

- Existing attitudes and values
- Lack of understanding
- Lack of necessary skills
- Limited resources
- Inappropriate organization

Some dimensions of education change must be measured. Such measurements include:

- Direct benefits to children
- Wider impact on policies, practices, ideas, and beliefs.
- Enhanced children participation
- Reduced discrimination e.g. gender, disability, caste, minority, status, etc.
- Strengthened partnerships and improved collaboration between ministries at the national and local level of government and at the community level.
- Development and strengthening of education system, technology and pedagogy to include all learners
- Teachers, parents, communities, school authorities, curriculum planners, training and institutes and entrepreneurs in the business of education are among the actors that can serve as valuable resources in support of free and accessible education
- Some teachers, parents and community are more than just a valuable resource; they are the key to the inclusion process.
- It is the classroom teacher who has the utmost responsibility for the pupils and their day to day learning. But at the same time, it is also the responsibility of the ministry of Education to ensure that school accessible and child centered programmes are elaborated, Implemented

and evaluated. The outcome of such programmes will facilitate new incentives and ideas for teaching.

Topic 26. Free and Accessible education: Key Players II

Family members and communities can be important resources-when informed, stimulated, entrusted, and prepared in effective ways. Efforts should not be spared when guiding and directing families in work that is supportive to their child.
It is often a great challenge to get the families of the most marginalized learners involved.

Examples from South Africa

At a primary school in Durban, south Africa, teachers use grandmothers as a resource to develop the reading abilities of the children. Grandmothers have been trained to listen to children read and to encourage them to interact with texts. Twice a week, grandmothers come to the school and work with the groups of children in the playground or under a tree.

This also frees up the teachers to work with the children who may be experiencing difficulties in learning and who may need individual attention from the teacher.

Topic 27. Free and accessible education: Attitudes and Values

It has been shown that teachers' positive attitudes towards free and accessible education depend strongly on their experience with learners who are perceived as challenging.

Teacher education, the availability of support within the classroom, class size and overall workload are all factors which influence teachers' attitudes.

Several studies have revealed that negative attitudes of teachers and adults (parents and other family members) are the major barrier to inclusion of marginalized students; children do not have prejudices unless adults show them.

Thus introducing inclusion of all as a guiding principle in these different areas will have implications for teachers' attitudes.

Shared values make cooperation possible, just as lack of them makes it difficult for people to work together. However, when common values are lacking, common interests, which are precursors to values, may substitute for them and in daily life are often a significant driving force.

Changes in attitude involve significant changes in conceptions and role behavior.

Negative attitudes towards differences and resulting discrimination and prejudice in society manifests itself as a serious barrier to students' learning.

However, it is a barrier that can be overcome through the practice of inclusion and is not a necessary pre-cursor to the process.

The implementation of more inclusive systems of education is possible if schools themselves are committed to becoming more inclusive. The development of enabling mechanisms such as national policies on free and accessible education, local support systems and appropriate forms of curriculum and assessment are important in creating the right context for the development of inclusion.

Free and accessible education has important benefits for all children as it produces schools with more enriching learning environments that view diversity as a positive force which must be acknowledged and celebrated.
Inclusion produces schools that move away from rote learning and place greater emphasis on hands-on experience based, active and cooperative learning.

Topic 28. Free and Accessible Education: Curricula

Education quality and access are intricately linked. The concept education for all thus questions a large part of the current schools way of organizing teaching. Teachers often retain the perspectives gained from their own school experiences.

Accessible and flexible curricula can serve as the key to creating schools for all. It is important that the curriculum be flexible enough to provide possibilities for adjustment to individual needs and to stimulate teachers to seek solutions that can be matched with the needs and abilities of each and every student.

Many curricula expect all pupils to learn the same things, at the same time and by the same means and methods. But students are different and have different abilities and needs.

Therefore, the curriculum must take into consideration the various needs of students to ensure access for all.

Strategies for developing accessible curricula

1. Providing a flexible timeframe for students studying particular subjects
2. Giving greater freedom to teachers in choosing their working methods
3. Allowing teachers the opportunity of giving special support in practical subjects (e.g. orientation, mobility) over and above the periods allotted for more traditional school subjects.
4. Allotting time for additional assistance for classroom based work
5. Emphasizing aspects of pre-vocational training

Questions to consider for accessible curricula

1. What human values promoting inclusion are being fostered through the curriculum?
2. Are human rights and children's rights part of the curriculum? Do they address the coexistence of rights with responsibilities, and how they are taught?
3. Is the content of the curriculum relevant to children's real lives and future?
4. Does the curriculum take gender, cultural identity and language background into consideration?
5. Does the curriculum include environmental education?
6. Are teaching methods child centered and interactive?
7. How is the feedback gathered / integrated for curriculum revision?
8. How the curriculum is related to national assessment systems?
9. To what extent are education authorities responsible for monitoring the school in tune with the curriculum revisions and transactions?

Together with the flexible curriculum, flexible teaching-learning methodology should be introduced?

Topic 29. Free and Accessible Education: Empowerment for All

When communities can hold teachers, administrators, and government officials accountable for the inclusion of all children through formal institutional mechanisms, community members become more interested in school improvement and more willing to commit their own resources to the task.

This commitment may include forming partnerships with outside contributors.

According to the World Bank, “programs that expand the access of excluded groups to education have led to important shifts in the mindset among community members and government leaders regarding the contributions that those groups can make to society.” This is where change processes and empowerment go hand in hand to move towards free and accessible education for all learners.

Lesson 7. Peace Education

Topic 30. Peace Education

Why study Peace education?

Why the peace education is important. Safety and security of an individual is important. When these two things are threatened then conflict arises.

Peace studies, is a process. It has to be born, reborn, again and again. It means you have to refine the curriculum every now and then. Therefore we need to revisit the curriculum for peace studies on a regular basis.

Conflict could be in the system, society, or even in the families. Starting from smaller units we will look into the macro level.

Peace studies explore handling of conflict by peaceful means. Conflict can be resolved through argumentation but how do we resolve a conflict peacefully is what we study in peace studies. Only then the peace can prevail.

Topic 31. Introduction to Peace Studies

Another word for peace is equality. And other words for equality are equity, symmetry, reciprocity, equal rights, and equal dignity. One can see them as part of the definition of peace or peaceful means. As such they are necessary rather than sufficient conditions.

Equality does not guarantee peace. But inequality almost guarantees the opposite, direct violence, in one form or the other, physical or verbal, directed against the body, mind or spirit of the human beings.

As critical studies peace studies do the same as critics of human behavior—moral philosophers, priests, criminal judges— do compare data with values related one way or the other to peace, and then conclude in terms of right, wrong, both-and-neither-nor.

For this the criteria has to be explicit and the comparison carried out with the same rigour as in any other fields. As constructive studies peace studies would not shy away from making recommendations, the “therapy” part of the useful diagnosis-prognosis-therapy triangle taken from health studies.

Expectations from therapy can then be held against values relating to peace to conclude in terms of adequate, inadequate, both and neither-nor.

Topic 32. Peace Education I

Peace studies are an applied science

We are better served today by may be as many as 44 health professions. Peace studies should be able to deliver the same, at the same level of adequacy, through conflict transformation, peace building, peace keeping, and reconciliation to mention some approaches.
Let many peace professions grow, mediators, conciliators, and so on.

Peace studies are trans- rather than inter-disciplinary

Like women studies make women and their conditions of suppression and liberation visible. Peace studies make peace visible, understandable, and obtainable.

Topic 33. Peace Education II

Peace studies are trans- rather than inter-disciplinary

As a rule in a good peace researcher, the PhD field is no longer visible. There are often four stages on this road.

In the multi-disciplinary stage a university, or a conference, invites specialists from several disciplines to contribute to peace studies from their angle.

People or discipline who never meet because our universities fragment human knowledge keep us apart fighting for funds and recognition, learn the art of tolerance.

In the inter-disciplinary stage a university or a conference encourages dialogue among approaches, an obvious method being to address the same event or phase in history, or the same problem.

In the cross disciplinary stage this dialogue goes further, into mutual learning.

A psychologist may pick up a sociological hypothesis about status disequilibrium (like high on education, low on power) as aggression productive and explore the psychology; a sociologist may explore the social effects of cognitive consonance as peace of mind. Usually such explorations are bilateral.

Topic 34. Transcend Approach

In the trans-disciplinary stage, based on the preceding three or not, the problem that determines the choice of intellectual tools and they will usually have to come from the tool chests of several disciplines.

Like for health studies. But in this process other disciplines will also learn and change. Historians for instance, will focus more on peace and on how war could have been avoided, economics more on survival and equity etc.

No country has monopoly, nor does any gender, generation, race, class, nation. As peace belongs to all of us so do peace studies.
This is important because study of peace is so intimately related to the study of conflict.

About conflict we know something for sure: each actor in a conflict has its own angle.

Lesson 8. Peace Education: Philosophy, Elements of Curriculum & History

Topic 35. Why do Human Clash

The conflict always looks different when looked at from different angles. Hence we have to listen to all parties, understanding what they want, to sort between legitimate and illegitimate using, for instance, human rights as a measure, and then try to bridge the gap between legitimate goals.

Such is the transcend approach. All parties to a conflict have equal rights to be understood, but not the same right to be accepted and supported.

Peace studies focus less on actors, more on deep cultures and structures and how they affect mediation and conciliation.

There has been much focus on the role of structure for peace, particularly of gender and class relations. Time has come for much more focus on culture, and not only in the sense of religion.

Why do humans clash?

It may be two neighbours disagreeing over a fence or a devastating worldwide war. Whatever a conflict's scale, students of peace and conflict resolution seek the causes. They hope eventually to use their skills to help prevent war and encourage peace.

An eye for an eye will only make the whole world blind.

Topic 36. Philosophy of peace education

There is no way to peace- Peace is the way.

Peace Studies discussion

Patriotism means love of one's country. To love your country does not mean blindly accepting and supporting its policies. We, the people, have the right and duty to help from the policies our country adopts.

Once a student, Raza, who was about six at that time, said to me, "if the people next door to us are our neighbours and the people next to them are their neighbours and it goes on like that for ever, then it means everybody is everybody's neighbour. Then he looked at me and said, why would people kill their neighbours?

It is not enough to talk about peace. One must believe in it. And it is not enough to believe in it. One must work at it.

What is peace education?

Peace education is the pedagogical efforts to create a world at peace.

By peace, we mean more than the absence of violence (negative peace).
Peace in its most positive aspects embraces ideas of justice, global sustainability and the eradication of structures that promote insecurity: poverty, hunger, malnutrition, and lack of access to resources.

Peace education resets on two assumptions

1. Conflict is ubiquitous
2. There are ways to transform it

Education for peace assumes peace in education.

Topic 37. Elements of Curricula

Philosophy of peace education involves

- Non violence
- Love as the basis of transformation—translated into caring classrooms
- Reverence for the environment and for all life

We have to include these elements in the curriculum to ensure peace studies education.

Processes of peace education include the following

- Skills of conflict resolution (transformation)
- Attitudes
- Values

These rest on the ethos of having enough for all to sustain life.

Topic 38. History I

Peace education seeks to build on the philosophy and the processes of nonviolence to help us understand the role that conflict and violence have played in our lives, seeking ways to transform them

Peace educators point out both the value of and the risk of conflict and social change.

Peace education appreciates the richness of the concept of peace

- Addresses fears
- Provides a futures orientation (imagination)
- Teaches peace as both a process and philosophy
- Promotes peace as a concept alongside justice
- Promotes the care of and love of earth and respect for all life
- Teaches nonviolence as a way to settle differences

Peace education is practiced throughout the world in many settings

- All have in common the idea of transforming conflict into something positive and sustainable so that our world will continue to turn
- Peace education seeks to make and build peace through pedagogy

Topic 39. History II

Peace education rests on the assumptions that morals and ethics cannot be separated from the classroom

The concept of responsibility, both individual and shared, is embedded in the philosophy

How is it done?

An educator teaching peace will use conceptual elements of the philosophy and the processes to structure formal, informal, and hidden curricula.

Including classroom climate, tolerance, respect and those teachable moments that can transform classroom interactions and learning.

Some elements of the curricula

- an understanding of war and its causes
- an understanding of violence and its causes knowledge of the military and its structures
- an understanding of some principles of world order, including the united nations system
- an understanding of the role of citizen participation

Lesson 9. Aims, Knowledge, Skill, Attitude, and Importance of Peace

Topic 40. Aims: Knowledge

Some elements of the curricula

1. Knowledge of NGOs and their impact on social change
2. Knowledge of worldwide and local grassroots initiatives
3. Principles of restorative justice
4. Listening and dialoguing
5. The importance of nonviolence

Who has gone before?

Montessori 1937 “our hope for the future lies not in the formal knowledge that we pass on, but in the normal development of the new man”

Montessori has often been quoted as saying

“establishing peace is the work of education” all politics can do is keep us out of war”

John dewy

Dewy’s philosophical ideas involved concepts of educating for peace.

He saw the necessity of teachers loving their students – “love through common self-sacrifice to reach the common good.

Horace Mann hoped that common education could free humankind from the ever present danger of war.

Topic 41. Aims: skill

More modern educators

Non-Deweyan ***Maxine Greene***’s understanding of education is releasing persons to be different—inherently reflecting concepts of freedom and choice, listening and dialoguing in order to view things as they might be.

J. R. Martin

He gave the concept of schools as homes

In this concept he emphasized and laid stress on the importance of nurturing

Sara Ruddick

Maternal love giving rise to maternal practice can promote peace.

Hooks—teaching to transgress—only happens with adequate nurturing. No dichotomy between education and social change. Healing of the world can happen if teachers know themselves and their students.

The goal of knowledge arising from love is the reunification and construction of broken selves and worlds.

A brief history of peace education

Contemporary view on peace education reflects the evolution of its concept from the beginning of the peace research movement – 40s and 50s

However its roots go much further

Reformers such as Addams and Fannie fern Andrews and IPRA (The International Peace Research Association) –1965 and COPRED (Consortium on Peace, Research, Education and Development) – 1970, were outgrowths of the work done by Women's International League for Peace and freedom.

Topic 42. Aims: Attitude

The knowledge-based subject approach

Defining peace as a multi-disciplinary academic and moral quest for solutions to the problems of war and justice with the consequential development of the institutions and movements that will contribute to a peace that is based on justice and reconciliation.

Cremin (1993) places a greater emphasis on skills and attitudes, defining peace education.

Topic 43. Peace?

Peace is "a global term applying to all educational endeavours and activities which take as their focus the promotion of knowledge of peace-building and which promote, in the learner, attitudes of tolerance and empathy as well as skills in cooperation, conflict avoidance and conflict resolution so that learners will have the capacity and motivation, individually and collectively, to live in peace with others."

Aims of peace education

These are commonly expressed as:

1. Knowledge
2. Skill
3. Attitudinal programs

Knowledge

1. Awareness of own needs, self-awareness
2. Understanding nature of conflict and peace
3. Ability to identify causes of conflict, and nonviolent means of resolution
4. Conflict analysis
5. Enhancing knowledge of community
6. Mechanisms for peace building and resolving conflict
7. mediation process
8. understanding of rights and responsibilities

9. understanding interdependence between individuals and societies
10. awareness of cultural heritage
11. recognition of prejudice

Knowledge aim:

- Understanding the causes of conflict

Possible outcome

- Students will be able to describe likely causes of typical conflicts in their lives.

Possible indicators

Students will be able to list various causes of conflict including:

- conflicts over feelings
- conflicts over resources
- conflicts over values or beliefs

When presented with a description of a typical conflict in their school or community, students will be able to identify a likely cause, and explain their reasoning.

Students will be able to identify conflicts in which there may be more than once cause.

Skills

- communication -- active listening, self-expression, paraphrasing, reframing
- assertiveness
- ability to cooperate
- affirmation
- critical thinking
- ability to think critically about prejudice
- ability to deal with stereotypes
- dealing with emotions
- problem solving
- ability to generate alternative solutions
- constructive conflict resolution
- conflict prevention
- participation in society on behalf of peace
- ability to live with change

Topic 44. Why Peace for Education?

Skill aim

Improved communication skills

Possible outcome

Students will demonstrate effective listening

Possible indicators

After listening to another, students will show that they can accurately restate the speaker's ideas.

After listening to another, students will show that they can accurately reflect speakers' feelings.

Students will demonstrate an ability to ask open-ended questions

Skills aim

Students will demonstrate that they can listen without redirecting the conversation to another topic.

Students will remain silent while listening to another, when appropriate.

Students will demonstrate body language that conveys respect to the speaker

Attitudes

Self-respect

Positive self-image

Strong self-concept

Tolerance

Acceptance of others

Respect for differences

Respect for rights and responsibilities of children and parents

Bias awareness

Gender equity

Lesson 10. Themes for Peace Education

Topic 45 Theme 1: A

Attitudes

Following are the terms related with the attitude

- Empathy
- Reconciliation
- Solidarity
- Social responsibility
- Sense of justice and equality
- Joy in living

In attitudes these things are of importance.

Attitudes aim

The aim of attitude is the development of tolerance

Possible outcome

Students will demonstrate attitudes of acceptance and respect for persons who are different from themselves in terms of ethnicity.

Possible indicators

When asked to work together to complete a task in group of peers of varying ethnic groups, students will cooperate effectively.

Students will demonstrate that they can refrain from using stereotypes in their speech.

Topic 46 Theme 1: B

Attitudes Aims

In situations where others express ethnic stereotypes, students will respond by countering the stereotype in some way, such as correcting misinformation, or providing examples of individuals who do not fit the stereotype.

Student has to identify the stereotype. Unless the student identifies stereotypical behaviours he will not be able to cater that behavior. Then you can correct the behavior. Student also to control has to misinformation. If someone is giving misinformation then you have to correct it.

Students will be able to list the contributions of the different ethnic groups in their community or country to the society as a whole.
Students will be able to give at least one reason why ethnic stereotypes can be harmful.

Topic 47 Theme 1: C

Peace Education: A response to major societal challenges

The greatest source for building a culture of peace is the people themselves for it is through them that peaceful relationships and structures are created.

Culture of peace will bring positivity around us.

Non-Exploitive- We have to be non-exploitive, not only to relationships between human but also between relationships between humans and nature. We have to be non-exploitive in our dealings with the humans and with the dealings with nature as well.

Topic 48 Theme 2: A

Peace

Negative peace

Absence of direct / physical violence is known as negative peace.

