



# TEACHERS SHORTAGE

HOW AND WHY TEACHERS SHORTAGE IS  
IMPACTING GIRLS ENROLMENT IN  
EDUCATIONAL INSTITUTIONS

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# 1 EXECUTIVE SUMMARY

This is series of white papers dwelling into key challenges faced by girls, particularly of school going age, in education in the province of Balochistan. The intent is to understand the multi-faceted barriers, and to identify possible ways of addressing the barriers in consultation with the local community.

This is a five-part series, which each white paper focusing on one fundamental barrier, understanding its limitation in the local culture, value system, political context, availability/ positioning of resources and identifying its linkages to other barriers. The intent is to be able to delve deeper to capture everyday lives of the communities in the province, and seek their input into ways of addressing the longstanding challenges to girls' education.

This series of white paper will address supply and demand side barriers, with the following

- I. Access: Non-availability of educational institutes
- II. Access: Distance to school matters
- III. Retention: an ad hoc approach to school infrastructure
- IV. Shortage of female teachers: a recruitment and deployment lens**
- V. Quality: prioritising student learning

This white paper focus on exploring the barriers faced by girls due to the shortage of female teachers. This whitepaper is essentially divided in two parts: (a) an initial deep dive into the challenge of school readiness through the provision of femal teachers, and (b) chalks out possible pathways which can be adopted by the state and other stakeholders to facilitate girls' access to schools.

## 2 PREMISE: WHAT EXISTING DATA TELLS US

Attracting and retaining qualified teaching workforce has emerged as a global phenomenon, especially for the remote and rural areas which are the hardest to reach. Teacher policies play a pivotal role in addressing the issue of shortage of teachers, and ensuring qualified teachers continue to remain to be a part of the teaching workforce i.e. retention. Yet, they have a broader and more crucial role impacting teacher motivation, performance, accountability and sustainability. Teacher Policy is not a standalone document outlining the recruitment and on boarding process of teachers at different educational levels, but also impacts the deployment strategy and practical implementation of the envisioned plan.

The International Task Force on Teachers for Education 2030<sup>1</sup> set up by the UNESCO developed a comprehensive guide chalking out critical aspects to be considered for Teacher Policy Development.<sup>2</sup>

### **A good teacher policy should build a foundation around the following principles and elements**

- A vision or mission statement and objectives
- Targets, benchmarks and timelines
- Assessing the environment: difficulties / challenges / gaps
- Relevant data and management
- Coordination mechanisms
- Funding needs and sources
- Participation and stakeholder commitment; and
- Evaluation and revision

*Teacher Policy Development Guide, Taskforce for Teachers*

<sup>1</sup> The International Task Force for Teachers in Education 2030 has more than 150 member states which include national governments, INGOs, CSOs and foundations, working towards ensuring qualified, motivated and empowered teachers lead classrooms.

<sup>2</sup> UNESCO. International Task Force for Teachers in Education.

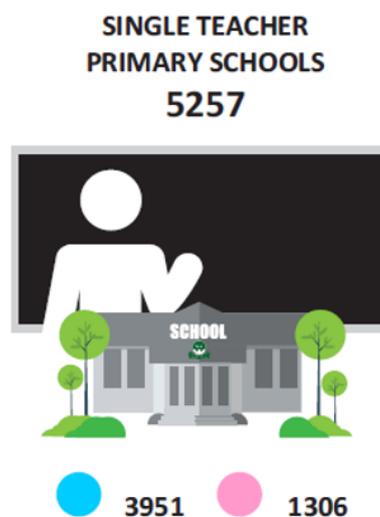
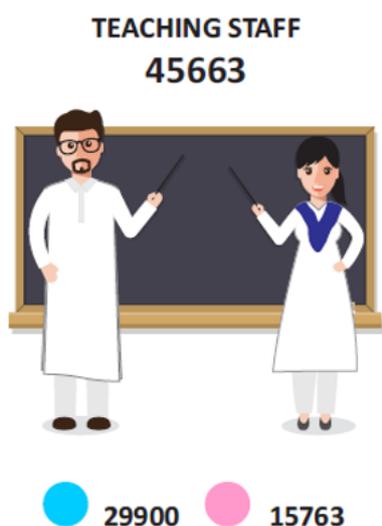
Like many developing countries, Teacher Recruitment Policies in Pakistan have also struggled to grapple with most of the listed principles. They have largely become an instrument focusing only on recruitment process and often lack the connection with vision, gaps, data, evaluation and revision. Balochistan’s Teacher Recruitment Policy 2014 is no exception. The 2014 Teacher Recruitment Policy is the first of its kind to target the following:

