

Teachers and Trainers in Adult Education and Lifelong Learning

Professional Development in Asia and Europe

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**Workshop: *Effects of teacher's trainings &
Pakistani Needs of Future***

Deutsches Institut für Erwachsenenbildung
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1. Abstract

Teaching as we know it is a holy profession to teach others is not as easy as we think it to teach other is natural but when there is not any particular method or skills to train others, all knowledge goes wasted. So training to teach others makes vital role. Law and regulations establish discipline when a trained teacher teaches students surely will pick properly. So training is a direction that shows the right path that leads to destination.

Availability to stimulate the hidden faculties possesses by a student is a native quality of a teacher. Unless a teacher has natural ability to teach a student, he will not be a good teacher. We know that a competent teacher always be admirable as it is he who shows impressive and good result and spread knowledge properly.

Surely teachers training has been in focus in relation to adult learning because such training is for students. With this training, a teacher can focus all the backwardness, incapacity and misunderstand among the students purpose of training is to indicate all the ill and passiveness of a student. To clear them properly is a main task of teachers training, so it is a great effect of teacher training on the students.

A new comer teacher should be provided a peculiar training. How to teach the student is a main step of teaching, so a teacher is given a programme to know how to teach a student. Second to control the class, to establish discipline to arrange tests and hold exams, these are the chief aspects of preparation of students for their best and complete training, so there are the basic elements which are very important to teach a dull or receptive minded student.

1.1. Short course

Short courses demand less labour and small research. It is easy way to receive miner information. Many lazy and bluffer students won't to go to short course to receive knowledge. So it is not best in many opinions, for a student to relate with short courses.

1.2. Long courses

Although long courses are boring and tough and demand hard marking yet one can receive comprehensive knowledge, so good is the comprehensive knowledge that makes man a perfect. So in many options long courses are best to establish the future of a student good.

We know that a trained teacher is totally different and obviously perfect to teach the students. A trained teacher understand the mental approach of a student and adopts method as such students, mental power demands such a trained teacher who always show good results. Students even adult students takes keen interest in studies even he is taught as he wishes.

There are many slips in every system or a method but they are removed by getting personal experience

One can improve the methods with the help of bitter experiences. One has power enough to captive all the slips and demonstrated them. One can do some join to speculate all the other methods which are useful to achieve the fixed targets, when we follow many useful methods, we

are able to get success over our purposes. We can improve our methods by adopting the copy of those countries which are rather advanced in education.

2. COUNTRY PROFILE

Pakistan came into being on August 14, 1947. It is a land of diverse cultural and terrain and has four provinces; Balochistan, North Western Frontier Province (NWFP), Punjab, Sindh and Federally Administered Tribal Areas (FATA/FANA). Its territory encompasses portions of the Himalaya, Hindu Kush, and Karakoram mountain ranges, making it a home to some of the world's highest mountains. Intermountain valleys make up much of the NWFP, and rugged plateaus cover much of Balochistan Province in the west. In the east, irrigated plains along the Indus River and some deserts are spread across the Punjab and Sindh.

Pakistan shares borders with Afghanistan (2,430 kilometers), China (523 kilometers), India (2,912 kilometers), and Iran (909 kilometers). Its coastline totals 1,064 kilometers along the Arabian Sea.

2.1. Population, Demographic, Religious, etc

The estimated population for 2009 is 169.061 million of which, 51.9% are males and 48.1% are females. In 1951, Pakistan's total population was 33.8 million which reached to 65.3 million in 1972-73. Its growth rate was 3.0% in 1981 but declined to 2.2% by March 2000. It further reduced to 1.9% by the year 2005.

A majority of population (70.1%) still resides in rural areas, largely depending on agriculture. The life expectancy for the year 2007-08 was estimated at 66 years for males and 68 years for females. The crude death rate (CDR) was as 7.8 (per thousand) in 1999-2000, which has also declined to 7.1 by the year 2004-05. All these demographic indicators show that the development and extension in health facilities have improved the life span.

2.2. Area and Estimated Population in Pakistan

Administrative	Unit Area (Sq.km)	Population (Million)	% Population	Population Density (Persons/sq.km)
Pakistan	796,096	169.00	100	200
Punjab	205,345	89.70	55.20	427
Sindh	140,914	40.50	23.00	259
NWFP	47,521	23.86	13.80	460
Balochistan	374,190	9.20	5.20	22
Islamabad	906,000	1.80	0.69	1214
FANA	27,220	4.70	2.30	136

2.3. Educational Administration

Education is on the concurrent list of 1973 Constitution of Pakistan. However, education policy, planning and financing are dealt with by the Federal Government. Thus, policy, planning and coordination of major projects such as Education for All, Non-formal Primary Education, Adult Literacy and Early Childhood Education are the responsibility of the Projects Wing of the Federal Ministry of Education. The implementing agencies are the provincial education departments, District Governments and NGOs. Learning achievement and training in essential skills (curricula, examination, evaluation, standard of education, learning/competency level) are under the purview of the Curriculum Wing of the Federal Ministry of Education and the provincial line departments/organizations. The Training Wing of the Federal Ministry of Education deals with teachers' training and international cooperation, pacts and agreements. The Special Education and Social Welfare Division manages education for children with special needs.