Direct Violence

The examples of director violence are war, torture, and child and women abuse.

Positive peace

Presence of conditions of well-beings and just relationships: social, economic, political, ecological

Structural Violence

The examples include: poverty, hunger etc.

Socio-Cultural violence

The examples are racism, sexism, religious intolerance

Ecological violence

E.g. pollution overconsumption

Personal peace

Self-respect inner resources: love, hope

Interpersonal peace

Respect for other persons justice, tolerance, and cooperation.

Topic 49 Theme 2: B

Intergroup / Social peace

Respect for other groups within nation, justice, tolerance, cooperation

Global Peace

Respect for other nations justice, tolerance, cooperation.

The Peaceable Teaching Learning Process

Cognitive phase

Active phase (taking practical action)

Affective phase

(Being concerned, responding, valuing)

Why educate for peace

Purposes of peace education are the elimination of social injustice, the rejection of violence and the abolition of war.

Knowledge

1. Holistic concept of peace
2. Conflict and violent-causes
3. Some peaceful alternatives
    - Disarmament
    - Non-violence-Philos & practical conflict resolution
    - Transformation,
    - Prevention human rights
    - Human solidarity
    - Democratization
4. Development based on justice sustainable development

Topic 50 Theme 2: C

Attitudes / Values

1. self-respect
2. respect for others

3. gender equality
4. respect for life
5. compassion
6. global concern
7. ecological concern
8. cooperation
9. openness and tolerance
10. justice
11. social responsibility
12. positive vision

Skills

1. reflection critical thinking
2. decision making
3. imagination
4. communication
5. conflict resolution
6. empathy
7. group building

Peace Theme 1: Upholding human dignity

Upholding human dignity is at the Centre of the values system that we associate with social peace

Universal declaration of human rights

Article 1- right to equality

Article 2- freedom for discrimination

Article3- right to life, liberty, personal security

Article4- freedom from slavery

Article5- freedom from torture and degrading treatment

Article6- right to recognition as a person before a law

Article 7-right to equality before the law

Article 8- right to remedy by competent tribunal

Article 9-Freedom from arbitrary arrest and exile

Article 10- right to fair public hearing

Article 11- right to be considered innocent until proven guilty

Article 12- freedom interference with privacy, family, home and correspondence
Article 13- right to be free movement in and out of country

Article 14- right to asylum in other countries from persecution

Article 15- right to a nationality and freedom to change it

Article 16- right to marriage and family

Article 17- right to own property

Article 18- freedom of belief and religion

Article 19- freedom of opinion and information

Article 20- right of peaceful assembly and association

Article 21- right to participate in government and in free elections

Article 22- right to social security

Article 23- right to desirable work and to join trade unions

Article 24- right to rest and leisure

Article 25- right to adequate living standard

Article 26- right to education

Article 27- right to participate in cultural life community

Article 28- right to a social order that articulates this document

Article 29- Community duties essential to free and full development

Article 30- freedom from state or personal interference in above rights

Lesson 11. Conflict- Introduction, Definition, Sources, Response Style and Dealing

Topic 51 Conflict: Introduction

Challenging prejudice and Building

Types of prejudice

Racism- the belief that one's own culture or racial heritage is innately superior to that of others, hence, the lack of respect or appreciation for those who belong to a different race.

- **Sexism**

A system of attitudes, actions and structures that subordinates others on the basis of their sex where the usual victims are women.

- **Classism**

Distancing from and perceiving the poor as 'the other'

- **Religious intolerance**

Prejudice against those who are followers of religious other than one's own.

- **Education for tolerance and respect**

There is a need for schools to educate citizens not to accept hateful propaganda about the different other and instead appreciate other cultures and respect cultural differences.

Topic 52 Conflict: Definition

Some Components of a peace education curriculum

Peace Education

- Emotions and feelings
- Anger and anger management
- Violence in media
- Communication
- Empathy
- Cooperation
- Self esteem
- Tolerance
- Conflict resolution
- Keeping safe
- Emotions and feelings
- How emotions affect behavior
- The effect of violence on the emotions and feelings of children

Topic 53 Conflict: Sources

Anger and Anger Management

- anger is the root of almost all violent behavior
- anger itself is not bad
- anger management as a tool for peace

Violence in the media

- effects of violence in media
- teaching children that the violence in the media does affect them

Communication

- cognitive and emotional communication
- how effective communication can reduce violence

Empathy

Definition of empathy

Understanding someone from someone's perspective. understanding from the perspective of the person without feeling sorry for that person, if we feel sorry for the person then it is sympathy

How empathy leads to peace in the classroom and the community- we have to understand how people are, instead of changing them, empathy can prevail and that can help bring peace.

Topic 54 Conflict Response Styles

Dealing with conflict individual differences

Personality traits versus learned behavior- the difference between the learned behavior and the innate behavior of an individual.

Relationship of disputing parties- relationship of the two parties

Gender differences- there are certain differences on how the different gender resolves the conflict.

Past conflict experiences- your past experiences on how you have dealt with the conflict also affects your present preferences.

Conflict response style- there are different conflict response styles, we will see them in detail.

The Sage

- Problem solver
- Win / win orientation
- Cooperative problem solving
- Emphasis on preserving relationship and meeting own goals as well as that of others

The Diplomat

- Goal oriented
- Compromising orientation o Provide evidence o Persuasion
- Emphasis on relationship and each other's goals

The Ostrich

- Avoidance
- Withdrawal orientation o Quit
  o Complaining to others
- Over-emphasis is on preserving relationship

The Philanthropist

- Accommodating
- Smoothing and conciliation
- High concern for satisfying needs of others

The Warrior

- Win / lose orientation
- Wining at all costs
- Potential problem creator
- Focus on own goals

Topic 55 Dealing with Difficult People

Direct Intervention

Address behavior

Explain impact of behavior on others

Indirect Intervention

Positive feedback when appropriate behavior is used.

Direct coping
Separate difficult individual from others

Indirect coping

Provide training to others on dealing with difficult personality

Effectiveness of techniques depends upon

- Disputing parties' communication skills
- Conflict perspective
- Power distribution
- Personal accountability

When is conflict positive?

When we are able to resolve internal and interpersonal conflicts, using win-win problem solving

every relationship will have some conflicts at some time or other. When we use win-win problem solving, it strengthens its relationship. When we do not, it destroys it.

Who owns the problem?

The person who is negatively affected by the problem

What is the owner's responsibility?

To find a way to resolve the problem, even if he is not the cause of it.

Preparation

- Include only those involved
- Give a description of the problem that respects all involved.
- Explain how conflict resolution can enable all to win, and explain the steps.
- agree not to slip back to the win lose method
- find a good time and place with no distractions

Lesson 12. Looking at Conflict and Approaches to Deal

Topic 56 Looking at the problem or issue

Identify the problem or issues

Use "I" messages to explain your own concerns, needs and goals

Use reflective listening to hear and acknowledge the other's needs basic goals

Evaluate exactly what each of your actual needs are with the problem

Do not accept sudden promises not to cause the problem

Brainstorm all possible solutions that meet both people needs

Looking at the things from another's perspective and try to see their point of view and look for a solution that meets both underlying needs.

Brainstorm to generate all possible solutions

Think of any and all possible ways to solve the problem so that everyone will have needs met

Evaluate later not now

Do not criticize any suggestion

Feedback with reflective listening

Write down all ideas suggested

Decide on the best solution

Find a solution that is mutually acceptable to both of you

If agreement seems difficult, summarize areas of agreement. Restate needs and look for new solutions.

Make certain that both of you are committed to the solution

Follow up evaluation

Carry out agreed method. Wait to see if the conflict seems resolved.

If the agreed upon solution does not work, remember it is the solution that failed, not the person, and seek for the new solution.

Topic 57 Rules for the road

No 'you' statements.
Use statements that begin with the word "I". Do not use statements that include the word you, because these statements make people feel defensive.

Slow

Remember, it takes time to settle a conflict. go slow at first because conflict resolvers usually encounter some rough roads in the beginning. keep using your I-way map to reach safer roads.

Detour Ahead

Sometimes tempers are flaring so much that it may be necessary to take a temporary detour from the communication I-way.

Once the tempers have calmed down, you may begin using I statements to solve the problem

Exit ahead

Most conflicts can be resolved through effective communication. However, if you begin to feel threatened or unsafe, you should exit the communication I-way and seek safety.

Construction zone

Construct an I-way statement by following these directions:

Use the word I

State how you feel

State specific behavior that you do not like

State your willingness to cooperatively resolve the problem

Merge Ahead

After using properly constructed I-way statements, individuals can begin to share ideas for how to solve the problem. Often, the best solution is reached when two people merge their ideas together.

End of construction

After reaching a solution that the two individuals agree will work, they can resume normal activities.

Topic 58 Approaches I

What do people do?

Five basic ways of addressing conflict were identified by Thomas and Kilman in 1976

- Avoidance
- Collaboration
- Compromise
- Competition
- Accommodation

Avoidance- what does it look like

Avoid postpone conflict by:

- Ignoring it
- Respecting that everyone has different opinions
- Not rising to it
- Asking to talk about it later, when it's less busy

Avoidance- when to use it

For minor, nonrecurring conflicts

Avoidance potential outcomes

Ignoring negative verbal behaviours can diffuse situations

May exacerbate situations

Avoidance consider

Is a conversation required?

Is this actually a pattern involving the same individuals? If

this is pattern—do you need support? Collaboration—

what does it look like?

Working together to find a mutually beneficial solution

When to use it?

As part of problem solving

In meetings or 1:1

Collaboration- potential outcomes

Win-win situation to conflict or disagreement

Collaboration consider

How much you have available and how well you know those you are speaking with How to use your questioning skills to capture everyone's requirements and gain agreement?

Compromise- what does it look like?

Finding a middle ground in which each party is partially satisfied.

As part of problem solving

When the time to collaborate effectively is not available

When the situation is less complex

Compromise- potential outcomes

The key requirements or expectations of those involved may be resolved.

Compromise- consider

Will those involved be satisfied with a partial solution

How to use questioning skills to capture requirements

How to gain agreement before continuing

Competition- what does it look like

Asserting your viewpoint at the potential expense of those involved

When to use it?

Rarely

Potential outcomes

You may appear aggressive or arrogant

Poor working relationship

Competition- consider

Why would your viewpoint be any more correct or relevant than anyone else's?

What you could ask those involved in order to understand the situation better?

Competition note

It is almost always best to ask questions and get an understanding of context before offering an opinion.

Accommodation- what does it look like?
Surrender your own needs and wishes to cater to the other party

When to use it?

If this will achieve the best outcome

Accommodation- potential outcomes

A short term solution that you can live with

If you are the one accommodating, then overtime, you might resent working in this way.

Accommodation- Consider

Why would your viewpoint be any less correct or relevant than anyone else's?

What the circumstance is?

Do you need to build a working relationship?

Are you choosing to do this because of hierarchy?

What you could ask those involved in order to understand the situation better?

Lesson 13. Conflict Styles

Topic 59 Conflict style based on TKI-I

Determining your conflict style with Thomas Kilman Inventory (TKI)

To identify your conflict style is helpful for you when you get into the conflict.

T-K Conflict Instrument

- Assesses individual preferences or inclinations in handling conflict.
- Compares individual styles to those of other managers who have taken the assessment.
- Suggests ways to most effectively use and expand your repertoire of conflict management skills There are five styles according to this tool

- Competing
- Collaborating
- Compromising
- Avoiding
- Accommodating

Let us see these five styles in detail

These styles can be understood in relation to cooperativeness and assertiveness

These two variables have a range from being cooperative to uncooperative and from assertive to unassertive.

Competing

It goes like 'Might Makes Right'

It is high on assertiveness and low on cooperativeness

Accommodating

Kill your enemies with kindness

It is low on assertiveness and high on cooperativeness

Avoiding

Leave well enough alone.

It is low on assertiveness and low on cooperativeness

Collaborating
Two heads are better than one

It is high on assertiveness and high on cooperativeness

Compromising

Split the difference

It is moderate on assertiveness and moderate on cooperativeness

Which style is best?

Most people use all at various times

Most people naturally prefer one style

Situation, culture, personality can influence the best style at a given time

All styles can be useful

Different styles have different goals

Competing: the goal is to win

Accommodating: the goal is to yield

Avoiding: the goal is to delay

Collaborating: the goal is multiple participation

Compromising: the goal is to find a middle ground.

Competing is effective

When quick decisive action is needed

On important issues when unpopular action must be taken

When the issue is vital, and the right course is clear.

To protect against people who take advantage of noncompetitive behavior

Accommodating is effective

When you are wrong, when learning is important, or when demonstrating reasonableness is critical

When creating goodwill is paramount

When harmony is important
When it's important for others to learn from experience

Avoiding is effective

When the issue is relatively trivial when the issue is relatively trivial when you know you can't be satisfied

When the costs of conflict outweigh the benefits of resolution to

allow cooling off

When it's important to have more information

Collaborating is effective

When it is important that both sides be integrated

When you want to learn and fully understand others' views

To merge different perspectives and insights

To work through hard feelings that has interfered with interpersonal relationships

Compromising is effective

When goals are less important than avoiding the disruption caused by more assertive conflict resolution styles

To temporarily settle complex issues

Topic 60 Conflict Style based on TKI-II

Compromising is effective

To quickly achieve an expedient solution

As a backup style when collaboration or competition fails

Basic skills for conflict resolution

1. manage anger
2. listen actively
3. avoid assumptions
4. find something on which to agree
5. be cautious with criticism
6. negotiate
7. get help

Your style and negotiation

What is negotiation?

A discussion between two or more disputants who are trying to work out a solution to their problem.

Win-Lose or Win-Win

In a successful negotiation everyone wins. the objective should be agreement not victory.

Getting to a yes A basic negotiation framework

1. Separate the people from the problem

2. Focus on interests not positions
3. Generate a variety of options before deciding what to do
4. Work for a result based on objective standards or criteria

Separate the people from the problem

Perceptions- put yourself in their shoes

Separate your fears from their intentions

Don't blame them for your problem

Share the process (and give others a stake)

Listen actively

Save face- proposals consistent with their values

Recognize and understand their emotions

Speak purposely to be understood (don't debate)

Build relationship to face the problem

Focus on interests not positions

Try to understand the interests behind positions

Ask why and why not? about choices

Make lists of multiple interests

Try to understand the impact on interests

Be specific: make interest come alive

Make their interest part of the problem
Look forward not back

Be flexible, but specific

Be hard on the problem, soft on people

Generate multiple options

Avoid:

Premature judgment

Single answers

Assuming a fixed pie

Assigning responsibility

Brainstorm- be expansive, flexible and creative

Toggle between general and specific Consider

the perspectives of various experts

Change the strength of options- scope, duration etc.

Identify shared interests

Make the decision easy

a first draft should be yes able

Use objective criteria

Objective criteria provide a principled foundation

Criteria involve both outcomes and procedures

Frame issues as a joint search for criteria

Reason and be open to reason

Don't just yield to pressure

Preparation for negotiation What do

the parties want?

What can be traded?
What are the alternatives to agreement?

How does the relationship affect the negotiations?

What can be expected based on the past?

What's at stake? Consequences on both sides?

What are the power issues?

What are possible compromises? creative options?

What are conflict styles on negotiating parties?

Know yourself

What feelings do you have when you are in a conflict situation?

Common feelings associated with conflict

1. Anger
2. Frustration
3. Fear
4. Excitement

Topic 61 Conflict styles

What is your conflict style?

To understand your conflict style we need to study it in terms of relationships and goals.

Following are the different types

Turtle: withdrawing

Avoid conflict at all costs

Give up their personal goals and relationships

Believe it is hopeless to try to resolve a conflict

Feel helpless

Easier to withdraw than to face conflict

Uses of Turtle

When issue is trivial

When potential damage of confrontation outweighs the benefits
To let people cool down and reduce tension

When gathering information

When gathering information

When others can resolve the conflict more effectively

Shark: forcing

Try to overpower opponents by forcing them to accept their solutions

Not concerned with needs of others

Do not care about how others perceive them

Winning give them a sense of pride

Try to win by attacking, overwhelming, and intimidating others

Uses of shark

When quick, decisive action is vital

On important issues where unpopular actions need to be implemented

To protect yourself against people who take advantage of noncompetitive behavior

Teddy Bear: Smoothing

Relationships most important, goals of little importance

Want to be accepted and liked by other people

Believe conflict should be avoided in favour of harmony

Fearful that conflict will hurt someone

Uses of teddy bear

When you realize you are wrong

To learn from others

When issue is more important to the other person than to yourself

As a goodwill gesture to maintain cooperative relationship

To allow others to experiment
Fox: compromising

Moderately concerned with relationships and goals

Willing to sacrifice part of their goals and relationships in order to find agreement for the common good

Uses of the Fox

When goals are important, but not worth the effort or disruption

When opponents with equal power are strongly committed

To achieve temporary settlements to complex issues

Owl: confronting

Value their own goals and relationships View

conflicts as problems to be solved

See conflicts as improving relationships by reducing tension

Seek solutions that satisfy both parties

Not satisfied until solution is found and tension is reduced

Uses of Owl

To find an integrative solution when both sides are too important to compromise

When your objective is to learn

To work through hard feelings which have been interfering with a relationship.

Topic 62 Conflict Situation

The issues

The facts: present situation, problems

The goals: how things ought to be, the future conditions sought

The methods: the best, the easiest, the quickest, the most ethical

The values: the beliefs about priorities that should be observed in choosing goals and methods

The history: what has gone on before

Components of a conflict situation
Frustration- when you feel blocked

Conceptualization of problem- what's going on?

Conceptualization of behaiours and intentions- what does that mean?

Outcome- emotional, cognitive, behavioural

In a conflict situation

What can we do?

How do we intervene?

Accept that you will have conflict

Work toward having positive versus dysfunctional conflict

Use conflict management skills

De-escalation I-

Messages

Indicators of escalators

Competition

Righteousness

Not listening

Spreading to news is

Dealing in personalities

Threats

Intentional hurt

Violating social rules

Sues

Indicators of De-escalation'

Listening

Trying to understand
Showing tact

Concern for other's feelings

Goodwill gestures

Appeals to de-escalate

Airing feelings

Finding alternatives

Tips for managing conflict

Build good relationships before conflict occurs

Do not let small problems escalate; deal with them as they arise

Respect differences

Listen to others' perspectives on the conflict situation

Acknowledge feelings before focusing on facts

Focus on solving problems, not changing people

If you cannot resolve the problem, turn to someone who can help

Remember to adapt your style to the situation and persons involved

Lesson 14. Madrassa Education: Classification and Historical Status

Topic 63 Madrassa Education

An overview

The importance of education in a society cannot be disowned. A well-established education system is an important constituent of a civilized nation and society.