- Embed merit-based hiring of teachers,
- Attract better qualified teachers, and
- Reduced political interference

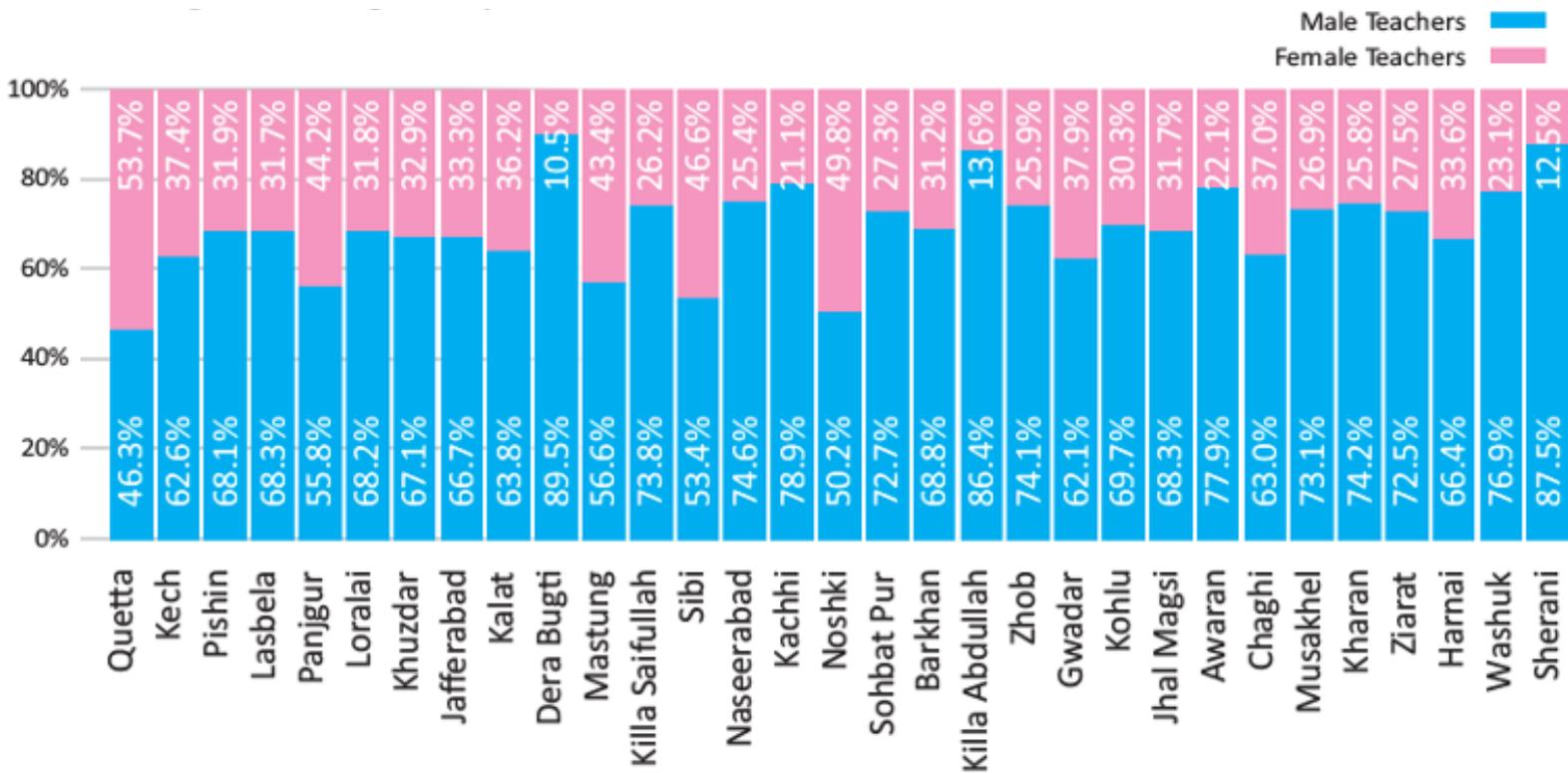
However, with the envisioned progressive shift in recruitment, deployment and gender imbalance within the workforce were not given the attention it deserved. Hence, a standard merit-based recruitment policy for teachers further escalated the issue of shortage of teachers, especially females. What transpired in the years to come was skewed distribution of teachers:

- Urban schools overcrowded with supply of qualified teachers, male and female
- Schools for girls in rural and remote areas remained teacher deprived, as local females did not meet the minimum qualification criteria to be appointed as a teacher

According to the Balochistan Education Statistics 2016-2017, there are 45,663 government school teachers in the province, out of which only 35% are women. At the primary level, 47% of government schools are single-teacher schools.



