



Unpacking Education Reforms in Punjab

21st January, 2020

Outline

1 **Setting the Context**

2 **Education Reforms in Punjab**

3 **Way Forward**

Outline

1

Setting the Context

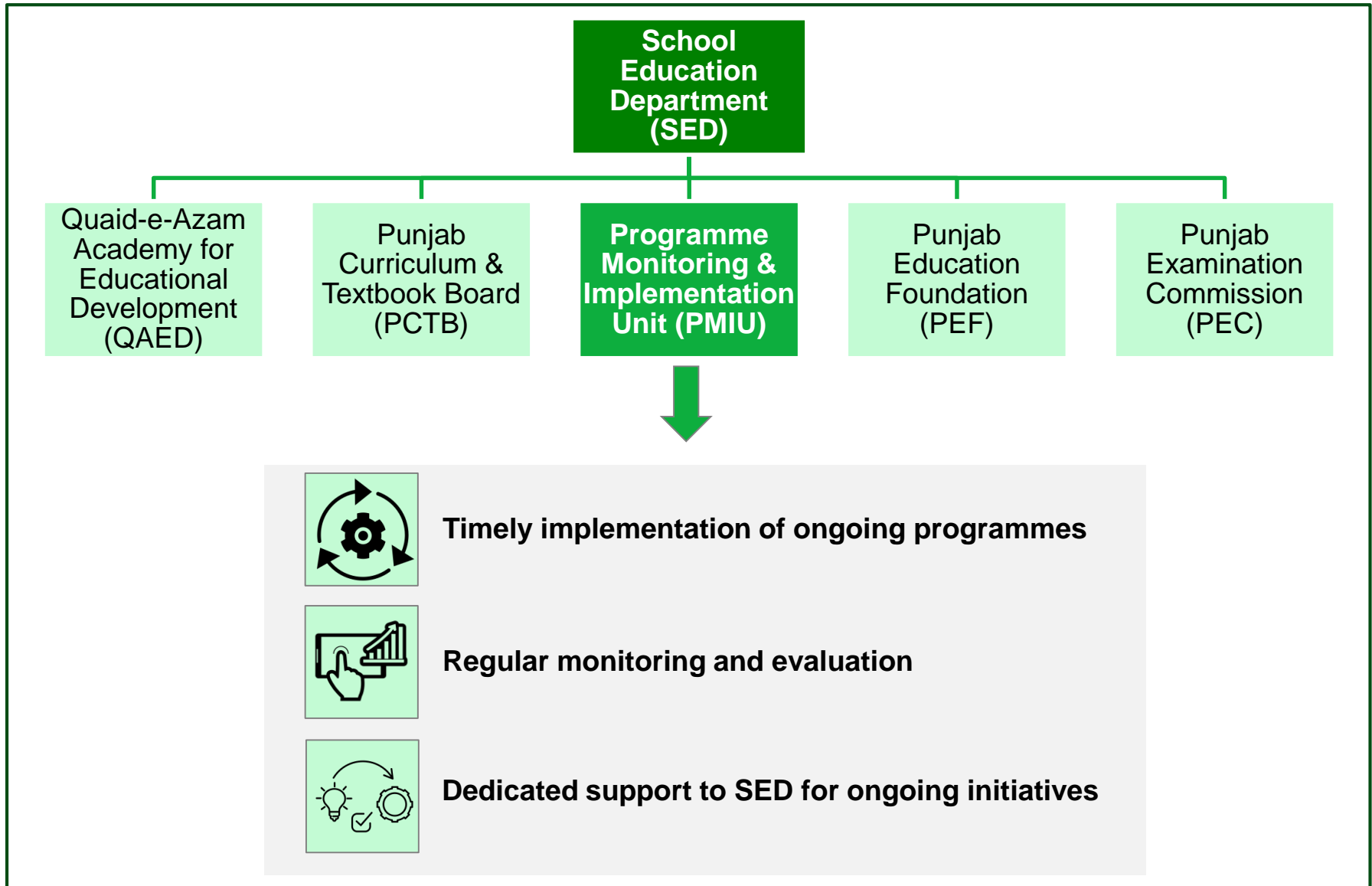
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Education Reforms in Punjab