As an alternate track to Western style of education, religious seminaries – madaaris and religious education have played a vital role in the history of Islam to fulfill the education needs of Islamic society.

The Madrassa Education has been prevalent since the time of Prophet Muhammad PBUH in the Muslim world.

The examination of the status of madrassa in Islamic history testifies to its success due to strong sense of respect among the Muslims for 'Knowledge'.

In the initial days of Islam, the aim of religious seminaries or Madaaris was preservation and spread of knowledge ---

A role that has somehow lost its efficacy over time.

The position of madaaris from simple schools for education changed into breeding grounds of Islamist fundamentalists.

Lately, post 9/11, the madaaris are perceived as a crucial medium for promoting extreme religious, sectarian, social and political views which lead towards militancy.

Meanwhile it has been highlighted time and again that there is a need to reform the madaaris to transform the radical ideologies with real Islamic moderate values, and provide an applied-education mode where madaaris students become useful members of the society.

In this unit, we will explore the following questions:

1. What is the role of Madrassa Education in the provision of formal education in Pakistan? How are the Madaaris important?

2. What should be the role of madaaris in the current security situation of the country?

3. What are the developments in the dialogue process between the government and the Madaaris on the issue of reforms and challenges, and what are the major obstacles in this regard?

4. Why does the role of madaaris in terrorism and militancy, remain unanswered in the context of Pakistan?

5. What is the reaction of madaaris in the background of the leveled allegations against them?

Topic 64 What is Madrassa Education?

The term 'Madrassa' originates from the Arabic word 'Darasa' which means 'To Study'. Madrassa, in general, is referred to a school that imparts Knowledge.

But in the context of Pakistan or even in the contemporary South Asia the term 'Madrassa' is often used for Islamic educational institutions along with 'Dar-ul-aloom' and 'Jamia'.

Madaaris, plural for Madrassa, are at least a thousand years old. Accounts differ as to where madaris began, with origins being traced back to Baghdad, Syria, Morocco, and other rich cultural hubs in the Middle East.

Today, however, the madrassa typically functions as a privately owned school where a religious teacher instills his pupils with the basic tenets of Islam and the Arabic language.

The main subjects of Madrassa Education include:

1. Qur'an
2. Hadith
3. Fiqh

Please note that although the above mentioned generally constitutes the core curriculum but there is no universally fixed course of study. The interpretation of these texts may also vary from one madrassa to another.

The language of instruction is usually the regional language with a local dialect, though Arabic may also be used.

Cramming and rote memorization are usually the only pedagogical methods employed and discipline is usually strictly enforced.

The Madrassa Education system is organized in terms of the following levels and grades:

"*ibtidaya"* - first to the fifth grades of primary education

"*mutawasitah*" - sixth to eighth grades of middle school

"*thanviyah-e-ammah*" - ninth and tenth grades

"thanviyah-e-kassah" - 11th and 12th grades

"aliya" - the university Bachelor's degree (consisting of the 13th and 14th years)

"alimiyah" - the Master's degree (being the 15th and 16th years)

"takmeel" - advanced post-graduate education

Differences between Islamic and secular education in the structure of education systems make comparisons somewhat difficult.

Unlike in Western schools, under the Islamic education system students do not progress regularly from one grade level to the next, nor are there clear-cut divisions between primary, secondary, and tertiary levels, based on performance standards and examinations.

Schools generally have looser time tables and students progress individually, with those who are more advanced helping those who have learned less.

Madaris vary widely in size and quality, and also in duration of studies. They range from informal religious instruction for young children, with classes usually taught at the local mosque or in private homes, to prestigious seminaries.

Most unregistered/informal madaaris offer a few hours of instruction over the weekend in makeshift classrooms. Some madaaris are full-time, offering classes five to seven days a week.

A few well-endowed institutions offer a program of intensive study often leading to tertiary Islamic studies.

Depending on the madrassa and its resources, classes have been offered to young children, from as young as pre-school age to older children and youth of high school age or even beyond.

Topic 65 Classification of Madrassa Education

In Pakistan, the madaaris are based on sect, and every sect has its own madrassa network that is controlled by a board or **Wafaq**.

Every board has its own system of education and they hold annual exams and distribute certificates among students.

There are five madrassa boards or wafaqs in Pakistan, and they are also members of Ittehad Tanzeemat Madaaris Deenia (ITMD), an umbrella organization of madaaris, which was established in 2003.

Five Wafaqs

1

Wafaq	Tanzeem-ul-Madaris Ahl-e Sunnat-wal-Jamaat
Established	1959
Sect	Sunni
Maslaq	Ahl e Sunnat (Barelvi)
HQ	Karachi

1. Tanzeem-ul-Madaris

The total number of registered Madaaris affiliated with Tanzeem-ul-Madaaris is about 8,000. The Barelvi sect follows the creed of Sufism that prevailed in the sub-continent.

Within the network of Barelvi Madaaris, Dar ul-Uloom Muhammadia Ghosia Bhera, district Sargodha, Punjab which has more than four hundred branches, and Minhaj-ul-Quran, which has schools and colleges equipped with modern education, make a distinction as they are not affiliated with Tanzeem-ul- Madaaris and have separate education and examination systems.

Five Wafaqs

2

Wafaq	Wafaq-ul-Madaris Al-Arabia
Established	1959
Sect	Sunni
Maslaq	Deobandi
HQ	Multan

2. Wafaq-ul-Madaris Al- Arabia

Although within the Sunni sect, Barelvis are greater in number, Deobandis have more religious seminaries in Pakistan because they are more organized in the realm of religious activities.

The registered number of Deobandi madaaris is about 16,800 affiliated with Wafaq ul-Madaaris al- Arabia.
Jamia Ashrafia Lahore and Dar-ul-Uloom Korangi Karachi are distinguished within Deobandi Madaaris because they are operating independently, and their degrees and certificates were approved by the

government during the Zia-ul-Haq regime. However, their students also appear in the exam board of Wafaq ul-Madaaris al-Arabia.

Five Wafaqs
3

Wafaq	Wafaq-ul-Madaris Al- Salafia
Established	1955
Sect	Sunni
Maslaq	Ahl e Hadith
HQ	Faisalabad

The other Sunni group is the Ahl-e-Hadith, a small minority, which holds 1,400 registered madaaris affiliated with Wafaq ul-Madaaris al-Salafia in Pakistan.

The Pakistanis often refer to this group as the Wahhabis and/or Salafis, as their teachings are close to that of Abdul Wahhab

The controversial Jamaatud-Dawa is also registered in Wafaq ul-Madaaris al-Salafia. Jamia Salafia Faisalabad is the only madrassa within the

Salafi school of thought which is independent with regards to examinations, and distributes degrees with the approval of the government.

Five Wafaqs

4

Wafaq	Wafaq-ul-Madaris Al- Shia
Established	1960
Sect	Ahl e Toshea
Maslaq	Jaffari Shia
HQ	Lahore

Although Shias are in minority in Pakistan, they have a considerable number of Madaaris; about 413
madaaris are registered under Wafaq ul-Madaaris al-Shia.

There is no distinct seminary in the Shia sect of Pakistan that has authority to issue a degree or hold examinations independently.

Five Wafaqs
5

Wafaq	Rabita-ul-Madaris Al Islamia
Established	1983
Orientation	Islamist
Party	Jamat-e-Islami
HQ	Mansoora, Lahore

The Jama'at-e-Islami, founded by the prominent Islamic thinker Al Mawdudi, is a revivalist and religio- political movement that considers itself as the "vanguard" of the Islamic revolution in Pakistan

There are about 1,000 registered madaaris affiliated with Jama'at-e-Islami's madrassa network Rabita- ulMadaaris.

Madaaris in Pakistan are considered as Non- Governmental Organizations (NGOs) that provide free education, boarding, and lodging to their students, and help to 'educate' the poverty stricken children in society.

Topic 66 Historical Status of Madaaris in Pakistan

Madaaris in Pakistan

1947-2010

Year	# of Madaaris	Source

Pre-1947	**137**	**Nadhr Ahmad 1956**
1947	**245**	**IPS 2002:25, Mansoor 2003**
1971	**908**	**Ahmad 2004:107**
1988	**2861**	**IPS 2002, Mansoor 2003**
2000	**6761**	**Mansoor 2003**
2010	**19104**	**GoP, 2010**

The number of madaaris has grown since independence when there were recorded some 245 madaaris in the country, to some 19,104 in 2010. This accounts for approximately 7700 percent increase in 63 years.

The madrassa sector is still growing, though not significantly, compared to the growth in private schools.

Although, there exists a growing trend in Madrassa Education, it must be noted that the numbers of Pakistani madaaris and their enrolment rates have been the subject of much controversy and debate in recent years.

Both definitional issues ('what is a student?', 'what constitutes a madrassa?') and a lack of reliable data,

make it difficult to establish how many schools and graduates exist.

Lesson 15. Dominance of Madrassa Education, its debates; Controversies and Politics

Topic 67 Dominance of Madrassa Education

The political role of the madrassa has been the main focus and concern of policymakers, analysts and
the media.

By keeping a narrow focus on the madrassa's political role and linkages, one runs the risk of missing out on the broader picture, which is important to develop appropriate policies.

Diversity of Institutions

Pakistan's madaaris constitute a highly diverse sector in terms of size, financing, level of education offered, theological and ideological positions and links to political parties.

Diversity of Institutions

Access to resources and funding varies greatly among the different schools.

Diversity of Institutions

Commonly, Pakistan's madaaris are private institutions funded by charity, private donations and income generated from religious endowments ("waqf").

Diversity of Institutions

The Islamic tradition of charitable donations has contributed to the growth of the madrassa sector. Some madaaris receive government-administered Islamic alms ("zakaat").

Traders are traditional supporters of madaaris, and have contributed to the development and growth of some of the bigger madrassa complexes in Pakistan.

Pakistan has a number of big university-style Madaaris, which attract students from all of Pakistan and from abroad.

The majority of Pakistan's Madaaris are, however, modest in size and resources. Many are housed inside or adjacent to the local mosque.

These Madaaris are funded by the communities; the local imam is commonly the head of the madrassa and former students are employed as teachers on minimal wages.

Islamic Education is valued in itself

For those who choose a madrassa education for themselves or for their children, it provides not only religious knowledge, but a value system that sets it apart from other, non-religious forms of education. Some families choose madrassa education because it is seen as the most appropriate form of schooling, and having a child with a religious degree grants the family prestige. Nelson's study of local educational demands in Rawalpindi finds that 41% of the respondents had religious education as their top priority (2006).

Topic 68 Madrassa Education (Debate Controversies)

Madaaris are being discussed and criticized widely as they are facing many challenges. There are three types of opinion dominant in the current debate on madaaris.

Firstly there are supporters or blind followers of madaaris; secondly, there are elements which are anti-madaaris, and lastly, there are neutral observers. The entire debate is revolving around Madaaris controversies and challenges.

1. In Pakistan, madaaris are established on the basis of sect, and they educate according to their belief systems. Therefore, the establishment of sectarian organizations and involvement or participation of madrassa students in sectarian violence is a major apprehension.
2. It is believed that over the years, madaaris have advocated for jihad. The issue arises that

without permission of the government, is participation of seminary students in jihad permitted or not?

3. Amidst such a situation, establishment of jihadi outfits and their networks in madaaris is alarming for law and order in the country.
4. Madaaris are often said to be linked with terrorism directly or indirectly, whereas the administration of seminaries vehemently denies this.
5. The perception exists that terrorists in disguise take refuge in madaaris due to their sympathizers.
6. If law enforcement agencies launch raid on madaaris, it is considered a violation against their independence.
7. Establishing offices of religio-political parties in madaaris is also a major concern by various sectors. The role of madaaris in politics is also criticized.
8. It is perceived that Madaaris have their own semblance of government in their areas and no one is allowed to intervene, thus, people raise questions about the writ of the state.
9. It is perceived that Madaaris have their own semblance of government in their areas and no one is allowed to intervene, thus, people raise questions about the writ of the state.

Topic 69 The debate (challenges) Madrassa

Challenges

1. Registration of madaaris is a major problem which is debated across the board. The exact figure of madaaris is not clearly identified. Only those madaaris which are registered with one of the

   five previously mentioned wafaqs or boards can be numbered It is believed that a large number of madaaris are operating without any formal affiliation and registration.
2. Madrassa curriculum is under heated debate inside the madaaris and beyond. According to one

   school of thought, madrassa curriculum does not address the modern requirement of the present era. Many observers believe that some subjects being taught in madaaris foster provocation, leading students to extremism and militancy.
3. Since 1999, the issue of madaaris reforms has been negotiated between the government and the administrations of wafaqs or boards. It is not clear what development has been made so far. What are the demands of the madaaris and which of them have been accepted by the government? What is the stance of the government in this regard?
4. Fund raising is also a major issue. Some analysts believe that madaaris take funds from foreign

   countries to promote their agendas. It is considered that madaaris are being used as platforms for exerting influence of their favored sect(s) by foreign countries.

5. Funding education of foreign students is an important topic of debate between the government and the madaaris. Modalities of education of foreign students in Pakistani madaaris are yet to be resolved.
6. Madaaris are major societal institutions. They have ardent followers, and thus they can play vital roles for reforms of society, but they do not pay much attention to the society besides influencing religion. It remains to be seen how madaaris can play a positive role for promoting peace and harmony in the society.

Topic 70 Madrassa and Politics

The role of madaaris in politics has been important ever since the inception of religious political parties in Pakistan. Religio-political parties have been present in Pakistan since pre-partition days of the sub- continent.

After partition, Deobandis in Pakistan formed the Jami'at Ulama-e-Islam (JUI) whereas the Barelvi school of thought followed a similar line by establishing its political party, Jami'at Ulema-e-Pakistan (JUP).

The Ahl-e-Hadith sect and the Shia also developed religious political parties in the same manner. All the religious political parties have extended their network in Madaaris of their respective sect.

According to a PIPS survey (2008), a majority of madaaris have political affiliations. According to that survey, about 62% of the Madaaris had political linkages – 59% were affiliated with religio-political parties while 3 % with other mainstream parties, and 18 % with sectarian or jihadi outfits. About 18 % did not express any kind of association.

The majority of wafaqs or madrassa boards dislike associations of madaaris with any political parties, however Rabita ul-Madaris fully support its political party; Jamaat-e-Islami.

Nevertheless, there is consensus that students can take part in politics after completion of their education.

On a query about the role of madaaris in politics Qari Hanif Jallandhary said, "Politics on the basis of religion is the need of the hour in the country. But I think that the madaaris should pay attention on education and avoid practical politics.

Students should not take part in any kind of political activities besides education. However, after attainment of degree, they are free to do whatever they want to do."

It is observed that involvement of the madaaris in politics detracts students from education, and creates a rigid mindset amongst them which leads towards extremism.

During affiliation with a single political party, students confine themselves to its manifesto and political views.

In such circumstances, politically affiliated seminary students lack ability to tolerate other's views. This polarized thinking also compels them to join sectarian and violent organizations to fulfill their agenda as part of a political agenda.

Madaaris and Sectarianism

Research finds a close link between religious seminaries and sectarian violence.

As mentioned earlier, madaaris are divided on sectarian bases, thus the divisions show that every sect is preserving and propagating their respective interpretation of the correct form of Islam, referred to as its maslak or Islamic creed.

Madaaris not only spread a certain brand of sectarian identity among its students but also spread it in society, to the families and extended families of these students.
This division of sect binds society and students to follow their ideology, and do not allow pupils and society to look at alternative perspectives within the religious discourse.

Sectarian divisions among Muslims in the subcontinent are part and parcel of these divisions, and also to be blamed for the unprecedented increase in sectarian violence recently in Pakistan.

Militancy in sectarian conflicts cannot be attributed solely to the madrassa teachings, though, of course, the propagation of divergent beliefs does create the potential for negative bias against people of other beliefs.

Sectarian violence is also alarming for madrassa authorities as it damages their cause and system of education.

An overwhelming majority of madaaris are against sectarian violence, and seem willing to overcome this menace.

However, they are also not amenable to stop propagating their sect, even at the risk of exclusivity from religious harmony amongst sects in Pakistani society.

Lesson 16. Madrassa, Radicalization and Reforms

Topic 71 Madaaris and radicalization

Perceptions prevail that madaaris are promoting extremism and radical views among their students and the people, but madaaris deem themselves custodians of Islam, and claim that they provide education that is based purely on Islamic injunctions.

During the Zia regime, the U.S. and its allies used the madaaris for recruitment of manpower to wage their proxy war in Afghanistan against the Soviet Union. By the time the Soviets pulled out from Afghanistan in 1989, many Madaaris had matured in their militant worldview. These changes propelled

Madaaris from their historic role as centers of education to indoctrination centers of Islamic extremism.

There are various factors which can create extremist and radical tendencies among madrassa students. Existing biased political views, inclination and sense of superiority of specific sects, and intellectual curiosity towards jihad as a means to dominate the world are major factors that propagate extremist ideas among students.

Even though the madaaris ostensibly claim to not be directly involved in radicalizing students, during education, Madaaris create a mindset to make seminary students vulnerable to adopt footsteps of militants to join 'the holy war'.

Moreover, leaders of sectarian outfits motivate students against other sects through speeches and distribution of literature which leads to sectarian violence.

Following 9/11, there has been a debate to differentiate jihad, terrorism, violence and militancy, which attracts a lot of attention particularly in conservative Muslim circles in Pakistan.

Many in these circles argue that if earlier, the struggle of seminary students in Afghanistan and Kashmir was deemed as jihad, why are these terms now being defined according to 'vested interests'.

According to a research, about 200 Deobandi, 77 Ahl-e-Hadith, and 23 Barelvi Madaaris were

affiliated with jihadi organizations or supporting jihadi outfits in Pakistan.

Lashkar-e-Tayyaba (LeT), one of the largest and most active jihadist group involved in Jammu and Kashmir, was established in 1993 as the military arm of the prominent Markaz-ud-Daawa-Wal- Irshad, a madrassa located in Muridkee, Punjab.