Below is a snapshot of the gender breakdown of the current teaching workforce in Balochistan.



Quetta is the only district in Balochistan with more than 50% of the teaching workforce as women. 12-districts have 70% or more male teachers, and three districts (Dera Bugti, Killa Abdullah and Sherani) have less than 15% women as government school teachers.

The alarming state of the shortage of female teachers in the province can be attributed to several reasons, which include supply-side and policy-induced barriers. Each of these are discussed in section 3.

## 3 METHODOLOGICAL APPROACH

The conceptual underpinning of this white paper is based on insights from an extensive review of literature comprising of existing frameworks addressing girls' challenges to education, policy and practice from across the globe. It also includes an in-depth analysis of the existing data plus research available in context of Balochistan.

The white paper builds on existing publicly available datasets informing the existence of in-school and outside-the-school barriers to girls' education in Balochistan. Findings from these datasets and research studies are used as inputs to design the framework of primary data collection from selected districts in Balochistan. Primary data was collected with the objective of understanding local populations' thought-process regarding challenges identified in the desk review.

### 3.1 Secondary literature source and data sets' review

This section comprises of two types of analysis: theoretical underpinning and exploring existing datasets.

Through the literature review, barriers which exist at the individual, household, community, school or policy levels were identified. These were drawn from the work of UNICEF, UNESCO, Global Partnership for Education, United Nations Girls' Education Initiative, and the Malala Funds' barriers to girls' education reports and frameworks to collate a longlist of barriers that exist (UNICEF, 2002<sup>3</sup>; Albright, 2016<sup>4</sup>; Antoninis et al., 2018<sup>5</sup>; UNESCO 2018<sup>6</sup>; Malala Fund, 2020<sup>7</sup>).

<sup>3</sup> Barriers to Girls' Education: Strategies and Interventions. (2002). Teachers Talking about Learning

<sup>4</sup> Albright, A. (2016). Five Barriers That Keep Girls Out of School – Women Deliver

<sup>5</sup> Antoninis, et al. (2018). Meeting our commitments to gender equality in education

<sup>6</sup> UNESCO (2018). Meeting commitments to gender equality in education, Global Education Monitoring Report

<sup>7</sup> Malala Fund. (2020). Building back equal: girls back to school guide

In addition to the theoretical literature review, three datasets have been extensively explored to identify indicators and contributors to major barriers outlined in the first section. Below is a snapshot of the datasets explored:

- Pakistan Social and Living Standards Measurement Survey (PSLM) is conducted once every two years by the Pakistan Bureau of Statistics, with analysis at the provincial and at the district levels in each alternate iteration
- Balochistan Education Management Information System (BEMIS) manages the monitoring and real time data collection for government schools and colleges in Balochistan. It also conducts private school census
- Population & Housing Census 2017 provides us with the exact number of children in each age cohort at the tehsil level

### 3.2 Primary data collection

Pak Alliance for Maths and Science collected primary data from five districts: Pishin, Killa Abdullah, Chaghai, Kharan and Nushki. The framework and design of the data collection tools<sup>8</sup> was structured to understand the reason(s) behind commonly reported symptoms of barriers, and recording community's input on how to address them.

The team deployed a mix-methods approach to collect qualitative and quantitative information from each district.

<sup>8</sup> Note on primary data collection and tools is provided separately

Below is a snapshot of the stakeholders' engagement matrix.

### District level stakeholders

Stakeholders	Data collection instrument	
	Focus group discussion	Key informant interview
Out of school adolescent girls		
Parents/ community members		
Head Teacher of government girls school		
Teacher of girls' community school		
Local leader / Head of Jirgah		
Local activist / social mobiliser		
District Education Officer or Deputy		

### Provincial level stakeholders

Stakeholders	Data collection instrument	
	Focus group discussion	Key informant interview
Secondary Education Department, Government of Balochistan		
Social Welfare Department, Government of Balochistan		
Donors and civil society players: <ul style="list-style-type: none"> <li>• JICA</li> <li>• UNICEF</li> <li>• SCSPB</li> </ul>		

The table below gives summary states of the field outreach in five districts:

### Primary data collection – Focus group discussions

Stakeholders	Participants
Adolescent out of school girls (age 10-20 years)	72
Parents/community members	115