2.4. Administrative Structure of the Ministry of Education

With the promulgation of Local Government Ordinance (2001)⁴ the education system has been devolved. The Federal Ministry of Education has become coordinating body whereas the Provincial Education Departments serve as bridge between the Federal and district governments. At district level all necessary departments have been established and the districts are being empowered to prepare their own educational development and fiscal plans.

The Provincial Education Departments are headed by their respective Provincial Education Ministers. Punjab has a Literacy and Non-formal Education Department where the Provincial Education Secretary acts as the executive head of the Department. The provinces are further divided into districts for the purpose of administration. The head of the Education Department in a district is Executive District Officer, Education (EDO Education) and head of the Literacy and Non-formal Education Department (in case of Punjab) is Executive District Officer Literacy (EDO Literacy). In NWFP and Sindh, literacy is part of the Education Department. In Balochistan, Social Welfare Department is looking after literacy and non-formal education. The hierarchy then runs down to the District Education Officers. At the province level Directorate of Public Instructions (DPI) schools have established. At national level government has established National Commission for Human Development (NCHD), a support organization of Ministry of Education to promote adult literacy and primary education. At the grass root level i.e. the union council level, Learning Coordinators (LCs) provide academic guidance as well as supervise the schools. Village Education Committees/School Management Committees Parent and Teacher Associations (PTA) have been set up in the provinces at grass root level.

3. Educational System in Pakistan

3.1. Elementary

Pre-Primary	03 – 05	Children of 3 years or more but less than 5 years
Primary (i-v)	05 – 10	Children of 5 years or more but less than 10 years
Middle (vi-viii)	10 – 13	Children of 10 years or more but less than 13 years

3.2. Secondary/Higher Secondary (Martic / Intermediate)

Secondary School	13 – 15 (of 13 years or more but less than 15 years)
Higher Secondary	15 – 17 (of 15 years or more but less than 17 years)
Adult Literacy	15 years and above

3.3. Non-Formal Education

Basic 05 – 14 years

3.4. Higher Education

BA B.Sc	18-20
B.Sc Honors	17-20
MA M.Sc	21-22

3.5. Professional Degrees (for the following degrees the age of students vary)

Medical

Engineering

Vocational and Technical

B. Ed. / M. Ed.

3.6. Curriculum

Curriculum Wing established at the Federal Ministry of Education, which works closely with the provincial Curriculum Bureaus and Textbook Boards in all provinces. The curricula for grades (I-XII) has recently been reviewed in consultation with the provinces. A National Curriculum Review Committee, represented by national and provincial experts, approves the contents of the books to be published by the Provincial Textbook Boards. The Textbook Boards develop books up to grade XII. All schools are bound to teach national curriculum but elite private schools follow O' and A' Level Cambridge Education System.

A few elite schools have started using International Baccalaureate (IB) curriculum. These schools also use 11 multi-international textbooks. In order to bring the Pakistan's national curriculum at par with international standards, the new curriculum based on content standards is being planned to be introduced soon.

Adult Literacy Curriculum guidelines were developed in 2006. Based on the said guidelines National Curriculum for Literacy in the following three areas has been developed in 2007 and launched.

- i. Basic Literacy (level I, II and III)
- ii. Functional Literacy.
- iii. Income-generating skills.

4. MEDIUM OF EDUCATIONAL INSTRUCTION

The medium of instruction at the primary level is Urdu or provincial/local language. The subjects taught are generally the same throughout Pakistan. Diversification of subjects takes place after class VIII (age 13+). The majority of private schools offer education through English as medium of instruction whereas the government has also introduced a scheme of model schools which will impart education through English as medium of instruction. There seems a great increasing demand for English as medium of instruction in the government schools but the schools lack institutional capacity to offer education through English.

4.1. Process of Examination

Examinations generally held annually and it is the sole criterion to assess the learning levels and success of the students. However, a system of automatic promotion up to grade-III has been introduced in some schools. At the primary level (classes' I-V) the respective schools conduct examination. However, at the end of the fifth year of the primary stage an examination is held by the District Education Departments but its quality aspect yet need to be addressed. Another examination is held for the outstanding students to compete for the award of merit scholarships. Similar examination for an award of scholarship purpose is also held at middle school (i.e. class VIII). The respective Examination Boards conduct class IX-XII examination

4.2. Teachers' Training Institutions in Pakistan

In Pakistan, there are total 275 Teacher Training Institutions which offer pre-service teachers training programmes for Primary Teaching Certificate (PTC) and Certificate in Teaching (CT) to primary school teachers. For secondary school teachers, there are 16 Colleges of Education, offering graduate degrees in education (i.e. B.Ed/ MEd) and there are 9 Departments of Education of public sector universities which train teachers at the bachelor and master's level. There are number of education and extension centres which offer in-service teachers' training. Besides , the Allama Iqbal Open University, Islamabad, offers a comprehensive teachers' training programme based on distance learning; its total enrolment is about 10,000 per annum of which 7,000 complete various courses every year. The private sector has set up teacher education institutions of international standards such as Aga Khan University, Institute for Educational Development (AKU-IED), Karachi AKU-IED's Professional Development Centres (PDCs), Ali Institute of Education (AIE), Notre Dame Institute of Education, Karachi and others.