Some experts have also challenged the role of madaaris in militancy. Christine Fair writes in her book "The Madrassa Challenge", that the madrassa market share has remained stable or even declined somewhat since 1991.

She cites studies which disagree about direct ties between Madaaris and militancy. However, she admits even if few militants come from Madaaris, they are still a matter of concern.

Madaaris also reject links with militancy, whereas on the issue of jihad, they do recognize that some

Madaaris have affiliations with jihadi outfits and groups.

With regard to the education of jihad, the madaaris unanimously agree that the education of jihad is obligatory in Islam and they will continue it.

Topic 72 Madrassa Reforms: Ghost Madaaris

Reforms in madrassa education has been underway for some time, but post-9/11, both international and national players are forcing the Pakistani government to take immediate measures in this regard.

Since then government has been trying to introduce some reforms in the madaaris, but these

have failed due to differences between the government and the Madaaris.

Many aspects of the madaaris reforms pertains to registration of madaaris, curriculum reforms, inclusion of modern subjects and the presence of foreign students; all of these are being discussed in a way to bring madaaris education at par with mainstream education systems.

Registered and Ghost Madaaris

The issue of madrassa registration is a very important one in the current debate. Historically, madaaris registered under the Societies Registration Act 1860 as charity organizations, but requirements for registration were removed in 1990. The issue of registration once again surfaced during Musharraf's time in office.

After a long discussion amongst stakeholders, the government promulgated the Societies Registration (Amendment) Ordinance 2005 for the registration of madaaris.
This ordinance was the amended form of the 'Societies Registration Act 1860.'
The 2005 Ordinance stipulated the following clauses:

1. Every madrassa will give an annual report of its activities to the registrar.
2. Each Madrassa will also present a report of the annual budget as well as receipts of their revenue and expenditure.
3. No madrassa will teach or publish any literature or material that promotes terrorism, sectarianism or religious hatred.
4. All the madaaris will be registered, and no madrassa can be established and run without registration.

However, the Ordinance did not work out in its intended spirit. The ITMD claimed that the government was seeking credentials from madaaris directly, violating the agreement that any information about any seminary would be sought through the wafaq instead of the government. They said any interference in the working of Madaaris would not be tolerated.

Fortunately, madrassa registration process has resumed once again during the last year or so.

Current government, under the umbrella of National Action Plan has been attempting to streamline the functionality of all Madaaris.

Topic 73 Madrassa Reforms: Foreign Funding

Foreign Students at the Madaaris

Foreign students have been studying religious education subjects in Pakistan for a long time. Students of more than 64 countries including the US, UK, Africa, India, China, and Russia are getting education from the Pakistani seminaries.
After 9/11, the issue of foreign students came into the limelight. Under pressure, the government of Pakistan started an operation to send them back.
With strict enforcement, numbers of international students are nominal at the moment, and no fresh students are allowed to study in Madaaris.

The government has put forward two pre-conditions for remaining students to continue their education. Firstly, extension of NOC from Interior Ministry is imperative, and secondly, that the embassy of their country permits them the continuance of their education.

Foreign Funding

The madaaris want to remain independent in terms of their financial matters. They do not allow state intervention regarding their sources of funding.

Some madaaris even maintain their budget through audits, and present it before the students and the administration of the madaaris.

Nonetheless, the issue of funding from foreign countries is heavily debated. It is perceived that foreign funds are used to promote political agendas of foreign countries, in particular that of Iran and Saudi Arabia.

One of the Madrassa official, Maulana Yasin Zafar, defends foreign funding by saying, “Foreign countries may provide facilities pertaining to health and food.

They are funding through proper channels instead of open hands (his language) and banks can provide information in this regard.”

He further argues, “Foreign NGOs and institutions donate towards education and health sectors; why can’t they be allowed to support madaaris on ground of Islamic brotherhood.

(To ensure transparency) madaaris should attain funds, if foreign countries send it through the respective embassies”.

Topic 74 Madrassa Reforms: Demands

Madaaris often demand for following reforms:

1. The wafaq degrees of Matric (Sanwiya Aama) and Intermediate (Sanwiya Khaasa) are not approved yet, whereas its higher degree, Shahadat ul-Aalmia is recognized as equal to MA Islamic Studies and Arabic. The government should accept these lower level degrees as equal to the formal educational system.

2. The wafaq should be affiliated with the Federal Ministry of Education or Federal Ministry of Religious Affairs. Despite passing of the 18th amendment, the madaaris prefer to remain part of the federal government. Madaaris should also link with the Higher Education Commission (a Government higher studies oversight body) and all education grants should be distributed among madaaris through it.

3. The Madaaris should be exempted from all utility bills, and this will be the best way of cooperation from government side.

4. Obstacles of bureaucracy for registration of madaaris should be removed in the registration process.

5. Opportunities should be provided for madaaris students for easy admission in universities and participation in competitive exams.

6. The government should provide opportunities of job to wafaq students in all its departments.

Topic 75 Madrassa Reforms; Obstacles

Madrassa Independence

Pakistan's Madaaris are predominantly private institutions, and the independence of the madrassa institution is integral to its identity. The Madaaris see themselves as sustainers of a particular religious tradition. Government control and Madrassa reform initiatives have been firmly resisted throughout Pakistan's history.

The core of the Madrassa tradition – the education of children and training of religious leaders and clergy in the "true interpretation of religion" – lies in the curriculum.
Thus, Madaaris resist government control over curriculum because they believe that the curriculum in religious schools ought to be decided by religious experts.
The resistance to register and open Madrassa accounts to government scrutiny may partly reflect

loyalties to their financial supporters -some of whom form part of transnational networks, including foreign Muslim supporters.

It appears that while Madaaris are willing to accept a certain degree of government regulation and oversight, they will not risk losing their independence – particularly if such regulation is seen as part of a foreign agenda.

Topic 76 Madrassa Reforms: Capacity constraints

There are considerable variations among the schools in the Madrassa sector, not only in terms of sectarian and ideological linkages, but also in terms of size, organization and access to resources. This affects the Madaaris' ability to implement government reform programs.

The larger well-established schools have already introduced 'worldly' subjects as part of the curriculum. These schools are part of the policy debate through the sectarian Madrassa boards and the ITMD. The real challenge to Madrassa reform may be in reaching out to the many smaller Madaaris, which lack the resources and ability to implement the required changes following reforms.
Lacking teachers, teaching materials and basic facilities, the introduction of the regular government curriculum may be beyond the means of these smaller Madaaris.

Government Ambiguity

It is not only Madaaris that are resisting some of the government reforms; the government itself seems to be split internally on the matter. In her study, Bano argues that the government already has regular contact with most Madaaris, and through visits by district-level officials, the government has an overview of who attends Madaaris, how they are financed and what is taught.

The government position is also seen as ambiguous by the Madrassa leaders, who are critical of the government clamping down on moderate schools, while Madaaris known to have links to militant groups are perceived to operate freely.

The relationship between the Pakistani state and the religious institutions is thus marked by distrust.

Lesson 17. Policy Recommendations

Topic 77 Policy recommendations for the government

Following are the recommendations for Madrassa reforms for the government

1. Madrassa boards must be taken into confidence before any step of reform, rather than general bureaucrats; the reform committee should include senior ulema amongst its members, obstacles of bureaucracy for registration of madaaris should be removed in registration process.
2. The government should accept the lower level degrees (Saanwiya Aaama and Saanwiya Khaasa) as equal to the formal educational system.
3. The government should take measures to enhance/rationalize the economic benefits/avenues

   available to the people of Madaaris and religious scholars. The government should take measures to provide comparable economic benefits to madrassa graduates and religious scholars, and provide opportunities of job to them in all its departments.
4. Wafaqs should be affiliated with the Federal Ministry of Education or Federal Ministry of Religious Affairs. Despite the passage of 18th amendment, the madaaris prefer to remain part of the federal government. Madaaris should also link with HEC and all education grants should be distributed among madaaris through it.
5. In order to nurture the intellectual discourse among religious scholars, measures should be taken to keep them updated and aware of current affairs. The madrassa teachers and staff should be provided advanced training, and steps should be taken to enhance their capacity.
6. The madrassa boards should be given the status of an independent examination board. By endorsing educational certificates of Madaaris as equal to other educational certificates, discrimination should be eliminated so that madrassa graduates could serve in government and private organizations, that too on merit.
7. To improve working of the ‘tangible’ and moderate madaaris, government should close illegal

   and ghost madaaris. To dilute international pressure and accusations on the madaaris, the government will have to take firm steps to overcome the menace of ghost madaaris.
8. There should be ban on the formation of new madaaris without government permissions. The government should advise district administrations to check seminaries annually. There must be comprehensive mechanisms to check the illegal formation of madaaris.
9. There is ambiguity about various questions at the academic, intellectual and jurisprudential levels, and due to this ambiguity, intolerant behaviors find a space to thrive. Government

should form a higher level board of ulema, representing all schools of thoughts, to address these questions.

10. For promotion of religious tolerance and dialogue on inter-sectarian harmony, activities should be initiated at the level of madrassa students, such as inviting position-holder students of different madrassa boards in prize distribution ceremonies, and organizing training sessions for them etc.
11. The government should arrange joint congregations of different sects on various special religious days at Madaaris and mosques. Commonalities among different religious sects should be promoted through discussions on the media, including TV and radio.

Topic 78 Policy recommendations for the madrassa administration

Following are the policy recommendations for madrassa administration for madrassa reforms.

1. Religious clerics and madrassa authorities should be sensitized to follow positive, modernizing reforms from the government side.
2. The madrassa curriculum needs to be reformed to highlight pluralistic traditions in Islam, particularly in dealing with differences of opinion between faith and traditions.
3. Basic introduction and awareness about modern knowledge and disciplines should be imparted to madrassa students.
4. The administration of madaaris should exert utmost care about fund collecting; they must focus on the Pakistani community and should not look towards foreign secret funding.
5. The commonalities between various sects should be highlighted and sectarian differences limited to only academic discourse. Moreover, they should be expressed in such a manner that controversies should not spread further.
6. The Madaaris should concentrate on religious education; they should not allow jihadi commanders and politicians to interfere with their policies.
7. There should be contacts among sects, and writing competitions and tournaments should be held to inculcate a sense of sportsmanship.

Topic 79 Policy recommendations for civil society

Following are the policy recommendations for civil society for madrassa reforms

1. Every segment of society should express its disassociation with mischievous elements among them who try to create differences. All the pillars of the civil society including madaaris should establish relations with each other, and work together to promote peace and harmony in the society.

2. Improved monitoring mechanisms for Madaaris through effective public-private partnerships should be evolved to ensure credibility of madaaris.
3. Dialogue between diverse segments of society (Muslims, non-Muslims, liberal and conservative, non-religious, etc.) should be a constant practice. Efforts should be made to invite and engage elements that display extremist tendencies rather than just ignoring them.
4. Civil society and academic institutions should act as a bridge between various segments by promoting dialogue between them, and should provide analytical and informative material regarding social issues, making them accessible to the trendsetters among all segments of society.

Topic 80 Success stories: Indonesia and Cuba

Indonesia

According to the Asian Development Bank's project on Madrassa Education Development in Indonesia 2014, the madrassa education system in Indonesia is under the responsibility of the Ministry of Religious Affairs, while the general education system is decentralized.

Madaaris were formally integrated into the national education system, and now follow the national curriculum and education standards set by the government.
Madaaris mostly serve disadvantaged communities and attract more female students so targeting them through education programs helps promote economic growth and improve civic knowledge.
Madaaris have improved education management information system and district education statistics of schools and Madaaris.
With decentralization, local governments also need to pay significantly more attention to Madaaris in remote areas.
Lately, Madaaris in Indonesia have increased enrollment rates, reduced dropout rates and improved academic performance of students in the national exams, providing the foundation for better employment and advanced education opportunities and identifying candidates for overseas training programs.

Recent madrassa reforms improved salaries and provided resources for teachers and principals to upgrade their qualifications and undertake professional certification programs and trainings focused on sciences, mathematics and English.

Further reforms include: teaching methodologies, implementation of new curriculums, after-school remedial programs and scholarships for disadvantaged students, capacity building of madrassa administrative leadership etc.

Cuba- Success Story

Cuban model for education can also be comprehensively applied to our madrassa education system in order to provide worldly as well as religion-oriented education, ultimately providing young minds with healthy future prospects.

After the completion of high school, in madaaris or otherwise, the children are given a choice of a degree or a line of career. The children may opt for either a Philosophical Degree or Vocational Training, before embarking on their future career paths.
The State then picks professionals and skilled persons from this lot and integrates them into the economic, social, industrial or political sector. This way the gaps in unemployment and inequality in the education system gets bridged.

Lecture 18 Universal Education

Topic 81 Universal Literacy

In this topic we will look at universal literacy. Universal is the adjective in this topic. We will see how the universe defines education. If education has to be universal then students shall be taught the same education throughout the world. What does literacy mean?

Definition

- Literacy means the ability to read and write at a level that enables a person to develop and function effectively in their day-to-day activities.
- There are no universal definitions and standards of literacy. Unless otherwise specified, all rates are based on the most common definition ----- the ability to read and write at a specified age.

Topic 82 Levels of Literacy

There are three levels of literacy.

Three levels of Literacy

- Baseline literacy

  The bare minimum to be considered literate is baseline literacy. The ability to read very simple and ability to write very simple, is included in it. Further includes, the ability to do simple Quantitative (arithmetic) analysis. It may also include basic computer skills.
- Functional literacy

- The functional literacy means that you become functional within the society. In other words, a person is not dependent on reading the letter or writing something. It is an advanced level.
- Multiple literacy

- Further advanced level of literacy is multiple literacy. When one can become able to distinguish between different words of similar meanings. As there is a very minute difference in the synonyms of the words, if a person can distinguish those words then it is multiple literacy.

Topic 83 Literacy and Education

Literacy and Education

- The difference between them is much like the difference between a tool and a process.
- Literacy will give you the ability to read a book. Education is when you, at least, understand what the author is trying to convey.

Importance of Literacy

- It can enable the individual in acquiring knowledge and understanding of themselves and the world
- literacy is helpful to student's success in education institutions
- social and economic development in a country

Topic 84 Literacy in Islam

Seeking Knowledge

Battle of BADR

- "Read! In the Name of your Lord, Who has created (all that exists). He has created man from a clot (a piece of thick coagulated blood).
- Read! And your Lord is the Most Generous, Who has taught by the pen, He has taught man that

which he knew not." (Quran 96:1-5)

ِقل ِهلِ ِي تس ِيو ِ لا يذ ن ِ ِي لع ِوم ن ِام ت ِي ذ ك ِ ر ِ َأاو ِلو ِ ِلأا ا لب ِ

•

ِ لاو ِيذ ن ِ لا ِي لع ِوم ن ِ ِ ن ِإ
ب ِ

- And Say: Can You Put On Equal Footing Those Who Are Learned With Those Who Are Not Learned?

(Surah 39: Ayah 9)

Hadiths

Seek Knowledge, even if it is in faraway China.

Nabi Mohammad (s.a.w)

ِل ِطم ِ ر في ِ ل ِ ِك لسم م ِ هملسمو ب ِ لا ع لِ
قضِ ىِ ىلع

- Seeking Of Knowledge Is An Obligation Upon Every Muslim, Be It A Man Or A Woman.

Lecture 19 Literacy and life of literacy in Pakistan

Topic 85 Literacy as social practice

- Literacy practices are used by us in the practices of our everyday lives.
- When we buy a car, do the shopping, visit the doctor, or pay a bill, we are engaged in social practices in which literacy give us help.
- There are culturally accepted ways of engaging in social practice and these can vary across cultures and over time, greeting people etc.

Topic 86 Life on the basis of Literacy

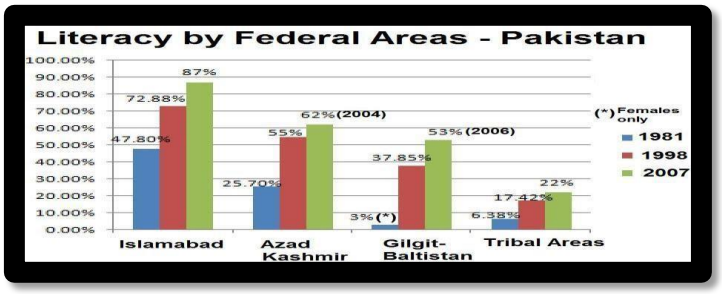
- Literacy is a human right, a tool of personal empowerment and a means for social and human development. Educational opportunities depend on literacy.
- Literate parents are more likely to send their children to school
- Literate people are better able to access continuing educational opportunities
- Literate societies are better geared to meet pressing development

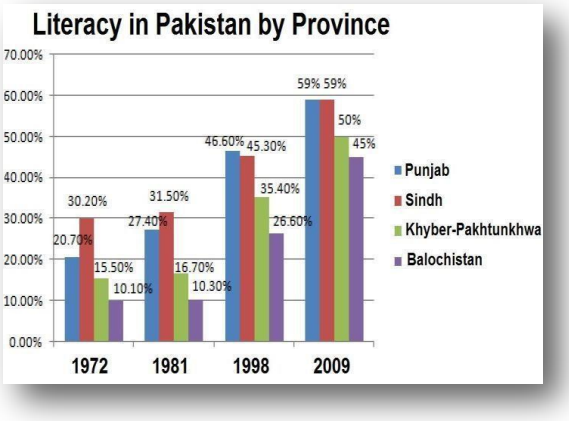
Topic 87 Literacy rate In Pakistan

How literate is the Pakistani population.

LITERACY RATE:

- Total: 57%
- Male: 69%
- Female: 45%





Topic 88 Definitions and Literacy rates

CENSES YEAR	DEFINITION	LITERACY RATE

1951	**“One who can read a clear print in any language”.**	**16.4%**
1961	**“One who is able to read with understanding a simple letter in any language”.**	**16.3%**
1972	**“One who is able to read and write in some language with understanding”.**	**21.7%**
1981	**“One who can read newspaper and write a simple letter”.**	**26.2%**

Topic 89 NETCOM

- The Literacy and Mass Education Commission was established in 1981 and converted into National Education and Training Commission (NETCOM) in 1990.
- Mass education means literate everyone.
- National education means everyone and universal education.