### Primary data collection – Key informant interviews

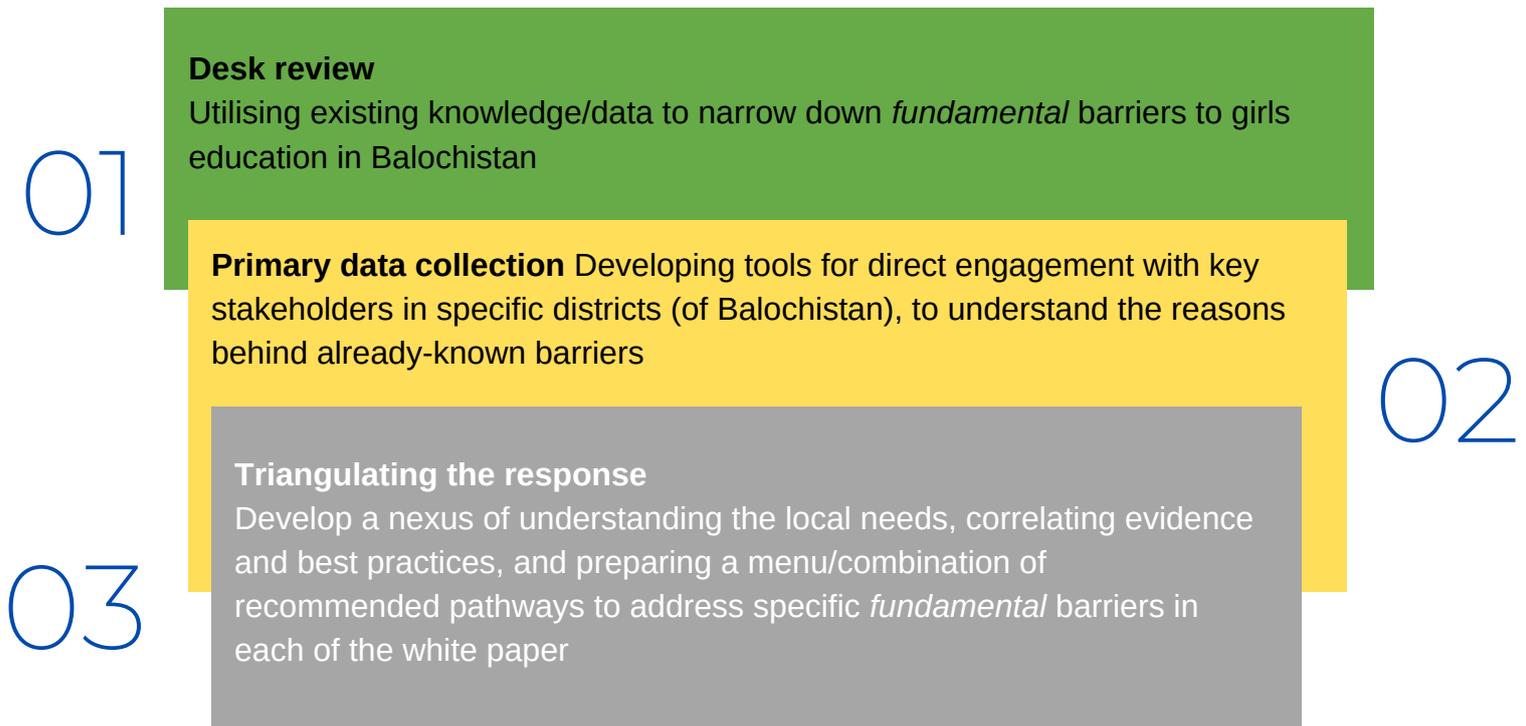
Stakeholders	Participants
District	36
Province	11

## 3.3 Frame of analysis

Balochistan’s data collection regime in education has significantly improved in the last 7 years. However, it continues to largely focus on collecting quantitative information in a consistent manner. While it is utmost important to be collecting consistent data, it is equally crucial to deconstruct what is being reported.

This series of white papers intend to take a deep dive at the key barriers reported and attempts to understand the local area-specific challenges and thought-process of the communities, which is currently missing from the statistical year on year reporting.

This series of white papers follow the below mentioned method to analyse the existing and primary data collected from the field:



Once the data from the field and the desk review is triangulated, common themes are identified. These themes are cross analyzed to answer some of the gaps identified in the desk review.

The preliminary findings of the triangulated barriers are then used to prepare for specific key informant interviews seeking ways to address the challenge at hand.

## 4 CHALLENGES - THE GAP BETWEEN POLICY AND PRACTICE

This section lays out the gap between what the teacher recruitment policy had envisioned to achieve versus the challenges in practice. The identified gaps can be bifurcated into two categories: supply-side and policy-induced. Sub-section 3.1 and 3.2 discuss supply-side gap and sub-section 3.3 and 3.4 outline policy-induced shortage of female teachers.