4.3. Teaching Trainers Force

Teachers constitute the largest workforce in Pakistan (over 1.5 million) working across public and non-state sectors, formal and non-formal education from early childhood to tertiary levels. Table given below presents a complete picture of number of schools, student enrolment and teaching force at all levels. It indicates that the student-teacher ratio at primary level (1:36) is higher than secondary level (1:28) in the public sector whereas in the private sector the ratio of student-teacher ratio is 1:19 at primary level and 1:18 at secondary level.

Teachers, Schools, Enrolment at National Level

National	Schools	Enrolment (Stage)	Teachers
Pre-Primary	-	4,391,144	-
Primary	139,821	11,840,719	354,117
Middle	15,255	3,642,693	116,509
Public Schools			
Secondary	9,425	1,500,749	167,916
Higher Sec	1,171	699,463	30,136
Voc./Tech	916	103,752	7,325
Deeni Madaris (Religious Institutions)	354	42,805	1,668
Private Schools			
Pre-Primary	794	2,744,303	3,405
Primary	16,911	4,993,698	86,451
Middle	24,115	1,619,630	194,244
Secondary	13,484	632,259	194,272
Higher Sec /Inter college			
Voc./Tech	1,825	154,072	39,289
Deeni Madaris (Religious Institutions)	2,143	134,935	7,240
	11,799	1,469,640	53,241

5. ADULT EDUCATION AND LEARNING

SYSTEM, LEVEL AND MODES OF LEARNING

Adult Education and learning in Pakistan has the following levels and modes of learning.

5.1. FORMAL EDUCATION

5.1.1. Secondary Education (grade IX-X)

We have 22909 secondary (high) schools both in public and private sectors having an enrolment of 2.1 million (Male 1.25 million Female 0.88 million). The gross participation rate at secondary level is 40%. Number of teachers at secondary level is 362,188. Student school ratio is 93.

5.1.2. College Education (Grade XI-XIV)

We have 1135 Arts & Science Degree Colleges having an enrolment of 0.33 million. Besides that, we have Professional Colleges which include Medical Colleges, Engineering Colleges, Law Colleges, Commerce Colleges and Agricultural Colleges etc etc.

5.1.3. Tertiary / Higher Education

Higher Education is mainly provided by Universities and Post-graduate Colleges. We have more than 100 Universities both in Public and Private sectors. The enrolment in higher education is 0.23 million (Male 0.15: Female 0.08). Gross participation rate in higher education is around 4%.

5.2. NON-FORMAL EDUCATION

Non-formal is another important mode in adult learning and education Non-formal education system includes Non-formal Basic Education Schools and Adult Literacy Centers. Presently, we have 10,000 Non-formal Basic Education (NFBE) schools which are renamed as Basic Education Community (BEC) Schools. It has been planned to increase these schools to 20,000 in next four years. The enrolment of non-formal schools is more than three hundred thousands.

Adult Literacy Centers cater to the needs of 15+ age group people. We have at present around seventy thousand adult literacy centers having an enrolment of 1.7 million. In adult literacy we primarily focus on reading, writing and numeracy skills.

5.3. IN-FORMAL EDUCATION AND LEARNING

We have number of informal means, methods and modes of adult education and learning. These include;

5.3.1. Print media

Such as newspapers, magazines, journals, periodicals etc. These are published from almost all the major cities of the country in various languages and dialects such as Urdu, English, Sindhi, Pushto, Barowi, Punjabi and Saraiki etc.

5.3.2. Electronic Media

It includes television radio and mobile etc.

5.3.3. Cinema and Theater

Meetings, seminars, conferences, and symposia etc. Lecturers and DARRAS (teaching of Quran through special sessions) as well as public addresses.

The various life skills imparted through the above means and modes, interalia include;

1. Islamic Education and Teachings
2. Values and Attitude
3. Ethics
4. Rights and Responsibilities
5. Our Environment and its protection
6. Health and Nutrition
7. Mother and Child Care
8. Road Safety
9. Disaster Management
10. Life Skills (Conflict Resolution, Decision Making etc)
11. Technological Literacy with Special Focus on I.T Literacy
12. Gender Equity and Social Issues
13. etc etc

6. ADULT EDUCATION AND LEARNING IN DEENI MADARIS (RELIGIOUS EDUCATION INSTITUTIONS)

Deeni Madaris also play important and significant role in adult education and learning in Pakistan. We have more than ten thousand registered Deeni Madaris and four thousand un-registered Madaris contributing for learning & Adult Education. The total enrolment in these Madaris is around 1.5 million. A Majority of these students/ learners are adults.

The main emphasis of Madarassah education is Islamic Education and Teachings. However, a majority of the Madaris also teach formal education subjects as well.

This needs to be highlighted that the main focus of this report is adult education and literacy imparted through non-formal mode of education.

***Lifelong learning** is the development of human potential through a continuously supportive process which stimulates and empowers individuals to acquire all the knowledge, values, skills, and understanding they will require throughout their lifetimes and to apply them with confidence, creativity and enjoyment in all roles, circumstances, and environments*

There are several established contexts for lifelong learning beyond traditional "brick and mortar" schooling:

1. **Home schooling** where this involves learning to learn or the development of informal learning patterns.
2. **Adult education** or the acquisition of formal qualifications or work and leisure skills later in life.
3. **Continuing education** which often describes extension or not-for-credit courses offered by higher education institutions.
4. **Work-based learning** which includes professional development and on-the-job training.
5. **Personal learning environments** or self-directed learning using a range of sources and tools including online applications.