In its second meeting held on February 18, 1984 defined a literate person as that who can:

- (1) “read and write a simple statement in the national or any of the regional languages”
- (2) “count and write numbers and do simple calculations”

Lecture 20 National Education Policy and Literacy

90 National Education policy

1998-2010

- National literacy movement will be launched on an emergency basis in every village, tehsil and district.
- Mosques, wherever feasible, will be utilized as one of the means to provide non-formal basic education to increase literacy.
- PMLC will prepare a plan of action in consultation with provinces for a coordinated effort in the national literacy movement.

Topic 91 National Education policy II

1998 2010

- All the industry units registered under the Factory Act would consider it mandatory to make the employees and their dependents literate.
- Another useful resource, available in the country in the form of boys scouts and girls guides, can be effectively used in the expansion of literacy programs.
- The existing non-formal basic education community schools/centers will be increased to 82,000

  (including the existing 7,000)

Topic 92 National Education policy III

1998-2010

- Literacy corps comprising of colleges/university students/teachers shall be established for literacy programs during vacations.
- If an illiterate prisoner becomes literate, the duration of his/her imprisonment shall be condoned accordingly.
- Development grants to local governments shall be linked with literacy programs.

Topic 93 National Education policy IV

1998-2010

- Radio and television will play a crucial role and be extensively used for social mobilization and promoting the cause of basic education, particularly amongst rural females. Media will also be used to impart life skills to the neo-literates.
- Khankahs, mazars shall donate a portion of their earning to the literacy fund.
- The justification for a new policy given by the minister was that the previous education policy was not producing required results.
- Problem was with implementation.

Topic 94 Private School growth

Foster Universal Literacy

- Millennium Development Goals (MDGs) set the agenda for the attainment of universal literacy by 2015 primarily to be delivered by the state sector.

FOSTER UNIVERSAL LITERACY

- This agenda tends to ignore the significant private school growth.
- Private school's effect on literacy is stronger among 10 -14 year old children.

Topic 95 UNESCO and Universal Literacy

- For over 65 years UNESCO has worked to ensure that literacy remains a priority on national and international agendas. Through its formal and non-formal literacy programs worldwide, the organization works to realize the vision of a literate world for all.
- Every year UNESCO offers a prize for the activities of outstanding individuals, governments or governmental agencies and NGOs whose work in literacy serves rural adults particularly women and girls.

Lecture 21 World Literacy and Problems in Literacy

96 World Literacy Rate

Total population:

7.46 llion

- Male: 88.6%
- Female: 79.7%
- Almost three-quarters of the world's 775 million (75%), illiterate adults are found in only ten countries (in descending order: India, China, Pakistan, Bangladesh, Nigeria, Ethiopia, Egypt, Brazil, Indonesia, and the Democratic Republic of the Congo)
- Of all the illiterate adults in the world, two-thirds are women; extremely low literacy rates are concentrated in South and West Asia and Sub-Saharan Africa (2010)

World literacy Rate

COUNTRY	LITERACY RATE	MALE	FEMALE
Afghanistan	28.1%	43.1%	12.6%
Bangladesh	**78.8%**	**81.3%**	**75.2%**
Burma	**89.9%**	**93.9%**	**86.4%**

China	**95.1%**	**97.5%**	**92.7%**
India	**74.04%**	**99%**	**61%**

COUNTRY	LITERACY RATE	MALE	FEMALE
Iran	**85%**	**89.3%**	**80.7%**
Iraq	**78.2%**	**86%**	**70.6%**
Saudi Arabia	**86.6%**	**90.4%**	**81.3%**

Topic 97 Problems in Literacy

- **Gender Differences:**

There is great difference in the rates of enrollment of boys, as compared to girls in Pakistan.

- According to UNESCO figures, primary school enrolment for girls stands at 60% as compared to 84% for boys.
- The secondary school enrolment rate stands at a lower rate of 32% for females and 46% males.
- On July 09, 2012 the Senate passed a law on 'The Right to Free and Compulsory Education'.
- All over the world poverty is the main cause of low literacy rate.
- Now for the literacy rate compared to Sri Lanka and India that stand at a literacy rates of 91.2% and 61% respectively, Pakistan is lumbering at a mere 57.8%.

Topic 98 Problems in Literacy II

- Only less than 2% invested in the Education sector.
- Pakistan has also remained one of those few countries where education falls under the federal government

Conclusion

- One thing a government could do is to increase the budget which is to be allocated towards education
- Another thing is to create awareness amongst people about the importance of education
- Most people in Pakistan are Muslims and they are still unaware of the fact that Islam promotes education
- Even when Hazrat Muhammad (PBUH) said that he would set free the prisoners who would teach Muslims; we can seek to comprehend to what degree education is important in Islam

Lecture 22 Issues in Universal Education

99 Medium of Instruction

- Language is contentious, and the debate between national languages and mother tongues more

so.

Mark Turin

- Should local language or official language or international language be the medium of instruction (MOI)?
- Should we use language as a subject of study or a MOI?

Topic 100 Medium of Instruction

- What is the appropriate level to shift from MT - NL - IL?
- When and for how long should the MT be used as a MOI and taught as a subject?
- When and how should English be introduced as a subject and as a MOI?
- What about the right of ethnic minorities to have primary education in their own mother tongue?
- Should it be the mother tongue of the majority of students whereby it would not be fair to some of the students whose mother tongue is different; or should it be Urdu the lingua franca and the national language; or should it be English

Topic 101 Why Mother Tongue?

- It promotes access, equity, self -esteem, faster acquisition of basic literacy and contributes to higher academic achievement.
- There are significant human and linguistic resources in the regions that can be built upon to support mother tongue as MOI throughout primary schooling and teacher training

Topic 102 Why International language?

- Can MT educated students compete in the global market?
- Can MT education be equivalent to International Language education?

Early Childhood Education

- With a view to promoting a child friendly environment in schools and to ensure children's rights to learn in their own mother tongue, children's mother tongue should be employed as the medium of instruction.

Topic 103 Basic and Secondary Education

- **Basic education**
- ***Policy direction***

Quality and relevance

- Introducing mother tongue as a medium of instruction
- **Secondary education**
- ***Policy direction***

Quality and relevance

- Adopting the NCF as the basis for core curricula and local curricula

Topic 104 Literacy and Lifelong Learning

- Implementation arrangement
- Delivery mechanism
- Mother tongue medium literacy programs should be emphasized.
- Implementation matrix
- Introduce and expand mother tongue literacy courses in local languages

Topic 105 Quality Education

Instructional provisions

Medium of instruction

- Children's right to basic education through mother tongue should be guaranteed in at least the first three grades
- The choice of MOI in school should be determined by the school heads in consultation with the

local government

- English should be taught as a subject from grade one onwards.
- The MOI in Madraasas should be determined by their respective management in consultation with the Department of Education

Topic 106 Instructional provisions

To ensure that children learn in their MT at least in the early grades up to three, the schools can determine the language(s) of instruction in consultation with the local body

- Grades four and five can follow a transition from the mother tongue MOI to Urdu. From grade six to eight, the MOI can be fully in Urdu. English will be taught as a subject from grade one onwards.
- The language of instruction will be the Mother Tongue in early grades i.e. Pre-primary to grade

5.

- There will be provision for language transition from the mother tongue to Urdu and/or English from grade 4.

Lecture 23. Models of Education

Topic 107. 4 Models of Education

- **Assimilation Model:**

  Starting in the mother tongue, and continuing to national language immersion

- **Pluralistic Model:** Recognizes the importance of the language spoken at home; thus, first language teaching is not restricted only to the early grades
- **Immersion Model:** Initial instruction is given in the national language with oral discussion and instruction permitted in the local language
- **National Language Model:** Sole instruction in the national language, with no teaching in the mother tongue

Topic 108 Implementing Mother Tongue as Medium of Instruction

Challenges

- Practical only in homogenous communities.
- No teacher recruitment and training modalities have been developed yet.
- As a result of external production, the Textbook Boards have not been able to prepare even basic elementary readers in any of the mother tongues
- Current political unrest makes it difficult to implement changes in local contexts

Topic 109. Learning Types

- Formal
- Informal
- Non-formal
- It is difficult to make a clear distinction between formal and informal learning as there is often a crossover between the two (McGivney 1999).

1. **Eraut (2000): Formal and non-formal learning in the workplace**

2. **EU's definition (EC 2001): The framework of life-long learning**

3. **Livingstone (2001): Formal, non-formal and informal learning of adults**

Topic 110 Learning types II

4. **Billet (2001): There is no such thing as informal learning. All learning takes place within social organizations or communities that have formalized structures.**

5. **Beckett and Hager (2002): Informal learning is not only more common, but also more effective**

than formal learning.

Topic 111. Eraut (2000) I

Formal and Non-Formal Learning:

-uses the concept of non-formal learning, (no informal)

-learning takes place mainly outside formal learning contexts

Presents five features of formal learning:

- a prescribed learning framework
- an organized learning event or package
- the presence of a designated teacher or trainer
- the award of a qualification or credit
- the external specification of outcomes

Topic 112. Eraut (2000) II

Defines the dimensions of non-formal learning:

- the timing of stimulus (past, current, future)
- the extent to which such learning is tacit (tacit, reactive or deliberative)
- to the extent to which learning is either individual or social
- to the extent to which learning is either implicit or explicit

Eraut's definition of non-formal learning is based on an investigation into learning in the workplace.

Lecture 24. EU's definition and Formal, Informal and Non-Formal Learning

Topic 113 EU's Definitions (EC 2001) I Formal

Learning:

Learning typically provided by an education or training institution, structured (in terms of objectives,

learning time or learning support) and leading to certification. Formal learning is intentional from the learners' perspective

Non-Formal Learning:

Learning that is not provided by an education or training institution and typically does not lead to certification. It is, however, structured (in terms of learning objectives, learning time or learning support).

Topic 114 EU's Definitions (EC 2001) II NonFormal

Learning:

Non-formal learning is intentional from the learner's perspective.

Informal Learning: learning resulting from daily life activities related to work, family or leisure. It is not structured (in terms of learning objectives, learning time or learning support) and typically does not lead to certification.

Informal learning may be intentional but in most cases it is non-intentional (or incidental / random).

EU's definitions are related with the context of Life-Long Learning policy.

Topic 115 Livingstone (2001) I

Formal, Informal & Non-Formal Learning of Adults:

Formal education occurs when a teacher has the authority to determine that people designated as requiring knowledge effectively learn a curriculum taken from a pre-established body of knowledge whether in the form of age-graded and bureaucratic modern school systems or elders initiating youths into traditional bodies of knowledge

Non-formal or further education occurs when learners opt to acquire further knowledge or skill by studying voluntarily with a teacher who assists their self-determined interests, by using an organized curriculum, as is the case in many adult education courses and workshops.

Topic 116 Livingstone (2001) II

Informal education or training occurs when teachers or mentors take responsibility for instructing others without sustained reference to an intentionally-organized body of knowledge in more

incidental and spontaneous learning situations, such as guiding them in acquiring job skills or in community development activities.

- Informal learning is any activity involving the pursuit of understanding knowledge or skill which occurs without the presence of externally imposed curricular criteria …in any context outside the pre- established curricula of educative institutions

This definition has a different organizing principle – the relationship between the teacher / mentor and learner.

Topic 117 Billet (2001) I

There is no such thing as informal learning:

- sees learning as ubiquitous in human activity
- most learning takes place outside formal educational settings
- This means that something akin to non-formal learning should be regarded as the standard form, rather than what is left over, once formal learning is accounted for.

Topic 118 Billet (2001) II

There is no such thing as informal learning:

- has strong objections to the term informal because all learning takes place within social organizations or communities that have formalized structures
- never addresses the term non-formal but the logic of his argument is that learning cannot be non-formal either
- I**nformal Learning**
- - Learning is organic or holistic, engaging the whole person, so that intellect, emotions, values and practical activities are blended
- - Informal learning is more common and also more effective than formal learning

Lecture 25. Formal, informal and Non-Formal Learning II

Topic 119 Beckett and Hager (2002)

Characteristics to informal learning:

- Practice-based informal learning is organic / holistic.
- Practice-based informal learning is contextual
- Practice-based informal learning is activity- and experience-based
- Practice-based informal learning arises in situations where learning is not the main aim
- Practice-based informal workplace learning is activated by individual learners rather than by teachers / trainers
- Practice-based informal workplace learning is often collaborative / collegial

Topic 120 Colley, Hodkinson and Malcom I

Features of Formal and Informal Learning:

Formal Learning	**Informal Learning**
Teacher as authority	No teacher involved
Educational premises	Non-educational premises
Teacher control	Learner control

Formal Learning	**Informal Learning**
Planned and structured	Organic and evolving
Summative assessment; accreditation	No assessment
Externally determined	Internally determined
Objectives / outcomes	objectives

Topic 121 Colley, Hodkinson and Malcom II

Features of Formal and Informal Learning:

Formal Learning	Informal Learning
Interests of powerful and dominant groups	Interests of oppressed groups
Open to all groups, according to published criteria	Preserves inequity and sponsorship
Propositional knowledge	Practical and process knowledge
High status	Low status
Education	No education
Measured outcomes	Outcomes not precise; immeasurable

Topic 122 Colley, Hodkinson and Malcom III

Features of Formal and Informal Learning:

Formal Learning	Informal Learning
Learning mediated through agents of authority	Learning mediated through learner democracy
Fixed and limited time frame	Open – ended engagement
Learning is the main explicit purpose	Learning is either of secondary significance or implicit
Learning is applicable in a range of contexts	Learning is context – specific

Lecture 26. Population Education

Topic 123 A Contemporary Concern

Introduction 1

The word population has at different times meant different things to different people. In the sixteenth century in England it was used as synonym for devastation, for laying waste.

Today most people associate the word population with growth though the depopulation of rural areas- both in industrialized and developing nations- its not an unusual phenomenon. Despite the popular association of population with fertility. It is also concerned with movement of people within and between nations and with morality.

This module, however, its not about population as such but about an educational process ---- Population Education ---- designed to help people understand the nature ---- and particularly the causes and consequences ---- of population events.

Topic 124 Introduction 2

It is directed at people ---- as individuals or as members of groups, as decision-makers or potential decision-makers within their families, as citizens within a community, as leaders within a society and as policy makers within a nation.

All people are population actors, making population related decisions throughout their lives. The sum of their decisions shapes the nature of population forces (fertility, mortality, migration) which operate within a society and which then affect other social, political and economic forces.

In turn, the population, social, political and economic decisions made by the larger mass of people (the society or nation) influence the behavior of the individual, the families and the small communities in which they belong.

Population education in essence, is an educational response to contemporary economic, social and political issues.

Topic 125 Population Situation 1

For the first thousands of years of human history, population growth was negligible: annual growth rates of about 0.002 percent meant that a given population would double in about 35,000 years.

The last thousand years showed only a slight increase until the twentieth century, during which population growth has risen to unprecedented levels.

The rapid increase in the rate of population growth since mid 20th century has been caused not by increasing fertility but by drastic declines in mortality rates (particularly among infants and children) due to improved public health and advances in in medical technology.

In the industrialized world, birth and death rates both declined gradually over a period of centuries beginning about 1650.

In the developing world, however, death rates have dropped rapidly only in the last few decades of this century, while birth rates have remained high.

However, to report an average world population growth rate at present of 2 percent is misleading. Of the ten populous nations in the world: none currently have growth rate of 2 percent.

Topic 126 Population Situation 1-II

Six have higher rates and four have lower rates. Population is growing more quickly in developing nations: industrialized nations average annual rates of 1 percent, which means that their population will double in 70 years;

Developing nations average annual growth rates of 2.5 per cent, which means that their populations will double in 28 years.

The large proportion of young population in developing countries has important implications for development, since this group makes a heavy demand for services like health, education and housing from governments whose financial resources are limited.

Population situation 2

Migratory population shifts ---- which are seldom anticipated or planned for ---- place an extra burden both on the area receiving inhabitants and on the area from which the migrants have come.
In the typical situation, rural areas in developing countries lose their better education youth ---- the people most capable of future leadership and innovation to the cities. Migration may so seriously cripple a community that it is forced to discontinue its services and cut back employment opportunities.

Lecture 27. Populate Debate and Issues

Topic 127 Population Debate

Population phenomena affect so many aspects of life at so many different levels ---- political relations, resources, the environment, food and nutrition, health, social services, education, employment, human rights,---- that nations, regions and individuals have differing viewpoints about population questions.

“The consideration of population problems cannot be reduced to the analysis of population trends only. It must also be borne in mind that the present situation of the developing countries originates in the unequal processes of socio economic development which have divided peoples since the beginning of the modern era.

This inequity still exists and is intensified by lack of equity in international economic relations with consequent disparity in levels of living.

Different population structures and different levels of development combine to make developing and industrialized nations view similar social issues from different angles.

Topic 128 Health Care

In terms of health care, developing nations continue to concentrate on decreasing infant mortality and on preventing common infectious diseases.

Industrialized nations, having rid themselves of the more common contagious diseases, struggle with unprecedented man-made threats to health, such as air, water and noise pollution and the stresses of modern urban living.

Topic 129 Food

While developing nations wrestle with agrarian reforms, the industrialized nations either produce enough food or have enough capital to purchase large quantities of foodstuff.

Although population growth is not the sole reason for the world’s food problem, it is estimated that this growth accounts for about 70% of the medium-term increase in the total demand for food in developing countries.

Topic 130 Human Rights

There are implications of population composition ---- socio-economic, religious, and cultural/ethnic groupings ---- for the attainment of human rights and social justice.

The status of women and girls is a subject of particular concern today within the general area of social justice.

In the “World Population Plan of Action”, women’s rights are recognized in the following manner:

“Women have the right to complete integration in the development process particularly by means of an equal access to education and equal participation in social, economic, cultural, and political life.”

From a population standpoint, what is at stake in a number of nations is the right to women to make informed and conscious decisions of life-cycle events, but this freedom may not easily be obtained in societies where marked inequalities of opportunity exist between men and women.

Lecture 28. Why population Education

Lesson 131 Why population education

The "World Population Plan of Action" urged the need of population education in the following way:

"Educational institutions in all countries should be encouraged to expand their curricula to include a

study of population dynamics and policies including, where appropriate, family life, responsible parenthood and relation of population dynamics to socio- economic development and to international relations"

Programs of population education can contribute to solve either the population or the educational problems faced by individuals and nations. The solutions of these problems depend basically upon social changes that will lead to greater equity and social justice, greater independence and self-determination.