### 4.1 Lack of local qualified female teachers in rural areas

Shortage of qualified female teachers in rural communities is an ever growing challenge, especially at the post-primary level. Community members from all five districts covered during primary data collection reiterated the importance of a local qualified female teacher in post-primary girls' schools. They expressed that local female teacher results in low teacher absenteeism, higher sense of responsibility if the teacher and students are from the same community, and an inherent degree of accountability of the teacher by elders of the community.

However, the historical lack of educational opportunities for girls meant that very few educated women are available to teach in girls' schools, especially in rural and remote areas where they are needed the most. Hence, this results in appointment of female teachers from nearby villages/ urban settlements. This seems logical, though only as an interim solution. Continued appointment of non-local teachers, especially female, appointed in far flung rural areas bring another set of challenges in practice. These are discussed in detail in the sections below.

*"Schools should be near from our village. We want our daughters to be facilitated in schools."*

*"The main reason [for not enrolling daughters in school] is unavailability of teachers in government schools, [especially] for girls."*

*"There should be a female teacher and local one, because she will [come] daily"*

*- Thoughts shared by male community members from Kili Malik Naeem, Chaghai*

## 4.2 Rigid minimum qualification requirement

In 2014, Secondary Education Department, Government of Balochistan notified merit-based recruitment of teachers. This meant that all newly recruited teachers had to undergo a mandatory test set up by the National Testing Service (NTS) and would need a minimum score to qualify for available teaching positions announced by the Secondary Education Department. This initiative was aimed at improving the quality of teachers and ensured principle of merit-based recruitment. It was highly lauded and improved the 'quality' of teachers inducted into the system.

However, a counter challenge began to unveil in the context of Balochistan i.e. every newly recruited teacher had to have completed at least bachelor's degree to be able to sit for the NTS exam, and hence be appointed. In case of Balochistan, not every community/ village has a female candidate who has completed bachelors to be appointed as a government school teacher. Hence, the issue of shortage of teacher started to become more pronounced.

Owing to this policy, what can be seen in practice is that female teachers from surrounding village(s) are appointed as government teachers in villages that they are not residents of. Due to this standard recruitment policy and minimum qualification requirement for all types of settlements in Balochistan, there is a dire mismatch of resources, especially in remote rural areas. At first, sanctioned posts in these schools remain unfilled due to acute shortage of qualified female teachers. And those which do get filled, are temporary placements where the incentive of the appointed teacher is only to gain entry into the workforce and push for a transfer to a government school near their residence.

## 4.3 Gender insensitive teacher recruitment policy

Balochistan's Teacher Recruitment Policy 2014<sup>9</sup> details the process of hiring teachers for government schools, lays out the required qualification for each type of teaching position, and outlines roles and responsibilities of department officials who are to be engaged in the process.

Recruitment is the first step of inducting human resource into the system as 'teachers-for-life'. Hence, if the recruitment policy is gender insensitive, it will fail to attract the right human resource needed to address the challenges of the system.

<sup>9</sup> EMIS. Teacher Recruitment Policy 2014, Secondary Education Department, Government of Balochistan.

Section 8 of the current teacher recruitment policy is dedicated to ‘Female Candidates’. The entire section contains three lines of text which is, “Female candidates otherwise qualified will be eligible to apply for all categories of posts in girls’ schools and offices of Secondary Education Department at Tehsil, District, Division and Provincial level’.

Below are some of the recruitment challenges identified during primary data collection from the field:

#### **Qualification criteria for female teacher recruitment in hard areas**

The current recruitment policy does not address the issue of difficult-to-reach / hard areas of Balochistan. As a general policy practice, areas marked as hard to reach are treated differently in all policies. However, this is not the case for Teacher Recruitment Policy 2014.

For instance, qualification criteria (discussed above) for female teachers in hard areas and in urban settlements is the same. Such a practice discourages local recruitment, and promotes a culture of temporary placements in hard-areas as an entry point into ‘job-for-life’ system and increases burden of transfer requests.

#### **Domicile based teacher appointments**

Under the current Teacher Recruitment Policy, teacher appointments are made on the basis of domicile. Domicile is a state-certification which proves that the person is a permanent inhabitant or resident of a city. This impacts teacher recruitment and appointment in two aspects:

- Domicile certificate is awarded on the basis of permanent residence mentioned on the CNIC. The actual or the current residence of an individual may vary from the permanent residence mentioned on the CNIC. For example, a candidate from District Chaghai will hold a domicile for Chaghai and yet be currently residing in Quetta.
- Domicile based appointment leads to shortlisting of candidates at the respective city level, where applicants who qualify are then placed on the inter-merit and in the school for which they are selected by the district recruitment committee. This results in appointment of female teachers in schools which are far from their current residence even within the same city.