3

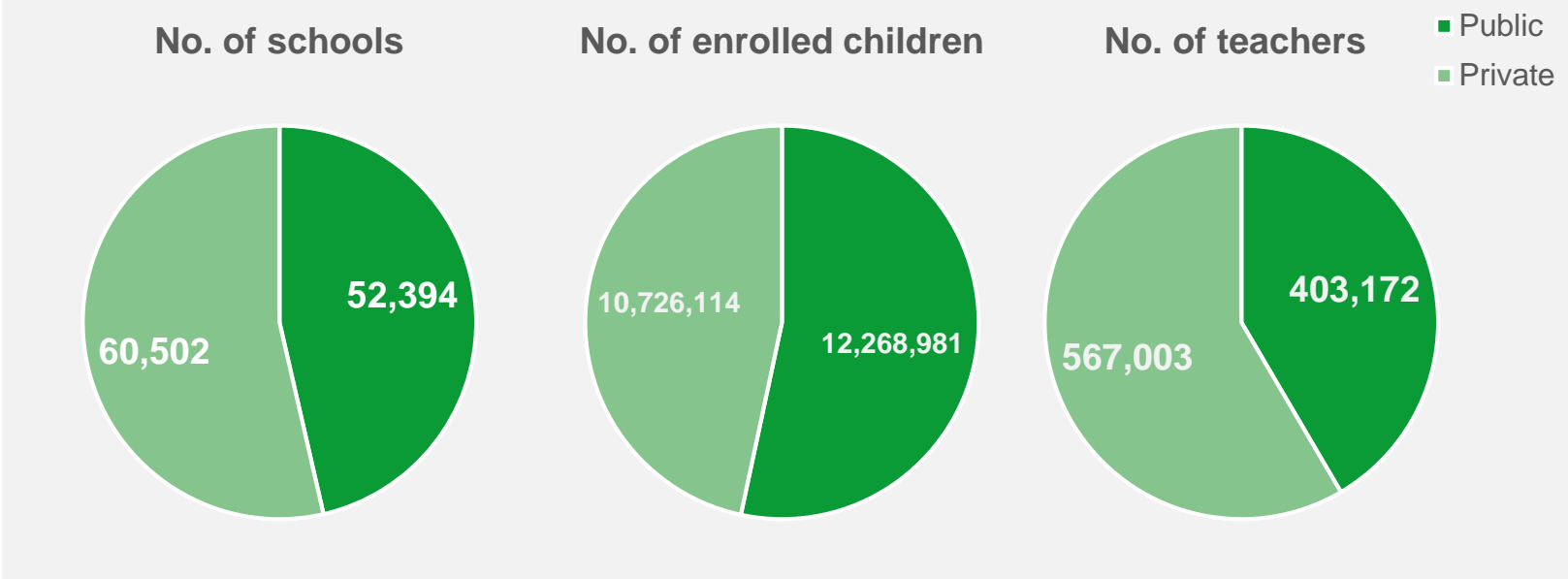
Way Forward

PMIU-PESRP: A Brief Introduction



PMIU-PESRP: Monitoring Routines

Sr. No.	Monitoring Activity	Reporting Mechanism	Coverage
1.	Annual School Census	Self Reported	100%
2.	Monthly School Monitoring	ME Assistants	95%



Past Reforms in Education

The previous decade of education reforms in Punjab (2010-18) focused on improving **accountability** and fixing **inputs** in public schools



43,000

Missing facilities
provided



7,400

Dangerous buildings
reconstructed



8,000

IT labs set up in
middle and high
schools



1.6 Million

More children in public
school since 2012



~90,000

Teachers recruited



90%

Schools covered by
regular administrative
visits

The Case for Change

The imbalance between **accountability** and **school support** led to **perverse incentives** in the system, and **sidelined focus on student learning**



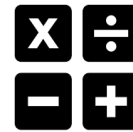
~5 million

Children of school-going age out of school



32.8%

Children of ages 7 – 14 demonstrate adequate reading skills



4.5%

Children of ages 7 – 14 demonstrate adequate numeracy skills



Inequalities

Based on gender, region, wealth quintile and disability

New Deal Vision



“Enable every child in Punjab to **learn meaningfully** through **committed teaching** in **accessible** and **equitable classrooms** to become a productive and proud Pakistani”



Ambition



To ensure quality of learning for **students** as well as **teachers** and **administrators**



To provide **equitable opportunities** for improved access and retention of all children



To enhance **efficiency** and **transparency** in the system that promotes effective learning