As an educator recently observed: "by itself, education cannot bring about social change. It is a necessary but not self-sufficient condition for change. The potential of education as an instrument of change, however has not been exploited in many Third world countries and the same is also true for the industrialized world .

A number of issues have been debated among population educators over the years. Many of these issues are not unique to population education but are shared in varying degrees by educators in other areas.

Lesson 132 The role of Ideology and Culture 1

The nature and scope of educational programs are influenced by political and ideological orientations, and population education is not an exception to this rule. It is influenced by the views held in a particular society concerning the nature and significance of population matters in social, economic and political development and by the character and function of educational systems as such.

Ideological theories and culture provide a framework for setting goals and filters for selecting content.
People acquire population-related knowledge throughout their lives ---- a process of absorption which is generally part of a larger process of socialization.

Lesson 133 The Role of Ideology and Culture 2

Family, kin, peers and community play a dominant role in acquisition of a folk demography ---- the knowledge, attitude, values norms, systems of belief that people come to hold about population related matters, such as family and marital relationships, social customs, and status and role of women and children and the choice of residence.

Sometimes this learning is clearly perceived as having population repercussions; most often, however, it is, part of the conventional wisdom of the group or culture.

One of the goals of population education is to assist learners to identify, examine and understand their folk demography and implications it has for population decisions. In this way, the folk demography of learners becomes a significant content area of population education.

Identification of cultural differences and sensitivities is an important part of program planning and development for its raises issues about the relevance of the curricula, the adaptation of content and method to meet specific needs and the administration of decentralized programs.

Lesson 134 Levels of Aggregation

In many past programs, the society or “macro” level has been assumed to be the nation or even the world. Indeed, many of the earlier curricula for school programs emphasized world and national issues. It is becoming increasingly clear, however that if population education programs are to be meaningful to learners and more responsive to their needs, they must place more emphasis upon individual and family situations ---- the micro level.

When attention is focused on the learner, it is obvious that, in many cases, his world, his macro level
may not extend far beyond the boundaries of his village, local area or community. This is particularly true in more isolated rural communities among the learners where literacy level is low but it is an important consideration for school programs as well.
Planners of population education activities must identify the level of aggregation ---- the type and size of social group ---- to which learners are able to relate. To try to widen the learners view beyond a narrowly - defined world is a legitimate aim but will be unsuccessful if the macro or societal level is too far removed from his experience.

Ways must be found to translate family problems into broader terms and to create an awareness today of what the problem might be for others tomorrow.

Lesson 135 Decision making

Few individuals make population-related decisions outside a group context and in many cases, the

decision-making unit is the group itself, such a large family unit in Pakistan or a street committee in the local villages.

Less obvious but equality significant is the impact which the group has upon decisions made by individuals and within families. Clarifying these influences is part of the process of creating informed decision-makers. In all cases, the aim is to increase understanding of the inter-relationships between macro and micro units of the society .

However, the range of options that are theoretically open to individuals and groups may, in reality, be quite limited due to lack of equity and social justice and to the presence of cultural norms, traditions and taboos.

Lecture 29 Relevance and participation

Topic 136 Relevance and Participation

Relevance is the raison d'etre of population education. Its goal is to improve learners' and nations' abilities to deal effectively with population issues.

This is a most practical concern. The challenge facing population educators is to ensure that, in translating this goal into action, the program retains its focus on the needs of the learners, their families, communities and societies.

Furthermore, there is an increasing recognition that learners need to participate more in the various planning and implementation stages of population education programs but, in most cases their participation is still more spoken of than practiced. In the absence of mass participation in pre-program activities, who can stand in for the learners?

How does the educator avoid imposing his perception of need on them? Can efforts to increase learners' participation at the local level be generalized when programs are being designed for provinces/states and regions within countries or when a national program is being planned.

Topic 137 Program Planning/ Implementation

Formal education systems in the developing world and in most industrialized nations are financed and directed largely from the national center. Deciding how these systems can be responsive to the needs of learners in different parts of the country, in different racial and ethnic groups, in different social and economic classes is another problem for population educators.

The academic organization of schools has not always been sufficiently in tune with these differences, and this has contributed to the recent disillusionment over schooling in many parts of the world.

Nationally-directed out-of-school programs are also likely to face the same problem unless special efforts are made to localize their activities. Decentralization, in both school and out-of-school programs, of teacher training, of program planning, of curriculum and material development is

usually difficult to achieve because of the large-scale programs and the usual shortages of resources.

Topic 138 Future Oriented learning

In school programs, many of the population related decisions likely to be considered are those that will be made in the future: where to live, when and if to marry , when and if to have children and so on. Even out-of-school programs for adults educate for future decisions, although this future may not be distant as it is for many school children.

In addition, the repercussions of these decisions may be spread over a number of years. This presents special problems for population educators, because the situation may change between the end of the educational process and the time for decision.

This raises the problem of how best to train for an unknown future, how to reinforce the learning process so that the content will be better retained, how to emphasize the process of finding solutions rather than the solutions themselves.

Viewing population education in a lifelong context emphasizes the importance of further development for both school and out-of-school programs and the need to link these efforts through all available educational settings and channels.

But the linking together of the various parts of the total educational and learning system of a society -

--- school and out-of-school ---- is quite a complex enterprise, still in the first steps of its development.

Topic 139 Persuasion and prescription 1

No education system, anywhere in world is free from some degree of persuasion and prescription, despite the theoretical commitment to truth telling. Training for citizenship and developing the sense of being part of a nation usually involves elements of conditioning. Furthermore, no educational process can be totally value free, because any selection of facts involves conscious and unconscious value choices.

Population education faces these general problems and is also potentially confronted with a more direct conflict between theory and practice: the degree to which the educational system can or should directly support the population policies of the nation.
If the government has determined that the small family shall be the norm, or that migration must take place in order to relieve dense population, or that country's population should increase, what is the proper and possible role of the educational system?

Topic 140 Persuasion and prescription 2

Should the system adopt these prescriptions as educational goals? Or should it assume a value-

fair stance in which various points of view are examined (even though some may have more weight than others) and the decision left to the learners?

Obviously, such a statement of issues is overly simplistic but it helps to focus on one of the key issues facing the population educator in planning and implementing his program.

And even if it is decided that a prescriptive approach is necessary (either because of the severity of a population situation because government policy would not permit otherwise), the efficacy of prescription is, in certain circumstances, questionable.

Lesson 30 Population studies

Topic 141 Population Studies

Population education is not an attempt to develop a new discipline. Although demography and folk demography form the core of knowledge needed for population education, they do not cover the whole range of issues involved.

Facts, theories and concepts from a broad spectrum of academic disciplines and professional fields are needed to help individuals and societies fully understand population interactions and thus the effect of population factors on the quality of their individual and collective lives. The sum of this knowledge is referred to as population studies.

These studies raise a number of issues. Since the potential sources of information are vast, and since culture and ideology, among other things, will play a large role in determining what is most relevant to the needs of any particular group, there Is no agreement on what should or should not be included.

Various factors and assumptions act as filters in determining the priority given to areas of knowledge and the framework used to organize the knowledge selected for inclusion.

Unfortunately, much of what is known deals with larger population units, making it difficult to extrapolate findings that can be applied to smaller units, like the community, the family and the individual. This encourages the generalized belief that population education deals primarily with national or global concerns, whereas in reality, the problem is caused by the inadequacy of available data.

Topic 142 Methodological issues

The emphasis on relevance, decision-making and future orientation raises questions concerning the

methods to be used in population education activities: are certain methods particularly suited to population education? Intuitively, it might be suggested that methods which emphasize learner

participation and practice of various skills would achieve the results desired by the population educator.

For example it seems that effective decision making can best be learned through a process which actually involves the making of decisions. However, little evidence exists to support or refute this contention. There are also problems of reinforcement and transfer of learning from one context to another.

Methodological issues also concern effectiveness of different ways of adding population education to the school curriculum ----- whether it should be integrated with other materials or given separate courses ---- and the way it is related to out-of-school programs.

Topic 143 Population Education/Other "Educations"

A number of other educational activities share some of the content associated with population education.

The greatest confusion that arises concerns population education's relation to sex education, family life education, environmental education and development education.

Differences in goals and objectives give population education a separate identity at the present stage of its development. However, future developments may bring interests closer together and blur present dividing lines.

Topic 144 Population Education and the Media

Concerns about population issues has stimulated activities among people working in the field of information and communication, just as it has stimulated educators. These activities are potentially mutually supporting. Educators certainly need to know what the communicators are doing since informal learning through various media has an impact on the learning that takes place in school and out-of-school settings .

However, these activities have differences: first, the educator is concerned essentially with a continuous process of interaction between learners and teachers. Although communication media can be of considerable use to the educator, the media specialist has so far been primarily involved in a process of transmitting information.
Second, much of work in communication has tended to be heavily prescriptive, urging support for particular decisions rather than exploring the consequences of these decisions.

In particular, most although not all information and motivation activities have been aimed at supporting family-planning activities and at decreasing family size ---- aims which, as has been stressed, are not necessarily those of population education.

Lesson 31. Research for program development

Topic 145 Research for Program Development

Although it is recognized that program development cannot always wait for research results, it is equally clear that a broader research agenda needs to be initiated now so that future programs can be planned more rationally and systematically.

Systematic research – investigations that might survey, for example the relevant literature concerning the nature of the learner and his learning context

Basic research – studies that might indicate, for example how learners acquire population related concepts in a variety of settings.

Program research – investigation that might establish, for example the comparative efficiency of different strategies in reaching particular audiences

The continued absence of research findings in these areas appears to be one of the major barriers to the further progress in the conceptual and methodological development of population education

Topic 146 Conclusion

Few of the conceptual and methodological issues confronting population education are likely to be solved in the immediate future. One objective is to identify issues and clarify difficulties so that population educators and educators working in related fields can focus attention on their solution.

A second purpose is to identify areas where development is needed to indicate those that can be dealt with by alternative strategies or by research.

In surveying the present status of population education, it is recognized that much remains to be accomplished if present population education theory is to match population education practice.

Topic 147 Innovation and Renovation

An important goal often suggested for population education concerns the contribution it might make to educational renovation and innovation by introducing new content and methodologies.

So far the introduction of population education in school and out-of-school programs has, in the main, simply meant adding and integrating new content. In a very limited sense, these additions may be thought of as innovatory insofar as any extra content implies at least some re-organization of a learning system.

But population education programs have generally used the methods and approaches of the educational systems of which they were a part.

Today, many educators argue that goals of population education require teaching/learning methods which will be innovatory and renovatory in most education systems, in traditional or

formal settings and where the teaching/learning process tends to be teacher rather than learning oriented, the focus of population education upon learner evaluation, decision making and response will represent a significant shift in emphasis.

Here, the methods implied by these goals can rightly be viewed as proposals of change.

In systems already using less formal and learner-centered approaches population education is bound to reinforce the trends towards innovation and renovations.

In case of educational or learning systems which are not being significantly changed, it is unlikely of
course that introducing a population education program would in itself greatly modify the system.

However, in the educational settings undergoing change in organization and content, population education can contribute to these changes ---- particularly where innovation and renovation is directed toward interdisciplinary organization or integration of content, increased relevance, increased learner participation and the acquisitions of skills which will still be useful later in life.

Topic 148 Population Education: Integration

Some scholars consider that population education programs –---- and particularly school programs ---- are an integral part of other “educations”, such as developmental education or environmental education.
They argue that the goals and objectives of population education should reflect these “broader frame works” and might be appropriately and meaningfully integrated into them.

Before passing on to the question of integration, it seems necessary to indicate briefly the goals of both population education and other educational programs which are in some way related to population education.

Lecture 32 Privatization of Education

Topic 149 Introduction of Privatization

The term privatization is the transfer of activities, assets and responsibilities from government/public
institutions and organizations to private individuals and agencies.

Definition

‘Privatization’ is also thought of as a ‘liberalization’ --- where agents are freed from government regulations, or as ‘marketization’ --- where new markets are created as alternatives to government services or state allocation systems.

The trend towards privatization is strong. It is taking place in many countries and within many sectors of the economy. The education sector, because it is a large expenditure item in government budgets, often faces pressure to privatize.

Topic 150 Three forms of Privatization 1

The three most common privatization forms include:

1. **Private Provision**

Education can be provided by private agencies, such as privately owned and managed schools or universities.

It need not be provided through government-run institutions; instead, private schools could be operated by religious groups, for-profit entrepreneurs, charities, or other interested parties.

Indeed, many families already prefer the private option and choose to forgo the free, public education systems. Internationally, the proportion of students who are educated by private providers varies substantially.

For example:

- In the United States, approximately 11 per cent of school-age children are in private schools, mostly at the elementary level.
- In the Netherlands, the proportion of schools administered by private school boards is almost 70%. Although, these schools in the Netherlands are privately operated, they do receive public funds.
- Denmark has a system of publicly funded private schools that enroll about two-thirds of all students, most of which are religiously affiliated.
- In Belgium, around 50 per cent of all student enrolments are in private schools.
- There is an equally broad mix of public-private provision in higher education in the Philippines, where over 75 per cent of students are enrolled in private universities
- In the United Kingdom and much of continental Europe, the proportion is almost zero.

Topic 151 Private Funding

2. Private Funding

Education can be funded by private individuals rather than through government subsidies.

Privatization may therefore mean that parents pay for schooling rather than the government (via tax
revenues).

Often, private schools are supported directly through tuition fees paid by students' families, but in many cases, both families and governments contribute funds in a cost-sharing approach.

Public universities in the United States charge tuition fees, but these only cover approximately half of the total costs, the remainder being covered by government subsidies.

In the Republic of Korea, private education spending on schooling and on additional tutoring in subjects not covered in school amounts to approximately the same total as that of government expenditures.

In many developing countries, families must pay additional 'top-up' fees to the local state funded schools (e.g. for textbooks or classroom materials). So privatization also occurs when a portion of the total funding is paid by families instead of by the government.

Topic 152 Private regulation

3. Private Regulation

Education services can be monitored by those who receive the services directly, i.e. the students and their families.

They will make sure that the education is of satisfactory standard --- either by refusing to enroll at poor quality schools or by demanding better services.

Privatization can include giving parents more choice over what goes on in schools, or what types of school are available, even where all these choices are within the public sector.

Also, governments can regulate education: states often set compulsory schooling laws and monitor schools' performance through inspection systems, audits and accountability frameworks.

In England and Wales, schools are inspected by the Office for Standards in Education (OFSTED), a government agency that monitors educational quality.

In Denmark, all schools --- whether they be privately operated or run by the state --- must meet state accountability requirements with regard to teacher licensing, a core curriculum, and academic standards for the students.

The alternative to these government-run information systems is a private market in information, where parents make their own school-choice decisions based on their personal preferences.

Lecture 33 Privatization policies in education

Topic 153 Privatization Policies in Education 1

Privatization trends are developing as education policies across each of the three sectors of primary, secondary and tertiary education. The main policies and programs include:

1. Educational Vouchers

Vouchers are educational coupons that entitle each student to a prescribed amount of schooling.

A voucher system is very different. Each student is allocated an annual amount of funding that could be used to enroll in any eligible school.

The schools obtain revenues based on the number of students who enroll: if not enough students enroll in a particular school, that school has to cut its costs or close.

Education under a voucher system still involves government funding, but it need not involve government provision of schools.

By giving parents the power of being able to freely use the voucher, private choices are significantly expanded.

Vouchers need not cover all the costs of schooling, but may simply serve as an incremental inducement to enrolment.

In Guatemala, scholarships are targeted at female students, whose enrolment rates are typically low.

Topic 154 Public School Liberalization

2. Public School Liberalization

Liberalization would involve reducing the 'red tape' and bureaucracy that public schools face, making them more efficient and more flexible.
With fewer regulations, public schools may be better able to respond to changes in students' needs, and in the prices of key inputs, such as teachers. One way to reduce the number of rules is to create new schools that are clearly exempt from them.

During the 1990s, many states in the United States passed laws permitting charter schools; these are government-funded schools, but they are subject to fewer regulations than regular public schools.

By 2002, there were over 2,700 charter schools in about 37 states, catering to students of various socio- economic groups and with different educational preferences.

Topic 155 Private Contracting

3. Private Contracting

Schools provide a range of services under the title 'education'. These include instruction, but they also provide food, sports facilities and welfare counseling.

Many of these ancillary services could be provided by private firms under contract rather than by government agencies.

If private contractors are more efficient at delivery, then governments may seek to encourage more contracting of educational services.

Given this large number of services that schools provide that are not directly educational, numerous companies have emerged as contractors to the schools for textbooks, food, transport and cleaning services.

In the United States in the 1990s, a new niche opened up in the form of Educational Management Organizations (EMOs). These companies supply management services to schools (i.e. student assessment, budgeting and administration).

Private contracting may therefore allow a school district to concentrate on education without also having to operate a cafeteria or transport service.

Topic 156 Tuition Credits and Deductions

4. Tuition Credits and Deductions

One way to encourage private expenditures on education is to make those expenditures exempt from taxes.

A tax credit is where either the total amount or some portion of the permissible expenditure is subtracted from the amount of tax that is owed by the individual.

A tax deduction is where the permissible amount is deducted from the gross taxable assets of the individual.

If families benefit from either type of tax advantage from the purchase of education-related services, they are likely to buy more of them. These services can be provided either by public schools or private companies.

lecture 34 Privatization Policies in Education II

Topic 157 Subsidies and Assistance Grants

5. Subsidies and Assistance Grants

One way to foster competition between public and private schools --- in a form similar to that of an educational voucher --- is to give subsidies or assistance grants directly to private schools.

Where these grants reduce the fees that private schools charge, families will be attracted to the private sector. These grants may reduce the financial burden on the public sector.

6. Home – Schooling

Some families believe that neither existing public nor private schools can deliver an appropriate or desirable education for their children. These families may opt out of the education system entirely and school their children at home.

This is the ultimate form of education privatization: privately funded, privately provided, and monitored only very lightly by government agencies.

In the United States, home-schooling is a legitimate way of meeting the compulsory schooling laws, and over 800,000 students (1.7 per cent of all school-age children) are estimated to spend at least two years as home-schoolers.

Topic 158 Private Payments

7. Private Payments

More common, however, is the partial step towards such home-sourced privatization through payments by families for supplementary schooling. In some countries, it is also referred as 'home- tuitions'.
Many households directly contribute a large share of their household income to education through private tutoring or exam preparation. These payments are used to augment the schooling provided by the government.