6.1. Lifelong learning professionals

As the Jagiellonian University Extension defines it, there are seven main professional profiles in the Lifelong Learning domain:

- trainer
- coach
- competency assessor
- consultant
- training project manager
- curriculum designer
- mentor

6.2. Educationist and trainers

Education is conceived as a powerful agency, which is instrumental in bringing about the desired changes in the social and cultural life of a nation. The whole process of education is shaped and moulded by the human personality called the teacher, who plays a pivotal role in any system of education. The preparation of such an important functionary must conceivably get the highest priority. His is a challenging profession and only those teachers can shoulder the heavy responsibilities of nation building, which are adequately prepared and have sound professional attitude. This adequacy of preparation, of course, signifies development of adequate skills, dedication to teaching and a determination for continuous growth and learning. Teachers are expected to use the best practices and strategies to meet challenge demands of their career. If the teachers are well trained and highly motivated, learning will be enhanced. The teaching profession demands a clear set goal, love for profession and obviously the more favourable attitude towards the profession. Pakistan needs a well-trained and professionally sound teachers and a lot of responsibility falls on teacher training institutions. In this perspective these institution should make painstaking efforts to equip the prospective teachers not only with teaching skills but also try to promote the positive professional attitude in them. Secondary education is an important sub sector of entire education system because it is the most crucial stage of life. The competent, professionally trained and enthusiastic teachers are required to teach at this level. Therefore, a little effort was made to investigate that to what extent different teacher training institutions are successful in developing positive professional attitude of their prospective secondary school teachers.

The objectives of study were:

1. To develop a reliable and valid scale to measure the professional attitude of prospective adult trainers / teachers.
2. To measure the development of professional attitude of prospective adult trainers / teachers of various teacher training institutions in Pakistan
3. To assess the effectiveness of teacher training in developing professional attitude of prospective adult trainers / teachers.
4. To compare the effectiveness of teacher training institutions in developing attitude of prospective adult trainers / teachers towards teaching profession.
5. To suggest suitable measures to improve teacher training in Pakistan.

The importance of teacher training cannot be underestimated. The better a teacher is trained, the better he or she can educate tomorrow's generation of Pakistanis.

Teacher training doesn't just positively impact teachers and students' knowledge of a subject matter. The teaching method used to share information by teachers helps children not only stay in school, but also engages young students and encourages them to keep learning. Reports on primary education in Pakistan, for example, have noted that **'fear of punishment'** and the **'harsh treatment by teachers'** is key reasons for primary school dropout among students. This clearly stems from a lack of proper teacher training.

Teacher training in Pakistan is primarily a provincial responsibility. Generally, applicants to most teacher training institutes outnumber the spaces available. But the shortage is not just in spaces. It is also found in the lack of facilities for this endeavor, especially in certain places like Balochistan, and particularly for female teachers. This is a tragedy considering that Pakistan's rate of female literacy is abysmal.

Pakistan's federal level of government also plays a role in teacher training through its Curriculum Wing, which is also responsible for teacher education institutions. Primary school teachers seeking employment in government schools are trained in three ways: through Government Colleges and Elementary Education (CGETs), the distance education program of the Allama Iqbal Open University, and teacher training courses administered in high schools. The graduates of these institutions are taught a similar curriculum, and receive the Primary Teaching Certificate (PTC) at the end of a course that lasts one year.

About 12,000 teachers are trained in the 76 GCETs every year, and close to 8,000 are trained through the distance learning program. In some provinces, crash courses have also been arranged to reduce the backlog of teachers who are not trained for their jobs.

In terms of the country's private schools, a number of the major ones have their own teacher training program.

To be accepted into the PTC course, an applicant must have a minimum of ten years of schooling. However, the government of the province of Punjab raised this bar recently and fixed the minimum to 12 years of schooling for admission to the PTC course.

Although the PTC course is for only one year, in reality is usually much shorter. An additional problem is that the curriculum for pre-service training is overloaded. In general, the courses do not significantly improve a teacher's knowledge of a particular subject matter or teaching skills.

A study conducted in the province of NWFP found that entrants had poor proficiency in math and science. Even more disturbingly, there was little difference in teachers' performance after completing the course.

It is clear then that pre-service training of teachers in Pakistan is sorely lacking at a time when education for a nation in a globalized world is more important than ever before.

In terms of in-service training, this is the responsibility of the Curriculum Boards and Extension Centers. The provinces have given in-service responsibilities to one or more CGETs. There are three different types of in-service training: training of untrained staff in full-time crash programs that last three months; refresher courses that last for a short period of time.

Every province has an Education Extension Center responsible that is in charge of in-service education. The aim is to provide one in-service training session to each teacher at least once every five years. But these sessions are fewer than the number of teachers as indicated by a study of in-service refresher courses in Punjab. This study found that the courses reached a nominal number of teachers. For instance, in 1988, 16 refresher courses were offered to only 4,400 teachers, out of a total teaching corps of nearly 180,000.

Teacher training plays a vital role to fill the new and fresh breath in the dead brain of a student. There is a remarkable happening to put a cart in the right direction, therefore such teaching changes the educational atmosphere properly.