New Deal Priority Areas

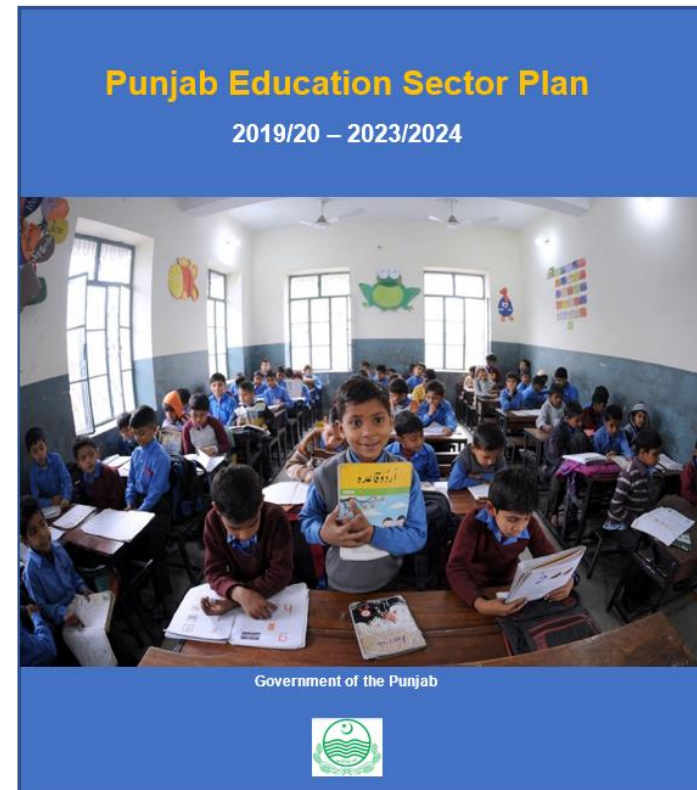
Priority Area	Description
1 Learning	<ul style="list-style-type: none">▪ Transforming teacher effectiveness▪ Strengthening basic competencies▪ Reforming assessments and curriculum
2 Access	<ul style="list-style-type: none">▪ Improving access, retention and equity▪ Providing high quality pre-primary education
3 Governance	<ul style="list-style-type: none">▪ Strengthening institutional capacity▪ Empowering school leaders and administrators▪ Streamlining public-private engagements

Education Sector Plan for the Next Five Years

Based on a province-wide Education Sector Analysis (ESA), a comprehensive Education Sector Plan is developed for school education, literacy and non formal education, and special education, while being aligned with the government's vision of improving quality

Key Interventions

- Out of School Children Strategy
- Afternoon Schools
- Continuous Professional Development
- Integrated Management Information System (IMIS)
- Communication Strategy



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Priority Area 1: Learning

Early Childhood Education
(ECE) Program



Urdu as a medium of
instruction at primary level

اُردُو

Continuous Professional
Development



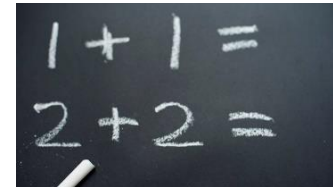
Comprehensive Assessment
Policy Framework



Classroom Observation Tool



Literacy & Numeracy Drive



Early Childhood Education (ECE)

First provincial ECE policy: All children ages 3 – 5 living in Punjab achieve their cognitive, linguistic, socio-emotional and physical potential, and transition to primary school successfully.