#### **4.4 (Female) Teacher deployment in practice**

Once a candidate is employed as government teacher, they become part of the teaching workforce for life. This incentivises teachers, especially females, to take up government teaching positions even in a school which is at significant distance from their residence as an entry point into the teaching workforce.

Once their appointment is confirmed, they serve for the minimum required period to be able to apply for a transfer of school. Such appointments, where hired teachers are not from the same village/area, the teacher has to commute on daily basis resulting in higher teacher absenteeism and lack of interest in the current/distantly situated school.

Furthermore, in practice, female teachers request transfers in schools which are located in urban-settlements of the same city, commonly known as the city headquarters. In most cases, residents of urban-settlements apply for government teaching positions in rural schools within the same city.

Residents of the urban-settlements often have higher qualification (i.e. candidate with a Master's Degree scores 10% more score in the merit-formula while compared to a candidate who has a bachelor's degree and is residing in a far flung village). This merit-formula results in appointment of female candidates residing in urban-areas of the city to rural government schools, thereby resulting in an overload of transfer-requests at the Secondary Education Department level.

# 5 RECOMMENDATIONS - WHAT NEEDS TO BE DONE

## 5.1 Collaborate with the Higher Education Commission/Institutes to appoint recent female graduates as government school teachers

Rebuilding the disconnect between higher educational institutes and school education could be a starting point to address the shortage of teachers, especially female teachers. Through the Higher Education Commission, fresh female graduates should be hired on short term contracts to be placed as government school teachers.

### **Connecting schools and higher education institutes**

A variant of this model has been explored and replicated in 60 countries under the league of 'Teach For All'<sup>10</sup>. Building on this global network, Teach For Pakistan,<sup>11</sup> leverages promising young talent, most often fresh graduates, who are hired as fellows for a duration of 2 years and are placed in low-serving government schools in an attempt to improve the quality of teaching and address the issue of shortage of qualified teachers.

Newly recruited fellows are given mentorship support by experts in multiple aspects (content, assessment, class management etc.) at the time of induction and in the form of on-the-job training.

Since 2011, Teach for Pakistan has trained 150+ teaching fellows, taught 9,000+ students, and partnered with 73+ schools in Karachi, Lahore and Islamabad.

<sup>10</sup> Teach For All is a global network operating in 60 countries with the aim of developing leadership in classroom and communities

<sup>11</sup> Teach For Pakistan is a registered organisation housed in Islamabad

## 5.2 Amendment in Teacher Recruitment Policy

Globally, any policy or reform is intended for a defined period of time, after which it has to be reviewed and adjusted based on findings and learning from implementation. Ideally, every policy should be reviewed after 1 - 3 years of its roll out. Balochistan's Teacher Recruitment Policy was rolled out in 2014 and has not since been reviewed for upgradation based on lessons learned.

### Sindh's policy revision trajectory since devolution

- Teachers Recruitment Policy, 2012
- Recruitment Rules for Education Management Cadre, 2014
- Teacher Recruitment Policy, Sindh 2017
- Teaching and non-teaching staff recruitment policy, 2021

Grounded by the lessons identified from the field, three revisions are recommended in the Teacher Recruitment Policy:

#### Addition of clause on identification of 'hard areas' and their treatment under the policy

Given the unique landscape of Balochistan, the recruitment policy should identify areas / villages within each district which are hard-to-reach. Identifying 'hard areas' is a general practice during policy reforms. Examples of demarcation of hard areas can be found in Teacher Recruitment Policy of Sindh. [Clause 14 of Teacher Recruitment Policy 2017, Clause 20 of Teacher Recruitment Policy 2021]<sup>12</sup>

#### Addition of a clause on flexible minimum qualification for females residing in rural Union Council(s) and/or hard areas

The acute shortage of local qualified teachers in Balochistan merits a customised response to the recruitment of teachers, especially in rural and remote Union Councils (also proposed to be marked as hard-to-reach areas). Primary data gives insights into the rationale for hiring local female teacher for girls' schools. This was practiced in Balochistan under several projects in late 90s and early 2000s as a solution to the adhere to the shortage of female teachers.