7. TEACHER'S / TRAINER'S LACK OF MOTIVATION

There are many complaints about Pakistan's primary schools and the lack of quality education found in them. One of the main concerns is the lack of proper teaching and teacher motivation. This problem has and continues to lead to the erosion of standards in the nation's schools.

In practical terms, a teacher's poor motivation translates into absenteeism, indifferent classroom practices and teachers leaving the profession. This high turnover in the profession is especially damaging for the whole system because the government's investment in teacher training is lost and replacing and training teachers who have left is another expense incurred.

There are five reasons primary school teachers in Pakistan lack motivation.

The first is an inadequate salary. In Pakistan, primary school teachers earn roughly between Rs 1,400 and Rs 2,860 (\$32 to \$65). This is less than what a cook, gardener or chauffeur often earns.

Good pay is one incentive to encourage employees in any profession to work harder and in a more dedicated and enthusiastic manner. Financial security helps them concentrate on their jobs without worrying about how to make ends meet every month. Because many primary school teachers in Pakistan are forced to take on extra jobs to supplement their incomes, they are often absent from the classroom.

Second, unlike medicine and engineering, teaching as a profession does not garner the status and respect the former two vocations do. In fact, the status of teachers, particularly male teachers, has suffered so severely that men who are part of Pakistan's "educated unemployed" (individuals with high qualifications but who remain unemployed) become teachers only as a last resort. Even in this case though, teaching is seen as a temporary job that will be left once a better opportunity comes along.

Third, the horrible working conditions many teachers must endure further lessen their motivation. They discourage possible candidates from becoming teachers and often lead to incumbent teachers leaving the profession.

Research work shows that 70 per cent of the schools in Pakistan have no toilets, 68 percent no drinking water, 92 percent no playgrounds, 60 per cent no boundary walls and 16 percent are without a building.

Research has also noted a lack of desks, books, black/white boards, electricity, doors, and windows, not to mention the problem of overcrowded classrooms. And the phenomena of "ghost schools", institutions which receive government grants but do not exist, are now common knowledge.

Fourth, there is little opportunity for career advancement in the teaching profession in Pakistan, especially for primary school teachers. The only one available to most teachers is to move into secondary school teaching. This however, has negative effects on the primary school system, since it is often the most motivated teachers who leave teaching primary school for secondary school.

Finally, there is virtually no system of accountability for teachers. Teachers are often accountable to Pakistan's education department which is far from their teaching milieu. This means they can get away with absenteeism. There is no local authority to ensure that teachers attend classes and teach their students. Head teachers have little authority to censure teachers who do not turn up for work. Even parents have no way to ensure proper teaching.

7.1. Competences needed for being a qualified professional teacher

Availability to stimulate the hidden faculties possessed by a student is a native quality of a teacher. Unless a teacher has natural ability to teach a student, he will not be a good teacher. We know that a competent teacher always is admirable as it is he who shows impressive and good results and spreads knowledge properly.

7.2. The effect of teacher training has been in focus in relation to adult learning.

Surely teachers' training has been in focus in relation to adult learning because such training is for students. With this training, a teacher can focus all the backwardness, incapacity and misunderstanding among the students. The purpose of training is to indicate all the ills and passiveness of a student. To clear them properly is a main task of teachers' training, so it is a great effect of teacher training on the students.

7.3. When & what you provide training programmes for adult teachers – newcomers or experienced?

Before joining school, a teacher should be trained enough to grow the talent and hidden faculties of a student because of the taught profession / teacher has to go to maintain his training as possible as he can.

A new comer teacher should be provided a peculiar training. How to teach the student is a main step of teaching, so a teacher is given a programme to know how to teach a student. Second to control the class, to establish discipline to arrange tests and hold exams, these are the chief aspects of preparation of students for their best and complete training, so there are the basic elements which are very important to teach a dull or receptive minded student.

7.4. Short or long courses – how can you tell that you are on the right way?

7.4.1. Short course

Short courses demand less labour and small research. It is an easy way to receive minor information. Many lazy and bluffer students won't go to short courses to receive knowledge. So it is not best in many opinions, for a student to relate with short courses.

7.4.2. Long courses

Although long courses are boring and tough and demand hard marking yet one can receive comprehensive knowledge, so good is the comprehensive knowledge that makes man perfect. So in many options long courses are best to establish the future of a student good.

7.4.3. Developing a training module / courses

Professional development for all types of teachers is important, but owing to budgetary constraints, careful planning is essential.

We need to prepare materials that will support pre-service education as well as in-service training initiatives. Development of materials aimed at a variety of users, such as trainers, teachers, trainees, and even administrators is seen as a very useful strategy.

As a first priority, we may target in-service programmes, due to urgent need and ease with which such programmes can be launched. We must, however, focus on content that can meet the needs of both in-service and pre-service professional development programmes. The modules should support a blended model of teacher training, which includes face-to-face training, short courses, self-study and distance learning.

7.5. Vision and master plan

The vision and the changes that are taking place will act as guides to developing training modules. A master plan is an essential step for implementing this project, which will develop the instructional design and training materials, decide the nature and number of modules, and will include a work plan which will identify project participants.

The development of materials will involve various stages, with phases to include analysis, design, development, implementation and evaluation. This development cycle will also confront many other issues, broadly relating to

1. the stage of teacher education to be targeted, such as deciding between pre- and in-service training;
2. identifying the needs of the trainers/audience;
3. selecting content from different sources in the curriculum;
4. the nature and role of the trainee-learner;
5. choosing alternative pedagogies;
6. language and medium;
7. emphasizing cultural content; and establishing the desired level of integration.