Key Features

11,000+

ECE rooms

28,000

Teachers and Head Teachers Trained

2-Year ECE Curriculum

Developed and Approved

Dedicated Monitoring

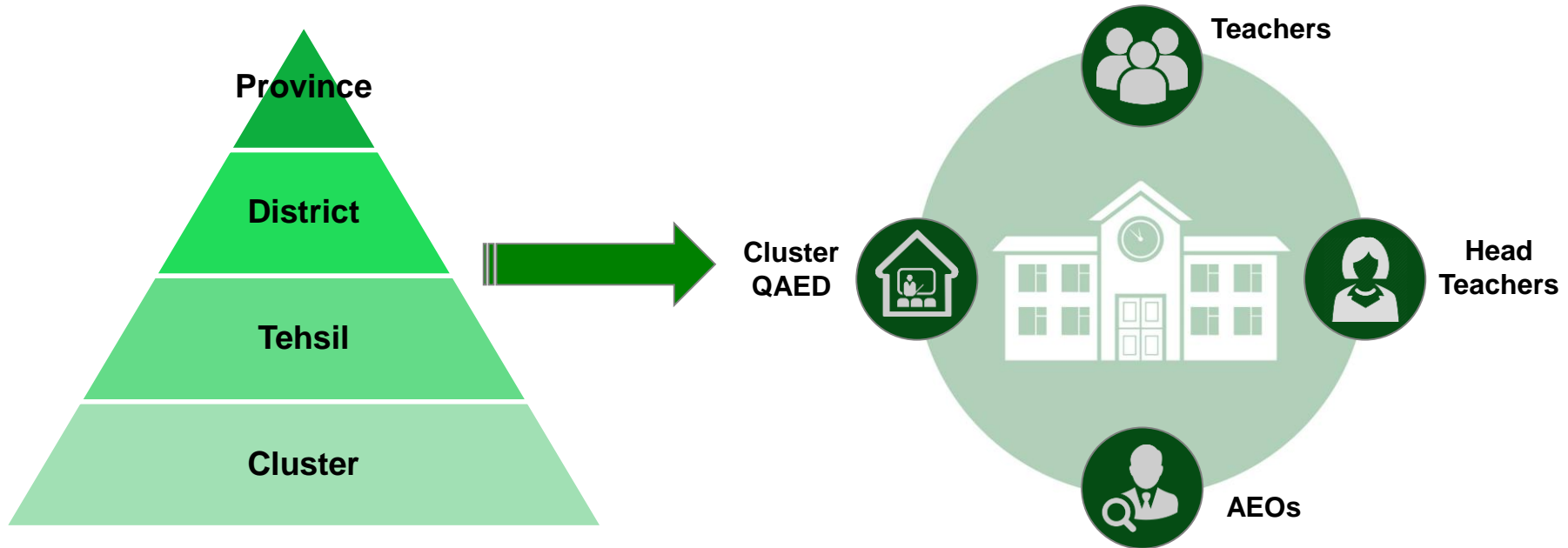
Through MEAs and AEOs



ECE Classroom in Lahore

New Continuous Professional Development (CPD) model

Shifting focus from a cascade approach to a school based continuous professional development model for teachers.



- Focus on content knowledge
- Lack of alignment between training content and teachers' needs
- No classroom observation data available for decision making
- High cost of implementation

- Focus on PCK
- Provides constant coaching and mentoring
- Communities of practice: AEO led Teacher Forums
- Effective and efficient training solution

Classroom Observation Tool (COT)

A digitized tool for classroom observation with a focus on pedagogy, designed to guide AEOs in their roles as mentors by focusing observation on 11 teaching best practices.