8. Competition among Schools and Education Agencies

One way of creating an education market is to encourage schools or agencies at other levels to compete with each other.

Where a school has a captive market or monopoly, it is less likely that it will respond to students' needs.
In contrast, where families have a choice of schools, they will select the one that best meets their needs.

Therefore, one privatization reform would involve creating systems wherein schools compete with each other to offer the highest quality education.

Topic 159 Implementing Privatization Programs

Overall, there are many opportunities to privatize the provision, funding and accountability of educational services. Indeed, international reviews of the demand-side and supply-side policies show that many countries have implemented some form of privatization.

For example, grant schemes for students in private schools have been tried in Brazil, Botswana, China, Ghana, India, Mauritius and the United Republic of Tanzania.

Bursaries and targeted scholarships in private schools have been implemented in Bangladesh, Brazil,
China, Colombia, Gambia, Guatemala, Indonesia, Mexico, Morocco, Mozambique, Senegal and the United Republic of Tanzania.

Topic 160 Implementing Privatization Programs 2

These countries, which span the continents, have different education systems, as well as different labor markets. The multitude of these programs suggests that education privatization is a practicable possibility.

There are many experiences across different countries at different stages in the process of privatization.
Policy makers must decide which of these reforms is appropriate, and which would have the greatest impact in raising the quality of educational services, allocating resources fairly, and meeting the needs of society.

Lecture 35 Why is Privatization Happening?

Topic 161 Why is Privatization Happening? 1

There are many factors driving privatization in education. These factors differ in intensity between countries and across the three sectors of primary, secondary and tertiary education.

It is worth noting that some advocates of privatization are motivated by an ideological commitment to individual rights over government intervention. These advocates believe that a family's right to choose its own education is paramount.

Other advocates may stress efficiency; detractors may argue that any private education system based on ability-to-pay is inequitable.

The conventional view is to see privatization as a way of redressing the balance from government involvement to greater autonomy for families. Both government and family are important, and privatization shifts emphasis on to the latter relative to the former.

Topic 162 Why is Privatization Happening? 2

Following are the dominant pressures for Privatization:

1. Demand – Side Pressures

The first factor that can be cited to explain privatization in education is simple: many parents want it.

In many countries, education is viewed as an important way to gain social and economic advancement.

Therefore, the demand for education is high, and if governments cannot afford to provide and fund quality education, then parents seek private suppliers.

This type of demand is 'excess demand', over and above what is provided by the government.

In addition, many parents want for their children an education different from that offered in public schools. This is 'differentiated demand' and it may encourage privatization across all three sectors.

Both excess and differentiated demand have increased in recent decades.
Excess demand has grown because education has become more important for social and economic betterment: to get high-paying jobs, for example, workers must have a high level of skills and credentials that are only available from universities.

Differentiated demand has grown for two reasons.

One is that many public schools offer education that is standardized or uniform. The greater the uniformity in the public schools, the larger the number of parents who will seek differentiated demand.

The other reason is that economies and societies have become much more specialized. Many more trades and occupations have developed, and the education system must cater to these.

Topic 163 Why is Privatization Happening? 3

2. Supply-side Pressures

The second factor that motivates privatization is the decline in the quality of, and in some cases the reductions in funds available to, the public sector.

Many parents may feel that the local public school is inefficient in providing education of the type that is most needed; this dissatisfaction is reported by parents in very basic terms (such as the inability of the school to guarantee their children's safety).

In some cases enrolments have expanded much faster than funding, resulting in overcrowding, large classes, and double or triple shifts for delivery of instruction. Part of the perceived decline in quality may be a consequence of a fall in per-student funding.

Higher education often has a high cost per unit, governments expect students to bear an increasing financial burden for their higher education.

These pressures have thus prompted a number of privatization-type reforms to include private payments by students, the creation of private institutions, and resource allocation based on performance.
Another explanation for the perceived decline in quality may be that the public school system has reached a capacity constraint. With rapid population growth, government schools may be overcrowded, therefore private school providers are needed.

In the Dominican Republic, for instance, private schools are subsidized if they enroll low-income students where the public schools are at excess capacity.

Topic 164 Why is Privatization Happening? 4

3. General Pressures

In addition to these push-and-pull pressures discussed previously, there are general pressures to privatize education systems. One such factor is global economic and social change.

Globalization, linked with market liberalization, has both pressured and encouraged governments to seek more efficient, more flexible, and more expansive education
systems. Privatization may be one response to these changes.

Another factor that explains some of the growth in privatization is the encouragement of world aid agencies, such as the World Bank. Within the last decade, for example, the World Bank has given assistance to countries like El Salvador, Indonesia, Mali, the Dominican Republic etc.

Lecture 36 Privatization in Pakistan

Topic 165 Privatization in Pakistan I

Private provision of education is not new in Pakistan. At the time of its inception in 1947, the state promised universal primary education as well as sought 'other actors' to participate in realizing it. It justified the need for participation of the extra-state actors in view of lack of resources.

Since then, the private schools have existed in the form of madrassahs, Christian missionary schools as well as schools run by business entrepreneurs and non-governmental organizations.

The growth of private schools received a serious setback due to government's drive for nationalization in 1972. Their role was revived after denationalization in late 1980s but little is known about the dynamics of pre- and post-denationalization differences due to absence of data.

Minimal research was carried out on the role of the private sector in education after denationalization.
This deficiency was partly due to lack of a population census in Pakistan between 1981 and 1998.

Until the late 1990s, it was believed that the private schools were largely serving the elite segments of Pakistani population. After denationalization, growth of private schools was no more an urban elite phenomenon.

Topic 166 Privatization in Pakistan 2

Over the past few years, data has shown that private provision of education has also become a significant phenomenon in the rural areas of Pakistan. Schools have started spreading in rural areas rapidly and are affordable to middle and even low income groups.

Some view the rise of private schooling as complementary to the governmental efforts for achieving “Education for All”, others consider it as an inevitable change due to the emergence of marketplaces and shrinking role of the state in the provision of public good.

This is evident from the growing share of private sector in number of educational institutions, national workforce of teachers and enrolment especially since 2000.

Topic 167 Privatization in Pakistan 3

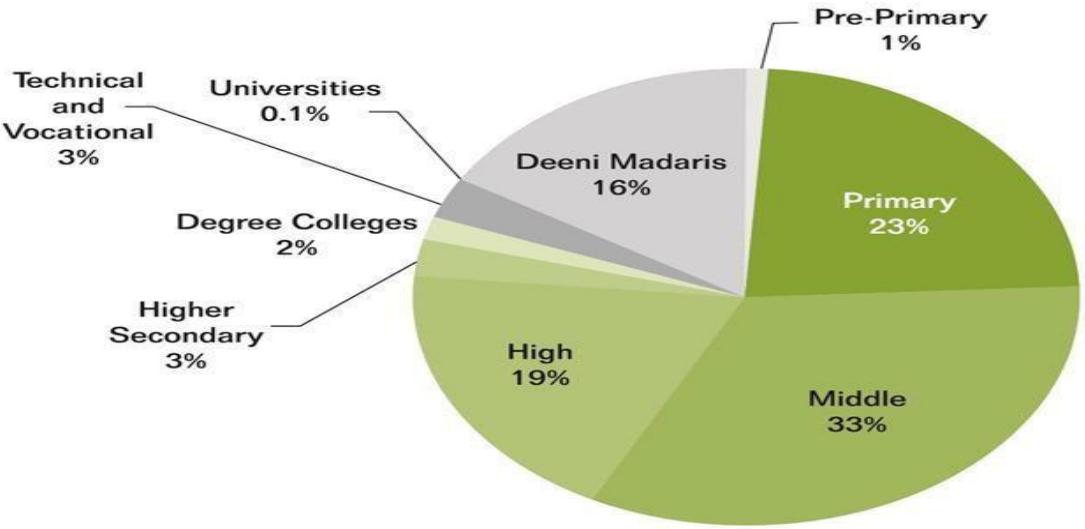
Year 2000 is important in the sense that international community began to exert great pressure on developing countries like Pakistan for achieving Millennium Development Goals (MDGs).

This pressure was one of the most important forces which moved the Pakistani government to accelerate its efforts for achieving universal primary education and as a result it supported the emergence of private sector education in a liberal policy framework.

Number of Private Educational Institutions in Pakistan

Type	Private
2000	35,889
2007-08	73,529
Change (%)	105%

Source: I-SAPS' calculations from the NEMIS report for 2007-08
Distribution of Private Educational Institutions by level



Distribution of Private Educational Institutions by Region

Punjab	65%
KPK	11%
Sindh	16%
FATA	1%
Balochistan	1%
ICT	1%
Gilgit-Pakistan	2%
AJK	3%

Source: I-SAPS' calculations from the NEMIS report for 2007-08 Number of Teachers in Private Educational Institutions

Type	Private
2000	81,264
2007-08	191,854
Change (%)	136%

Source: I-SAPS' calculations from the NEMIS report for 2007-08

Enrolment of Student in Private Educational Institutions

Type	Private
2000	5,952,9224
2007-08	12,140,458
Change (%)	104%

Source: I-SAPS' calculations from the NEMIS report for 2007-08

Lecture 37 Financing Private Education in Pakistan

Topic 168 Financing private Education in Pakistan I

The size of private sector engaged in delivery of education services and its rapid growth in terms of number of institutions, teachers and enrolment draw attention to some fundamental questions pertaining to financing of private education in Pakistan.

- How much does the private sector invest in education annually?
- How much do different types of private schools cost to children from households in low-, middle- and high- income groups?
- How much profit do the private schools earn?

- How does the fee structure correlate with quality of education in private schools?
- To what extent does the cost of private provision of education vary in different regions and in urban and rural areas?

Topic 169 Financing Private Education Pakistan 2

The data available to answer these and similar questions related to financing of private education is insufficient and whatever is available is too much scattered.

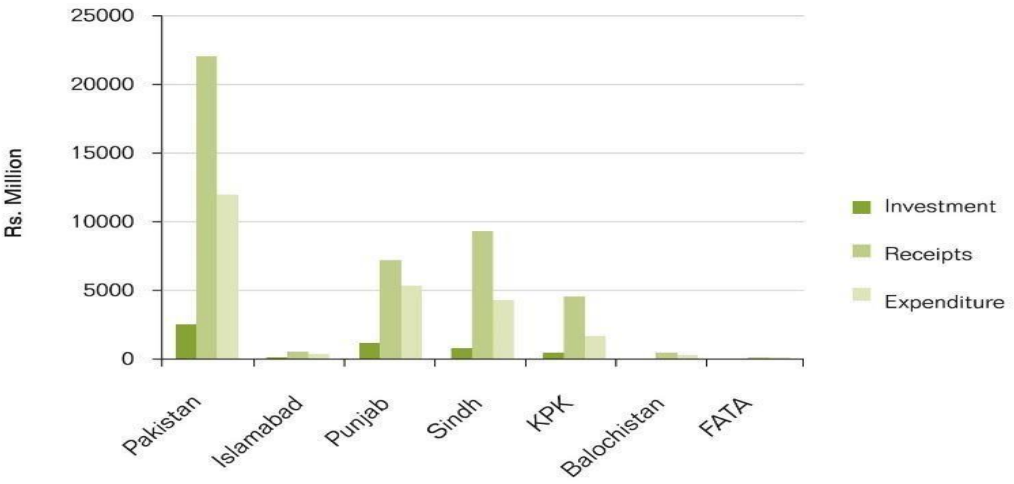
The deficiency of data is evident from the fact that the most comprehensive set of financing statistics are available only in the Census of Private Educational Institutions 1999-2000.

Since then, considerable changes might have occurred in trends and patterns of investment, receipts and expenditure of private educational institutions but it is difficult to analyze those changes because National Education Census 2005 and NEMIS haven't collected this information.

The Census 1999-2000 showed that annual investment by the private sector was Rs. 2.5 billion whereas the recurrent expenditure amounted to about Rs.12 billion in the year preceding the Census.

Topic 170 Financing Private Education Pakistan 3

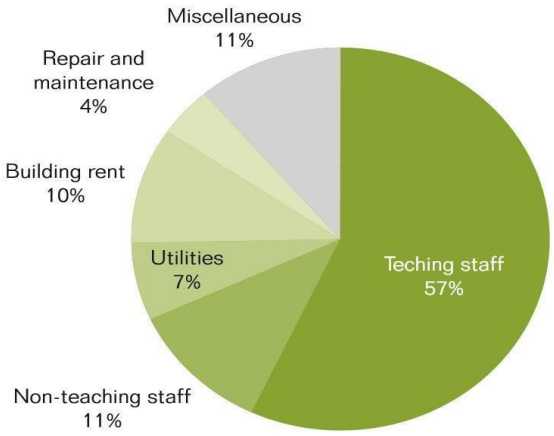
Investment, Receipts and Expenditure of Private Educational Institutions (1999-2000)



Source: I-SAPS' calculations from the NEMIS report for 2007-08

According to the Census 1999-2000, the largest chunk of private sector's expenditure went to teaching staff (57%). The other two major types of expenditure were salaries for non-teaching staff (11%) and rent of building (10%).

Distribution of Expenditure of Private Educational Institutions



Source: I-SAPS' calculations from the NEMIS report for 2007-08

Lecture 38 Diversity and Quality in Private Education Pakistan

Topic 171 Diversity Private Education Pakistan 1

Diversity of private education in Pakistan is a characteristic feature and has tremendous implications for policy research but this aspect remains largely under explored in the literature.

As a result, private sector as the provider of education has generally been treated as a homogenous category, though to a lesser degree than the public education sector.

Ordinarily, differentiation is made between low- and high-fee schools, Urdu- and English-medium schools with different syllabi and between boys, girls and mixed schools. However, in reality the private educational institutions can be classified along a much broader range of categories.

Topic 172 Where has this diversity come from?

The answer to this question draws attention to the variance in demand for education emanating from the ethnically diverse and ideologically divided society of Pakistan.

Some segments of population are interested to get their children educated in schools with English as the medium of instruction while the others prefer those schools which focus on Islamic education or both.

In rural areas, parents favor single-sex schools for older girls due to which growth of girls' private schools has been much higher than that of the mixed school.

Such differential demands for a certain kind of education within a particular school environment have given rise to a vibrant private educational marketplace in Pakistan.

Topic 173 What are the implications of diversity in the provision of education?

It is important to understand that unlike the government schools, different types of private schools entail different implications in terms of their impact on policy and socio-economic milieu.
From one point of view, diversity in the private educational marketplace is a response to variance in the demand which already exists in the society.

However, some believe that from the vantage point of harmony and equality in the society, the very fact that private educational institutions are configured to a diverse range of social, economic, ideological and religious lines is a matter of concern.

This apprehension is best explained by the fact that a textbook used in a private school preaches to the students that listening to music, watching television and even playing carom board or flying kites are sinful acts.

On the other hand, there are many private schools which teach music to children in regular classes and promote liberal arts.

Therefore, the two types of schools are producing two groups of students with entirely opposite worldviews. This case illustrates the potential implications of different types of schools for social harmony, peace and national integration.

Topic 174 Quality of Teaching and Learning 1

Quality of teaching and learning is a main factor in the rapid growth of private educational institutions in Pakistan. The popular perception is that quality is much better in private schools than the government schools. The extent to which this perception is true is a matter of debate.

Generally, quality is hardly questioned as far as high-cost private school chains which cater to the elite are concerned. The issue of quality is raised more frequently for low-cost private schools which are prevalent in both rural and urban areas.

Andrabi, Das and Ijaz (2002) argued that parents infer quality variation between schools through the range of fees which varies in predictable ways to measured school inputs.

While correlation of fees with measured inputs taken as the crude indicator of quality can be helpful for the households to choose a good private school, it is not necessarily useful in many instances.

Parental choices are affected by many other crucial factors as well such as personal references, marketing and publicity campaigns and scores of school students in annual examinations.

Topic 175 Quality of Teaching and Learning 2

In some instances, even good measured inputs become misleading and examples abound of complaints about quality for schools with good building and low student-teacher ratios.

Assessments of learning and student achievements shape an idea of overall level of quality in private schools but they present different pictures.

For examples, the World Bank commissioned an assessment under LEAPS project based on test scores of grade 3 students from both public and private schools in rural Punjab. Researchers claimed that private school students are outperforming their public counterparts.

Another evidence comes from comparative performance of private schools based on the testing of grade 5 and grade 8 students by the Punjab Examination Commission (PEC) in Punjab and National Educational Assessment System (NEAS) nationally.

Unlike LEAPS, the data from PEC and NEAS shows only marginal differences between performance of pupils from public and private schools.

Indeed, the threshold for performance of private schools remains very low with the performance of already failing public schools as the reference point for comparison.

Lecture 39 Evaluating Privatization Programs

Topic 176 Evaluate Privatization Programs 1

A comprehensive framework for evaluation presented here has four criteria, allowing for many aspects of the privatization policy to be understood and assessed.

1. Freedom to Choose

This criterion refers to the rights of families to choose schools for their children that are premised on their values, educational philosophies, religious teachings and political outlooks.

Advocates argue in favor of increasing opportunities for parents to choose their children's education for two reasons.

First, and clearly a priority, parents have a fundamental right to decide what is in the best interest of their children.

Parents are likely to have greater incentives to sustain and improve their children's welfare than would a government agent. Parents have a better idea of the educational needs of their children and of which learning styles they prefer.

Although some parents may be derelict in their obligations to their children, this is likely to be the exception rather than the norm. Where there are varied preferences among students, freedom of choice becomes especially important.

Topic 177 Evaluate Privatization Programs 2

A second motivation for greater freedom of choice is to make the education system more accountable. Where the responsibility is on parents to choose the type of education they desire for their children, they will be more concerned with the education offered.

Parents will hold schools accountable by their choice of school. If a school offers poor quality education, parents will not choose it, enrolments will decline, and some organizational change (e.g. closure or restructuring) will be necessary.

Topic 178 Evaluate Privatization Programs 3 Concerns:

Two possible concerns arise as a result of greater freedom of choice for parents. The most important is the possibility that some choices are socially, culturally, or politically unacceptable. For example, a family may choose to educate its children in a manner intolerant to others in society, or it may choose an education that is segregated from other groups (e.g. by race, religion or income).

The other concern is that, even for those who value freedom of choice, the costs of deciding which school to go to --- or to change to --- may be high.

Topic 179 Evaluate Privatization Programs 4

2. Productive Efficiency

This criterion refers to the maximization of educational results for any given resource constraint. It is important that any activity be conducted efficiently, because the resources used for it could be used for other activities.