7.6. Materials and modules

Many experiences from all over the world can help in the development of materials and training strategies. Systematic surveys to identify existing materials will help those working with limited resources achieve effective outcomes. Materials should be created only where critical gaps exist.

Once we identify existing materials, we need to evaluate them for their relevance and availability.

The training modules should make use of multimedia formats. Materials produced may range from print to video to computers, and can be classified by media, content and level.

The importance of using locally-relevant examples can not be overstated. Cases of good practice

from within a national context are highly inspiring, while local databases and websites tend to engage teachers more than remote ones and have proved more motivating.

The involvement of local master-teachers right from the planning stage of the instructional design, and during the production of the materials, is also very motivating. If teachers are

involved in the production of their own materials they can easily demonstrate the value of using technology. This model of an inbuilt mechanism for capacity-building will be useful for further expanding and localizing the training systems. We may also find strategies to involve the local community, as well as the business and corporate sectors.

7.7. How can you tell that you are improving the competences most needed or with the greatest impact on the adult learners?

Mission of teaching training is to polish the talent of a student, give him a sense of a direction show him the path that leads to the realm of progress, open mindedness, awareness and knowledge and information. Ability of a student is to polished and grown in the high level be can surely open amazing horizon of innovation and newness.

Training of early type has a particular aim and long, like teacher training, purpose is to add the knowledge settlement and boldness to face the server challenges of present era. Those students who are not been given training, remain dull and fearful to go to head to earn his livelihood they are shy and timed they lack confidence and courage so life for there is a hinder and heavy storm.

7.8. Which methods can be used to measure the effects of teacher training?

There are some shinning and perfect methods to use a measure the effects of teacher training. Assessment is one that is helpful to see and observe the confidence and knowledge of a teacher. Assessment gives us real situation to judge the teacher and his teaching methods as well. There are many peculiar methods that are rather useful to polish the hidden faculties of students. Such methods follow following grounds.

1. Verbal
2. non verbal
3. Questionize
4. Answer / questions
5. Group discussion
6. Objective measuring
7. others

7.9. Are these methods influenced by differences in different situations, religions, society and culture?

What not these methods means to achieve some targets definitely are great influenced the religions, society and couture. When a intellectual sharpens any society, he has make up his mind to alive the dead culture and give new look to society and a peculiar current to religion under such thinking a method, provided that should be in positive sense, one can bring a rudden and useful drange. Such are the methods which have been made under a great thinking always throw positive impacts and give us closely advantage.

7.10. How can we improve the methods, e.g. by comparative studies?

To improve methods we will have to depend on what capability a student possesses. As we know that improvement to bring has some rational observation as well. Comparative study is a type that many bring change and one can achieve one's target but it is very scornful issue to captivate. Here is need that subjective way to judge the mental power of a student is comprehensive thinking. Because whole detail and waste knowledge and perfect information has its particular value and weight when a student goes on to relate with his students under the influenced of short term – a term depends on short answer it is totally a faulty method. In this way student feels easy to go through exams and depend on short methods which is bad.

7.11. What do we already know about teacher training effects?

We know that a trained teacher is totally different and obviously perfect to teach the students. A trained teacher understand the mental approach of a student and adopts method as such students, mental power demands such a trained teacher who always show good results. Student's even adult student's takes keen interest in studies even he is taught as he wishes. A trained teacher controls the class, teachers well and has full skills how to prepare for a student to take exams. He does not show full glow-ness but he is active to perform his responsibility as he is well aware of the method as how to teach the student under great care and particular training but when we compare untrained teacher with a trained teacher he came at know that formers is not better.

7.12. What are the greatest weaknesses? How can we improve the methods?

There are many slips in every system or a method but they are removed by getting personal experience. When a method is applied and is not shown by a person results that are longed for then a need is felt to leave the method and try to create new one. One can improve the methods with the help of bitter experiences. One has power enough to captive all the slips and demonstrated them. One can do some join to speculate all the other methods which are useful to achieve the fixed targets, when we follow many useful methods, we are able to get success over our purposes. We can improve our methods by adopting the copy of those countries which are rather advanced in education.

7.13. Using ICT a Global standard

One of the most serious issues that the educational community must confront concerns the question of uniformity versus multiplicity of standards. Many arguments were presented in favour of uniformity of standards, while many participants also voiced strong support for multiplicity. One of the major arguments against generic standards was the wide-ranging and diverse nature of ICT facilities. It was felt that the range of ICT skill-use is so wide that an acceptance of any one set of standards will only create more problems.

Adopting a single, uniform set of standards for using ICT in education may not be fully applicable in this region. The range of ICT environments within education in Asian region tremendously broad.

There is great diversity in the current levels of teachers' skills and their use of ICT, as well as in policy goals and teacher training curricula. Some teachers in this region have gained advanced skills in, for example, the use of digital learning management systems, while others still lack

even the most rudimentary computer skills. In addition, there is a wide gulf in access to ICT infrastructure and educational resources in the region. For many teachers, access to computers and other educational technologies remains a distant dream. A teacher in rural Pakistan, for example, will not have the same facilities as a city-based teacher. This difference in access to ICT in education also extends to internal digital divides within countries, broadly speaking in terms of urban-rural and rich-poor divides, and such disparities will inevitably affect the performance levels that we may expect from different teachers. The amount of control that teachers in different countries have over the curricula they teach also varies widely. For example, teachers in European countries have a comparatively large degree of freedom. As a result, they must learn to work and be comfortable with a greater level of autonomy than teachers in countries where this freedom is not available.