3,248

AEOs Trained

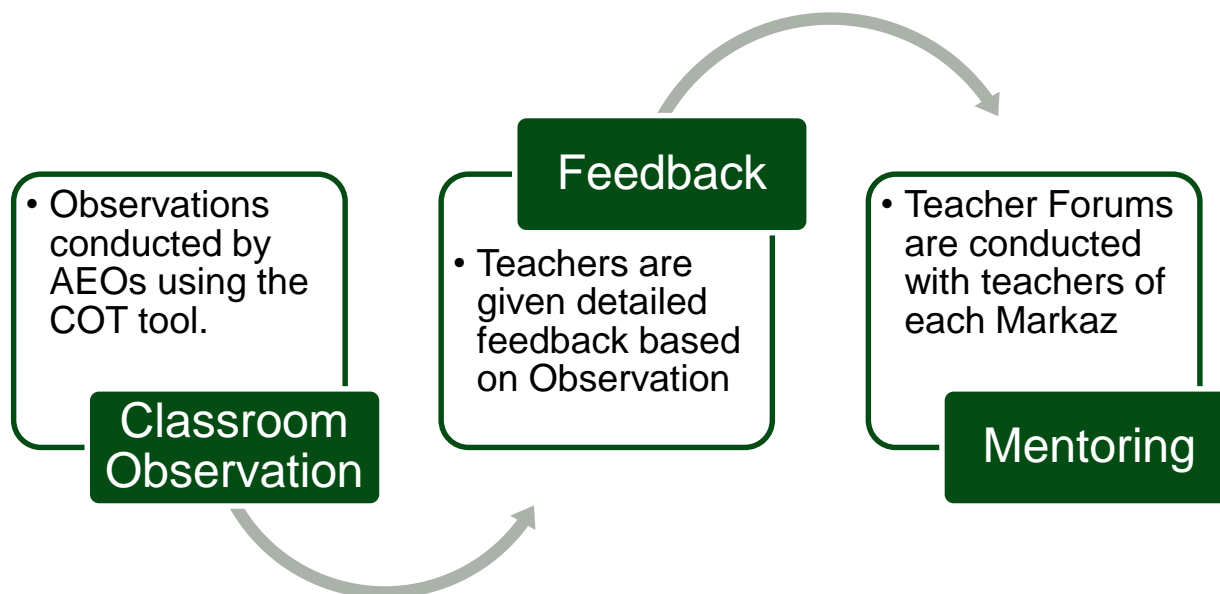
36,000

Schools Observed

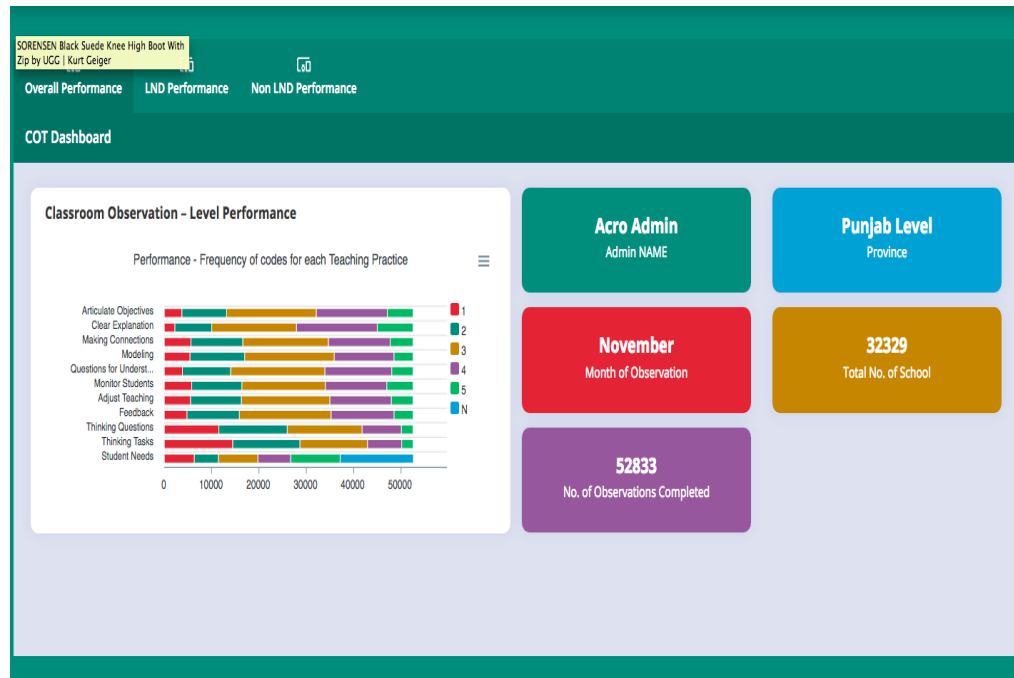
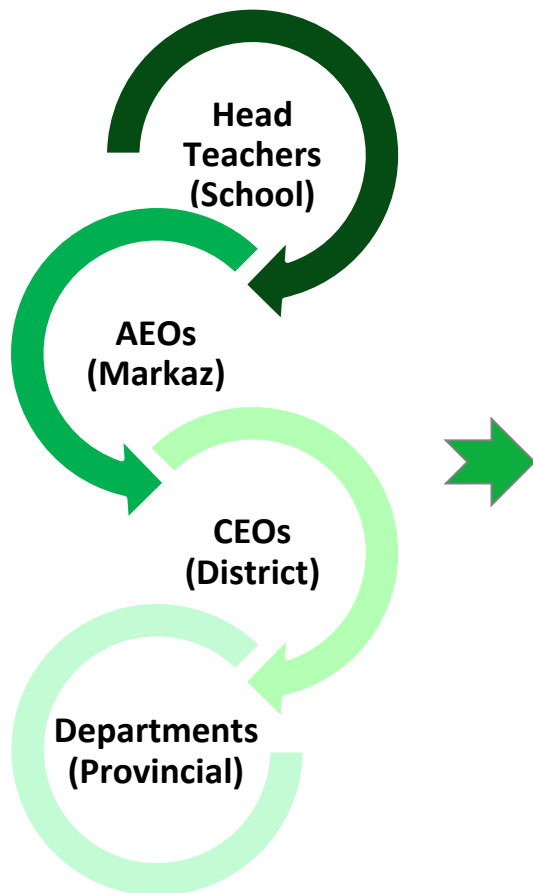
151,373

Teachers Observed

Using COT to drive improvement



Classroom Observation Tool (COT): Access to Data



Different levels of access are defined on the COT Dashboard

Student Assessment in Punjab

Summative Assessment

Conducted at the end of the academic year (or at specified intervals)
Measures the level of student achievement.
Also known as *Assessment of Learning*.