Education privatization may be an important way to enhance efficiency: economists have given many reasons as to why private agents use resources in a more efficient manner than government agencies.

The strong argument for privatization rests mainly on productive efficiency. We note here that this argument refers to *internal* efficiency, i.e. how efficiently a chosen output is performed.

Topic 180 Evaluate Privatization Programs 5

Strictly speaking, it does not refer to *external* efficiency, i.e. whether or not the most valuable outputs are produced.

Educational planners, of course, must direct both types of efficiency. This stimulus to internal efficiency is expected to come from three sources:

(a) greater competition
(b) superior ownership and managerial structures within the enterprises
(c) enhanced accountability / incentive systems

Lecture 40 Evaluation of Privatization Programs 2

Topic 181 Evaluate Privatization Programs 6

Although the evidence in favor of privatization in education seems consistent with that of other sectors, the beneficial effects of privatization are perhaps more modest in education.

3. Equity

This criterion refers to a universally accepted goal of schooling: the quest for fairness in access to educational opportunities, resources and outcomes by gender, social class, race, language origins and geographical location of students.

Equity can be assessed in terms of inputs --- do all students receive an appropriate amount of funding and resources from the state, commensurate with their needs? Do students with special needs get appropriate schooling?

Topic 182 Evaluate Privatization Programs 7

Equity can also be assessed in terms of outcomes --- do all students finish their schooling with sufficient skills and a fair opportunity to progress in life?

Those who challenge privatization argue that it will produce greater social inequities (although, to repeat what was said previously, this depends on how the reform is implemented).

4. Social Cohesion

Schools should promote the social good; this is the main reason why they are publicly funded. What constitutes the 'social good' will vary from one society to another.

Topic 183 Evaluate Privatization Programs 8

In a democracy, this social good is reflected in the provision of a common educational experience that will give students the start that they need to become full participants in the social, political and economic institutions of our society.

In general, the democratic purpose of schooling is usually interpreted as necessitating common elements of schooling with regard to curriculum, values, goals, language and political orientation.

There are two routes by which an education system can generate social goods.

One is by designing the system itself: social goods are created when collective action is undertaken, i.e.

when all students are offered the same system of education.

Topic 184 Evaluate Privatization Programs 9

This is the idea of 'common schooling': social goods are created through communal activities.

The **second** way to produce social goods is through the instruction that students receive in school. If students are taught socialization skills and the importance of civic virtues, this may be an effective way to generate social cohesion.

Some schools may include courses such as civics, political science or religious education as part of the curriculum; other schools may encourage charitable acts on the parts of the students, or offer instruction on environmental issues.

Lecture 41. Environmental Education

Topic 185 What is Environmental Education? 1

Most simply, environmental education is education in, about, and for the environment.
Environmental education is an "approach, a philosophy, a tool, and a profession," built on the following three goals:

1. To foster clear awareness of, and concern about, economic, social, political, and ecological interdependence in urban and rural areas.
2. To provide every person with opportunities to acquire the knowledge, values, attitudes, commitment, and skills needed to protect and improve the environment.
3. To create new patterns of behavior of individuals, groups and society as a whole toward the environment.

Topic 186 What is Environmental Education? 2

Environmental education has a range of audiences ---- from youth to elderly, and from families to policy makers and takes place in a range of settings ---- from school and courthouses to museums and boardrooms.
Environmental education is said to be formal or informal where 'formal' refers to education that occurs in a traditional school setting and 'informal' refers to education in broader public settings such as zoos, or community centers and through media outlets such as the Internet or television.
Environmental education also uses a range of strategies and teaching techniques, which can be used separately but ideally build one upon the other.
Education researchers Scott and Gough (2003) describe this continuum as including:

- **Information activities** which aim to increase awareness and understanding and are defined as "informal" education.

- **Communication activities** delivered in both formal and informal settings, which aim to establish a dialogue between audiences and environmental organizations or agencies for the mutual sharing of experiences, priorities, and planning.

Topic 187 What is Environmental Education? 3

- Education activities also delivered in both formal and informal settings, which aim to promote knowledge, understanding, an attitude of concern, and the motivation and capacity to work with others in achieving goals.
- Capacity building activities delivered primarily in informal settings, which aim to increase the capacity of civil society to support and work for environmental preservation.
- In practice, environmental education is intended to exemplify sound education principles based on sound pedagogy and sound science.
- It is hands-on, contextualized, and interdisciplinary, linking natural and social sciences, the arts, and mathematics, among other subjects, to address complex and multifaceted environmental issues.

Topic 188 Vision of Environmental Education

- Environmental education (EE) aims to create an environmentally literate citizenry, poised and motivated to take action on pressing environmental issues ----- from climate change to habitat conservation and from endangered species to water scarcity.
- Environmental education is about engaging students, community members, policy makers, the young and the old. It is about empowerment, skills development, and providing opportunities for action.
- As its best, environmental education represents hope and change. It is a strategy by which people can make proactive, informed decisions that honor ecological, economic, and social integrity ----- the foundations of sustainability.
- With its emphasis on instilling these values to guide our individual and communal actions, environmental education allows everyone to work toward a better quality of life.

Lecture 42. Climate Change

Topic 189 Climate Change 1

How our changing climate affects children?

On any given day, more than a billion children are in primary or secondary school.
However, many fail to complete their education, deterred by poor school quality and persistent challenges caused by deepening poverty, gender inequities, location, disabilities, chronic environmental degradation and climate related hazards.

Recent scientific findings indicate that a changing climate has a significant impact on our planet. In 2007, the Intergovernmental Panel on Climate Change (IPCC) issued its Fourth Assessment Report, so far the most convincing assessment on the science and implications of climate change. This report concluded that only immediate and sustained action will stop climate change from causing irreversible and potentially catastrophic damage to our environment.

The IPCC noted that climate change will manifest itself in various ways, including:

a. Rising temperatures, droughts and desertification

b. Heavy precipitation, flooding and rising sea levels

c. Extreme weather events such as cyclones, floods and droughts

Topic 190 Climate Change 2

Evidence suggests that developing countries, already struggling with social, economic and environmental issues, will suffer most from greater weather extremes and the increasing incidence of droughts and floods.

These areas include the Arctic region, Asia (major deltas, Bangladesh, China, India, Pakistan) and the

Pacific, the Caribbean, Central Asia, Gulf of Mexico, Latin America (especially the Andean region and Amazonia), the Middle East and North Africa, the Sahel Zone and Southern Africa.

Climate change threatens the broader sustainable development agenda to reduce poverty and child mortality, ensure universal primary education for all children and enhance gender equality.

It jeopardizes efforts to meet the Millennium Development Goals (MDGs), especially those related to child welfare.

Topic 191 Existing Frameworks 1

Several existing frameworks suggest parameters for environmental education and sustainable development.

The Convention on the Rights of the Child outlines the necessity of a safe and healthy environment for children to thrive. Every child should enjoy a standard of living that promotes his or her physical, mental, spiritual, moral and social development.

Education must equip children with the necessary skills to participate in a free society and enable them to realize their potential. It is important to note the diversity in children's backgrounds and capacities to cope with climate change.

The UNESCO's Convention against discrimination in education (1960) acknowledges the crucial role of education in ensuring equality of opportunity for all children.

In the last two decades, Climate Change and Environmental Education have become a major tool for protecting the environment and ensuring sustainable development.

The Rio Declaration on Environment and Development of 1992 confirmed the indispensability of children in achieving sustainable development.

Topic 192 Existing Frameworks 2

The United Nations Framework Convention on Climate Change (Article 6) and the Kyoto Protocol (Article 10) both encourage governments to educate, empower and engage all stakeholders and major groups on climate change policies.

There is currently no strong global institutional framework to address children's unique vulnerabilities to climate change.

National Adaptation Programs of Action and other plans, for example, rarely address the specific needs, knowledge and skills that educated children can offer in mitigating and adapting to climate change and other disaster risks.

Incorporating key concepts such as human rights, child rights, poverty reduction, disaster risk reduction, climate change, and protection of indigenous peoples, Environmental Education (EE) teaches children to think critically about sustainability and their society.

The challenge is to integrate EE concepts into all aspects of quality education by considering three domains: the environment, economics and society.

Students will need basic knowledge from the natural sciences, social sciences and humanities to understand the principles of sustainable development.

Reorienting the existing curriculum of environment-friendly schools towards EE is the next innovative and relevant step towards enhanced quality education.

Lecture 43. Implementing Environmental Education

Topic 193 Implementing EE 1

To respond to the needs of children most at-risk and marginalized by climate change, quality education aims to make all girls and boys more resilient to the impacts of climate change.

Quality education is a key component of adaptive capacity, the knowledge and skills needed to adapt lives and livelihoods to the ecological, social and economic realities of a changing environment. The Environment-friendly schools approach is most effective when it starts before school, continues throughout the child's life cycle and leads to lifelong learning in adulthood.

Topic 194 Implementing EE 2

For education to be transformative, it must be based on:

a. Active, inclusive and participatory learning and teaching processes

b. Supportive and qualified teachers

- Safe, supportive learning environments

c. Inherent links to local communities and local issues

While children are among the most vulnerable to climate change, they need not be considered passive or helpless victims.

Through education, projects and action, children can contribute to every aspect of climate change policymaking, mitigation and adaptation.

Topic 195 Implementing EE 3

When empowered and educated on climate change by environment-friendly schools, children can reduce the vulnerability of themselves and their communities to risk and contribute to sustainable development.

According to the research, educating girls and women is one of the best ways of strengthening community adaptation to climate change.

Children can be extraordinarily adaptable in the face of significant challenges and their knowledge and capacities are invaluable to the development of realistic and practicable adaptation plans.

Topic 196 EE in Practice

As weather patterns manifest themselves in different ways, schools will differ in their approaches to climate change and disaster risk reduction.

Communities in sub-Saharan Africa, for example, respond to lack of water and frequent droughts, while Bangladeshi and Pakistani communities cope primarily with floods and contaminated water.

Regardless of how climate change is manifested, mitigation and adaptation are two complementary strategies that reduce risk and strengthen affected communities.

'Mitigation' covers all actions to decrease greenhouse gas emissions. 'Adaptation' changes natural and human systems to minimize the risks faced by vulnerable populations.

Based on context, both mitigation and adaptation should be incorporated within environment-friendly schools.

Lecture 44. EE in Environment-Friendly Schools

Topic 197 EE in Environment-Friendly Schools 1

Many environment-friendly schools around the world have incorporated EE into their design, operation and curriculum.

The most common strategies are:

Incorporating EE into the curriculum, with adaptations for the local context. Lessons on key climate change topics such as global warming, the greenhouse effect and weather-related disasters are not enough.

At-risk communities must develop local adaptation policies and practices, addressing disaster risk reduction, emergency preparedness and locally relevant sustainable development options.

A nationally significant, child-focused, participatory approach works best. In South Africa, for example, stakeholders including the National Environmental Education Program and the weather service designed curricular material for climate change.

The tools included resource guides, training workshops, a competition among schools and a national media campaign.

Topic 198 EE in Environment-Friendly Schools 2

Teacher training:

A large number of teacher training programs and modules now cover climate change, environmental education and sustainable development.
These modules and programs share some basic goals: increasing teachers' understanding of the environment, climate and sustainability issues; helping them develop necessary skills and providing them with pedagogical support.

Truly innovative teacher training approaches for environment-friendly schools must prioritize two concepts:

1. Coordinated training of teachers to design methodologies rooted in children's rights
2. Intensive and organized participation of the community.
3. These programs should also increase teachers' understanding of the social aspects of climate change, including the roles of gender, social status and other social differentiators.

Attempts to incorporate EE into teacher training may face resistance. Policymakers may worry that EE will distract teachers, already burdened with heavy schedules, from their principal duties. However, once teachers are given enough responsibility, they quickly appreciate the social relevance of this training and are encouraged by increased parent and student support.

Topic 199 EE in Environment-Friendly Schools 3

Strategies to raise awareness*:* Media campaigns, messaging through youth radio programs, theatre and music, conferences, environment day celebrations, and other events and programs within and outside of school can complement formal curricula and significantly strengthen learning. These strategies require collaboration with non-governmental organizations and the private sector. In Albania, for example, the Child-Led Environmental Education Initiative created a partnership with local companies that introduced schools to recycling, curricular reform, teacher training and a communitywide media campaign.
As a result, nearly half of the children in selected schools adopted at least one environmentally-friendly behavior at home.

Topic 200 EE in Environment-Friendly Schools 4

Non-formal education*:* The environment-friendly school approach is a comprehensive concept that encompasses the child's life cycle (ages 0–18).
Ideally, non-formal and formal education systems are complementary, working as one holistic system to provide quality education for all learners.
After-school activities provide opportunities for children to interact with their environment through field trips, research and action projects, and to practically apply what they have learned.
Education focused on green jobs and disaster risk reduction helps young people develop their creativity, engage in productive work and contribute to the emerging green economy.

Lecture 45. EE in Environment-Friendly Schools

Topic 201 EE in Environment-Friendly Schools 5

Guaranteeing a protective, environment-friendly physical environment: EE projects are likely to start in school buildings and on school grounds.

Natural disasters and climatic events such as earthquakes, storms, drought or floods require schools to consider a range of safety and disaster preparedness measures.

School environments can also promote child-friendliness by visually incorporating environmental education messages.

For example, Children took the lead in the 2004 post tsunami reconstruction and repair of the schools in the Trincomalee district of northeast Sri Lanka.

Some of their murals included messages on how to protect the environment. But most importantly, the project ensured that protection and safety were primary goals.

With the direct participation of 800 children, this initiative showcased the key principles of environmentfriendly schools: child-centeredness, protection, inclusiveness and child participation.

Topic 202 EE in Environment-Friendly Schools 6

Water, sanitation and hygiene in schools: One of the most devastating effects of climate change, especially in arid, drought-prone areas, is the threat to water security.

As drought and desertification become more serious, water and sanitation emerge as staple issues within environment-friendly schools.

The most successful examples combine physical improvements with life skills based hygiene education, and follow a gender-sensitive approach.

Qualitative evidence in Malawi, for example, shows that when girls have access to soap and private sanitation facilities at school, attendance rates increase and dropout rates reduce.

Topic 203 EE in Environment-Friendly Schools 7

Development of green schools*:* Changes in the school setting demonstrate the key concepts of quality EE.

The 'green schools' design approach describes environmentally sustainable schools.

Well-designed green schools provide ample natural light, good indoor air quality and ventilation.

They are water and energy efficient and use nontoxic, locally available construction materials and renewable energy.

The Green School in Bali, Indonesia is built almost exclusively with bamboo, a locally renewable resource. The school's mission is to develop responsible green habits in its learners in an environment that models the principle of sustainability being taught.

Topic 204 EE in Environment-Friendly Schools 8

Carrying out EE projects in the community: The Child Friendly School Manual identifies the fundamental link between schools and communities and the mutual benefit of community engaged EE.

In southern Nepal, disaster risk management projects within schools and communities were successful because they maintained a gender-sensitive focus.

One project promoted girls' leadership in school based disaster risk reduction. The real life efficacy of the approach was tested when these communities suffered floods.

While no quantitative studies are available, strong anecdotal evidence found that community response in girl-led environment-friendly school project sites was more proactive and organized, limiting the loss of lives and assets.

Lesson 1. Introduction to Contemporary Trends and Issues and National and International Conventions on Education

Topic 1: Education in twenty first Century

In the title of the course there are three (3) key terms.

1. Contemporary
2. Trends
3. Issues

These three terms can be explained like as under.

1. Contemporary

Contemporary means related to the present time or starting as of today. What we experience in education today.

2. Trends

Are positive kinds of things that are happening in other words the patterns that we like to see and continue.

3. Issues

Issues deal with the negative. They deal with the not so good things that happen in education.

In this course we will focus on trends and issues in education.

If I ask you what one factor causes the change in the education, today? I hope most of you will come up with technology. In twenty first century even yet we are using yesterdays' training with today's students. To be compatible with twenty first century education we have to give technology due importance.

We have to see what trends we have to study in technology and what issues in technology we would talk about. In order to provide education to each and every child we have to uplift our resources. We, the teachers of today are basically the product of twentieth century; unlike the students are also twenty first century students. The teachers have to unlearn the concepts of last century and update ourselves with twenty first century.

Education must enable nations and communities to gradually evolve and strengthen their systems of social justice, democratic institutions, and foster values of peace, harmony, tolerance, and mutual respect among diverse populations. All these skills are necessary to survive in twenty first century. Education should also promote individual freedom, empower people and a vehicle to uplift the economic situation.

Topic 2: International Conventions for Free and Quality Education

Provision of free and quality education has been declared as fundamental rights. They want all children to get basic elementary, secondary education.

1. **Universal declaration of human rights**

   This convention was approved by the world nations at the United Nations General Assembly in 1948. According to this convention everyone has the right to education and education shall be free at least in the elementary and fundamental basis.

Elementary education involves pre-school, the early years and education up to grade 5. It is supposed to be free. It means that govt. or any other agency shall be sponsoring that. All the children shall be in school in those grades.

2. **Convention on the rights of the child**

Convention on the rights of the child in **1989** explicitly recognized education as a fundamental right. All children must be in school progressively meaning gradually. They also have equal opportunity for all the students. The elements of this convention states make primary education compulsory and available free to all children. Encourage the development of different forms in secondary education including general and vocational. Education of a child does not stop at elementary level. Vocational education helps a student to earn a living.

3. **DAKAR world education forum**

April 2000 164 countries combined together, to ensure Education for All (EFA). They focused at achieving the goal in developed, developing and under developed countries to achieve till 2015. Pakistan has not met most of the targets set under that convention.

EFA Goals

Following are some of the EFA goals with explanation.

- **Expanding and improving comprehensive early childhood education**. There is a need to improve the comprehensive basic education
- **Ensuring that by 2015 all students particularly girls and those belonging to the ethnic minorities receive an education.** 2015 was the target, 15 years were given to countries to plan that. We have not met this target. Many of our children are not going to school. We have to see what countries have achieved these targets. We have to compare our country with others.
- **Ensuring that the learning needs of all young people and adults are met through equitable acces to appropriate learning and life skills**

  Every child should have equitable access. No child should say that there is no school in my area. For that we have to improve our infra-structure
- **Achieving 50% improvement in levels of adult literacy by 2015**