#### Residence-based appointment (of teachers) instead of Domicile-based appointment

Section III: Clause 9 (4) of the Balochistan Civil Servants: Appointment, Promotions and Transfers, 2009<sup>14</sup> details domicile-based appointment of civil servants. The service and appointment rules need to be devised separately for government teachers based on their current residence. Punjab, for example, gives additional marks during merit scores if the applicant / candidate is a resident of the village which has a vacant sanctioned position.

<sup>12</sup> Recruitment Policy (Teaching and non-teaching staff), Sindh, 2021.

<sup>13</sup> Challenge of achieving education for all: Quality based education for underserved children. EQUIP2. USAID.

<sup>14</sup> The Balochistan Gazette No. 165, Services and General Administration Department, Government of Balochistan

## Promising practices from the past - Balochistan

	Key features	Successes	Lessons learnt
Balochistan Community Girls' School Project, 1990	<p>Established primary community schools (grade 1-5) for girls in poor and rural villages</p> <p>2,200 schools established 53,000 girls enrolled</p> <p>Locally recruited teachers (from the same village) for government girls' schools</p> <p>As a result: - Dropout rates reduced - Completion rates improved - No. of female graduates moving from primary to middle increased from 8,236 in 1990 to 22,766 in 1997.<sup>13</sup></p>	<p>Approval from Secondary Education Department to hire local teachers which a lower qualification for this project.</p> <p>Ensured continued teacher support to these locally hired teachers with less than required qualification</p> <p>Each locally teacher hired with less than the required qualification had to upgrade their educational qualification via distant or private learning within three years of employment</p> <p>Mobile Female Teacher Training Unit (MFTTU) – realizing that every teacher cannot be called for an in-person training and devising a plan to take teacher training to schools.</p> <p>Experience government teachers were tasked to provide regular on-site training and guidance on lesson planning</p>	<p>Local recruitment of teacher who did not have minimum qualification required approval from the Department, which was time and resource consuming.</p> <p>Qualified teachers from urban areas were unwilling to move to underprivileged rural areas</p>
Education Sector Reform Assistance Program, 2000	<p>Program focus: reform agenda and capacity development of key stakeholders</p> <p>Deviated from conventional methods of service delivery</p> <p>Institutionalisation of professional development consortiums</p> <p>Contract hiring of teachers</p> <p>Criteria minimized to matric with professional development support at cluster level via teacher resource centers and mentors</p>	<p>School-specific contractual hiring of local teachers</p> <p>Candidates were grades on the basis of qualification (no minimum requirement) and residence</p> <p>Established Teacher Resource Centers at district level to facilitate availability of resource and reference material, and allowed professional networks to be established for teacher-resource-sharing</p>	<p>Community engagement for the model of local hiring of teacher was crucial hence PTSMCs had to activated via the Department's involvement</p>

The above mentioned examples from Balochistan form the basis of having different / lowered qualification criteria for local teachers to be hired in remote and rural villages of Balochistan to enhance girls' access to schools in a sustainable manner.

<sup>22</sup> Reviewing the status of inclusive education in Pakistan. Global Education Monitoring Report Background paper. 2020.

### 5.3 Build incentive structure for female teachers in rural and remote villages

In order to attract qualified female teachers to remote and rural villages, the state should build an incentive structure to facilitate this move.

Research studies from other developing countries in Africa show similar incentive models which were successful in attracting qualified female teachers to be deployed in rural and remote areas.

During primary data collection, government school teachers in 5 districts were asked about incentives which could nudge teachers to take up temporary teaching positions in rural and remote villages. The most common responses were:

- Additional financial benefit
- Adequate housing and access to basic amenities
- Commitment to next posting in an urban settlement
- Custom performance based appraisal for teacher appointed in hard areas

*Primary data was collected from Nushki, Pishin, Killa Abdullah, Chaghai and Kharan in 2021-2022.*

#### Global Evidence – African countries

In Gambia, the government is leveraging donor funding to provide permanent teacher housing in rural areas to attract teachers to rural and remote areas. In addition, they are given a significant hardship allowance for rural posting (up to 40% of basic salary in some cases). This resulted in a significant positive impact on attraction and retention of female teachers to rural schools.

In Zambia, customised innovative schemes are deployed to attract and retain teachers. These include loans to female teachers in the most rural schools to purchase solar panels. *Extracted from 'UNESCO's Teacher Policy Guide'*

### 5.4 Short term redressal: cluster-based local hiring of temporary female teachers through cluster funds

Addressing the humongous task of addressing the shortage of female teachers requires multipronged reforms focusing on interim and long run reforms.