7.14. Issues in integrating ICT

- How do we deal with the issue of a heavy use of English language in ICT and on the Internet that is creating a barrier for non-English speakers and how do we facilitate the use of local-language software wherever possible?
- While dealing with integration of ICT into teaching methods, how do we deal with multidimensional change in relation to technologies, curricula and pedagogies?
- How do we procure sufficient equipment for creating adequate opportunities for practice and skill-building?
- How do we overcome the strong tendency in some countries to teach ICT as a subject rather than view it as a tool for further learning?
- How do we support those countries that rely heavily on face-to-face training models in spite of the availability of new technologies for training purposes?
- How do we handle the situation of low levels of ICT skills and knowledge among many teacher / trainers?

Training has to be good, but it also has to be relevant.

- Does it equip the new teacher well to meet both current and anticipated new demands in schools?
- Are the trainers well qualified and experienced in relation to today's demands? Do they have recent experience of good practice in schools?
- Are schools involved in the training process, for example, in mentoring students and in student assessment?
- Is there a continuum into in-service professional development? Is there a probationary arrangement?

Training also has to be affordable and cost effective.

- How is teacher education funded?
- Do the arrangements represent good value for money?
- Do teacher qualifications have sufficiently high credibility to attract good entrants?
- What incentives are there for recruitment and retention?

8. Factors will need to be considered / future needs of Pakistani teacher's / trainers

- National Standards and Competencies must be guaranteed for the teaching profession as benchmarks for accreditation of institutions and professional degrees to elevate teachers' status
- Merit based recruitment of teachers is urgently required so that teaching is recognized as a profession and professional development programs yield positive and lasting results
- Resources for teacher education, continuous professional development (CPD), standards and research must be enhanced in national, provincial and district budgets to ensure sustainability of quality and innovations in teaching and learning practices
- Teachers' Networks should be supported for providing opportunities to teachers to share best practices, experiences & conversations, resources, identifying problems – Searching for local solutions to local problems by involving local stakeholders
- Networks must not become trade unions but remain self-motivated forums for professional development, social identity and support systems
- Excellent examples of professional networks in education run by non-governmental and private sector which must be recognized and supported
- A network for URDU must be established
- Networks' activities must be arranged after school timing, ensuring teacher presence in classrooms
- Pakistan has a vast network of teacher training institutions and designated schools for professional development in the public sector and private /NGO sector which must be utilized
- College and university teachers need continuous professional development too and good examples of professional development initiatives in universities need to be encouraged
- ICTs use is expanding through vibrant innovations for professional development and social networking which must be recognized and built
- Develop a national consensus on the strategic policy and plan for ICT and learning technologies, their integration in national curriculum and its operationalization through partnerships
- Nationwide initiatives in computer/IT Literacy and awareness must be compulsory and are urgently needed in schools and training institutions to enable teachers/trainers to become producers of knowledge and learning, to develop standards and learning solutions, and improved interface with the education management information systems(EMIS)
- Internet and e-mail access should be available at school (Middle/High), district, provincial, national level, across government offices and training teacher education institutions
- Key research, national curriculum, information documents and training modules should be available on the Department of Education's training institutions' websites, with full time webmaster

- Materials developed in human rights and citizenship education, environment, indigenous ecological systems, heritage and culture must be available on CDs and inter-active learning tools.
- ICTs in education must be aggressively introduced from Grade VI instead of Grade IX as per the new curriculum and policy and where resources permit even in primary grades
- E- learning requires support for reliable technological infrastructure, synergies and partnerships
- Govt. and/or private sector need to develop two or three ICT/learning technologies pilot projects and evaluate them thoroughly through well documented research to influence policy
- Govt. and/ or projects providing libraries to middle/high schools must include ICT based software such as Microsoft Encarta; Oxford Talking Dictionary, Teacher PowerPoint Presentations; Typing Tutor etc, In-page, Educational games & Web resources
- Basic infrastructure should be designed for the ongoing students and in-service teaching staff.
- About more than 70% learners are in villages, local teachers / trainers are encouraged to take part in these professions
- More practical approach should be adopted regarding the teaching profession as compare to other technical and professional professions in term of financing
- Needs ICT tools for further learning but not forgotten that it is as a further learning only
- Needs crash courses for the in-service teaching force on urgent basis
- The approach and design of the new BA/BSc curriculum that ensures that the program is intensive and rigorous and meets the challenges of the 21st century. The selection of courses in various disciplines should divide the four-year program in a way that the first two years help provide a broad base of inter-disciplinary knowledge in liberal arts and humanities and the next two years enable the students to major in areas that will help prepare them for their future professions.
- The courses would need to incorporate updated knowledge available and construe it in a manner that is interesting and relevant to our learners. Again, the emphasis would have to be on problem-solving and application of theoretical principles that stimulate the mental abilities of our students so as to make them active and responsible learners, and not on rote learning and cramming of textbooks that reduce their role to a passive and dependent one.
- **The curriculum should also include a course on research methodology** that would help to introduce a culture of research and critical inquiry amongst Pakistani students. This course should focus on indigenous research that not only equips our students with the latest and most reliable methods of research, but also helps them to understand the importance of relating theory with practice. In addition, research in local issues would generate an interest in the educated youth about problems in their own community and would motivate them to discover ways and means to find suitable solutions. This course would help our graduates to become citizens who are civic minded and responsible and thus useful members of society.
- **Teacher training should be made mandatory** for those wishing to enter the profession. In almost all developing countries in South Asia such as Bangladesh, Sri Lanka, India, and Malaysia, both pre-service and in-service training of teachers is mandatory. Teachers would need to be trained in all aspects of delivery that is planning lessons, designing teaching materials, and assessment. In addition, teachers would

have to be made aware of the new humanistic approaches to teaching/ learning as well as techniques that make classroom teaching more interactive and useful.

- **Modern methods of assessment** that are efficient and updated should be incorporated as part of the new course design. The end-of-course external examination would have to be discouraged and a continuous mode of assessment would have to be introduced. The practice of on-going assessment would help impart more autonomy to the teacher as well as help the learners to be involved with their progress throughout the year.
- **A clear statement regarding language policy** in higher education is required so as to provide sufficient linguistic support to our students. The present flexi-approach where English, the official medium of instruction in higher education, can be supplemented by teachers explanations in Urdu as well as the students having the option of taking their examinations in Urdu, is leading to a further decline in educational standards.
- **This is a no-win situation where teachers and students lack teaching and learning materials in Urdu(National Language)**, nor do they have the required language proficiency to cope with their studies in English. The attitudes and English language needs of students and teachers involved with higher education should be studied so as to come up with a viable language policy for colleges and universities.
- If English were to be the medium of instruction then the introduction of an efficient and suitable English language support program in place of the outdated and literature-oriented English course presently in use, would be very necessary. These programs would provide English language support to LEP (Limited English Proficiency) students, particularly the Urdu medium students on the basis of access and equity. Both subject teachers as well as English teachers would also need support through in-house courses to be proficient in English.
- **The provision of more technical courses** that can absorb the high school students, who do not have the ability to cope with more intensive degree programs, would have to be made. An increase in skilled labour would also have beneficial long-term effects for the students and the employment sector in the country. At present, many graduates are unemployed that has led to frustration and an increased crime rate in society.
- Adopting well thought of measures involving teachers and students would also be necessary to deal with resistance to change. Strategies that involve seminars and workshops on the changeover would help ease the transition especially for those teachers and students who will see the **change as threatening**. Possible problems related to the cost of the degree program for students could also arise. Sensitizing students to the importance of the four-year degree program and its long-term benefits in both higher education and work prospects, especially abroad, would need careful thought and strategic planning. Student counselling at high school level would also be useful in imparting information to students regarding their future courses.

9. Critical Analysis of Adult Literacy Policy

Adult Literacy had been neglected area particularly with respect to policy and financing. No clear cut policy could be adopted for promotion of adult literacy and non-formal education. Policy makers could not be convinced about the importance and significant of adult literacy. First time in the current National Education Policy (1998-2010) some modest policy provisions were included for promotion of adult literacy and non-formal education.

10. Main development Challenges

Following are the main issues and challenges in adult literacy and non-formal education:

- There is no separate budget allocation for adult literacy, of the total expenditures on education, almost 43% is spent on primary education, 24% on secondary, and 23% on higher education. The remaining 10% is spent on other, which includes adult literacy, teachers training, madrassahs reform, etc. The low level of utilization of available budget is an area of concern because of non-availability of technical staff, delays in release of funds, late submission of proposals/reports and lack of full time project staff.
- There is an absence of a strong coordination, organizational structure and institutional mechanism for adult literacy with the results that interaction among the principal actors remained weak.
- The professional base of adult literacy initiatives remained under developed due to lack of training of teachers/facilitators; lack of formalized curriculum (curriculum has been developed and formally launched by the MoE); and non-existence of effective research in the field of literacy and continuing education.
- Lack of community, civil society participation and donor support; irrelevance of literacy programmes and non-availability of teaching learning material on literacy/post literacy are some other challenges. Local language is being ignored or not even taught to learn basic literacy and numeracy skill which hinders participation of people in literacy programmes.
- The link between basic and post literacy is missing in existing literacy programmes, which resulted in an ad hoc situation on the part of learners and teachers. The demand of basic literacy need to be equipped with functional and skill based post literacy programmes, that may support learners/teachers to go beyond reading, writing and numeracy towards achieving income generating skills and sustainable improvement in their lives. Otherwise one time short duration literacy programmes will not have a lasting impact on the learners.
- Organizations working in the field of adult literacy focus mainly on quantitative objectives, paying less attention to the quality and sustainability of the programmes.
- Public private partnership is also a missing link in adult literacy programmes, it needs to be streamlined through proper facilitation and coordination.
- Absence of equivalency and certification of literacy programmes including synergies between formal and non-formal education system.
- Political instability and insecurity in the country in the past years also curtails the timely completion of the programmes.
- There is scarcity of educationists who possess adequate knowledge of adult literacy. Hence there is a limited choice of resource persons required for the development of literacy material, conducting training workshops, and for any field survey or research work etc.