One complete recruitment cycle of hiring teachers, without any hurdles, is approximately an 18-month process – from the day the position is advertised to the day appointed teacher enter the school.

In an attempt to remove the long processes and ensure immediate provision of teaching staff based on school need, it is recommended that schools should hire cluster based temporary teachers to fill the gap. Cluster funds should be used for hiring of temporary teachers based on need identified by respective schools within each cluster.

In recent years, all provinces other than Balochistan have engaged in temporary hiring of teacher to bridge the gap between immediate need of schools and the recruitment of teachers via Public Service Commissions.

## Hiring of temporary teachers – rest of the country

	Key features	Successes	Lessons learnt
Elementary & Secondary Education Department, Government of Khyber Pakhtunkhwa	<p>Policy of engagement of teachers through PTCs, 2020<sup>15</sup></p> <p>To overcome shortage of teachers, PTCs will engage teachers temporarily to address as a stop-gap arrangement</p> <p>1,300 teachers (primary, middle and high)</p> <p>PKR 400 million approved for the project by E&amp;SED</p>	<p>Applications of temporary teachers were processed through PTCs (lowest possible administration tier at school level)</p> <p>The process encourages local teachers to be hired on temporary basis</p> <p>Appointment would require residency certificate (proof of residence from the same village)</p>	<p>Configuring type of contracts for temporary teachers based on minimum wage rate became a long and time consuming process which delayed the hiring of teachers significantly</p> <p>No induction training support configured in the program-design</p>
School Education and Literacy Department, Government of Sindh	<p>Teaching interns, 2021<sup>16</sup></p> <p>Government of Sindh to hire teaching interns on temporary basis to address the shortage of teachers, especially subject specialists.</p>	<p>Cabinet approved the policy of hiring teaching interns</p> <p>Teaching interns would be appointed until permanent teachers are hired</p>	<p>Placement of teaching interns is configured to take place centrally by the SE&amp;LD</p> <p>Sindh Public Service Commission would undertake the hiring process</p>
School education Department, Government of Punjab	<p>School Teaching Interns, 2021<sup>17</sup></p> <p>20,604 vacancies announced under the STI Recruitment Policy</p> <p>Stop-gap arrangement to fill out vacant positions in existing government schools</p>	<p>Tier-based minimum qualification criteria:</p> <ul style="list-style-type: none"> <li>Primary school, matriculation</li> <li>Elementary school, intermediate</li> <li>High and higher secondary school, Bachelors' degree</li> </ul> <p>Acknowledging that direct recruitment, deployment and promotions take extraordinarily long to be finalized</p> <p>Addition of territorial eligibility added as a clause in the policy i.e. only residents of the same village or union council can apply for the advertised positions</p> <p>Clause regarding non-transfer and no right of regular placement included in the contract</p>	<p>Stipend to the interns paid on day-rate based on attendance</p> <p>Second shift schools are not included in the need-assessment of STIs</p>

<sup>15</sup> Dawn News. 2021. KP to appoint 1,300 teachers on temporary basis.

<sup>16</sup> EduVision. 2021. Sindh government to hire 1500 teaching interns

<sup>17</sup> Notification on hiring of School Teaching Interns, School Education Department. 2021.

## 5.5 Long term redressal for education-deprived areas

In addition to stop-gap arrangements, Secondary Education Department needs a long term plan to address the issue of shortage of female teachers in hard-areas or areas which are education deprived. The term 'education-deprived' here is referring to areas which have historically seen a vicious cycle of gender-based education-deprivation i.e. no government school for girls and hence no local female teacher is available to teach in the newly established government girl's schools in these areas.

For such areas, below mentioned dual-pronged model is proposed to ensure a generation of teachers is locally harnessed:

Upon appointment of a local teacher who does not have the required minimum qualification, they should go through an accelerated high/higher secondary teacher-training course.

This course should be designed by the Provincial Institute of Teacher Education (PITE)<sup>18</sup> in an attempt to create a permanent supply of potential teachers a few years from now. No such training program exists within PITE at the moment.

Facilitate the enrollment of girls residing in education deprived areas into Ehsaas undergraduate scholarships program, especially for those who are hired as local teachers in government schools.

Eshaas Undergraduate Scholarship Program has opened applications from all districts since 2021.<sup>19</sup>

<sup>18</sup> PITE. Secondary Education Department, Government of Balochistan.

<sup>19</sup> Poverty Alleviation and Social Safety Division, Government of Pakistan.

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# TEACHERS SHORTAGE

HOW AND WHY TEACHERS SHORTAGE IS  
IMPACTING GIRLS ENROLMENT IN  
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