Formative Assessment

Formative assessment is used by the teachers during the process of teaching to:

- a) assess what students have learnt (or not)
- b) determine the remedial strategies to help boost learning.

Also known as *Assessment for Learning*.

Formative assessment in Punjab will include measures of:

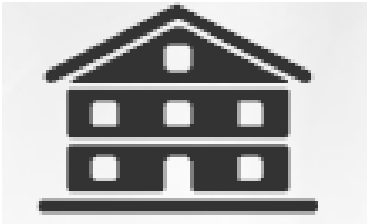
- Academic achievement/skills;
- Social and moral values; and
- Physical and emotional development.

Large Scale Assessment

These are sample based assessments used to determine both the student learning outcomes as well as document other factors that influence the former.

Priority Area 2: Access

Insaf School Program (Afternoon, Primary, Mobile)



Effective Interventions on OOSC



Establishment of 100 Model Schools



Construction of 2000 Additional Classrooms



Public Private Partnerships



Girls Stipend Program



Insaaf Afternoon School Programme (IASP)

A programme that upgrades primary schools to middle level, and middle schools to high level in the afternoon, to reduce the risk of dropout

Key Updates

577

Functional schools

20,000+

Students enrolled

£1.8 million

Disbursed by DFID



Priority Area 3: Governance

E-Transfer Program



Human Resource Management Information System (HRMIS)



Integrated Management Information System (IMIS)



Non Salary Budget



Empowerment of school administration



School Council Mobilization



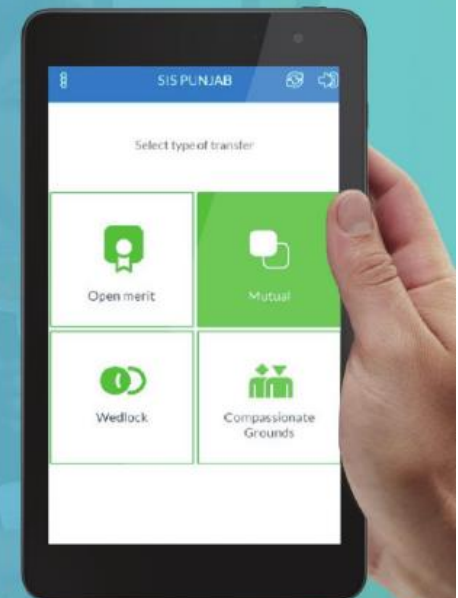
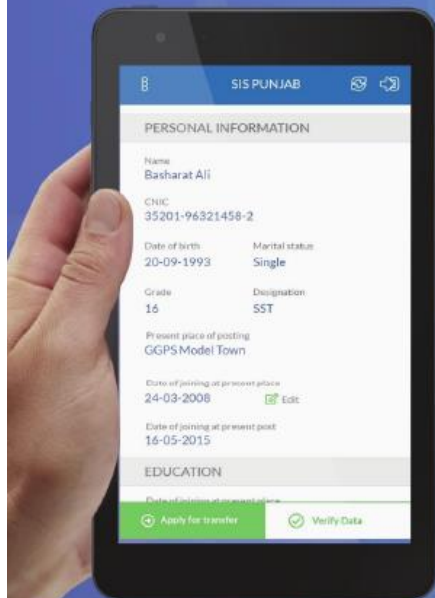
Empowering Teachers through E-Transfer Program

Digitizing the process of transfers of teachers has ensured transparency in the system and minimized the interferences of external factors in teacher allocation.

Simple, Convenient, and Efficient!

e-Transfer Public School Teachers

2019



School Education
Department



Punjab Information
Technology Board

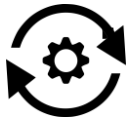
www.schools.punjab.gov.pk - School Ed.

Snapshot of Transfer Regime in Punjab

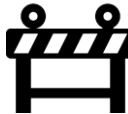
Challenges



142 working days lost every year on manual transfers and postings



Long queues, inefficient & inconvenient process



Dependency on clerical staff leading to corruption

Transformation

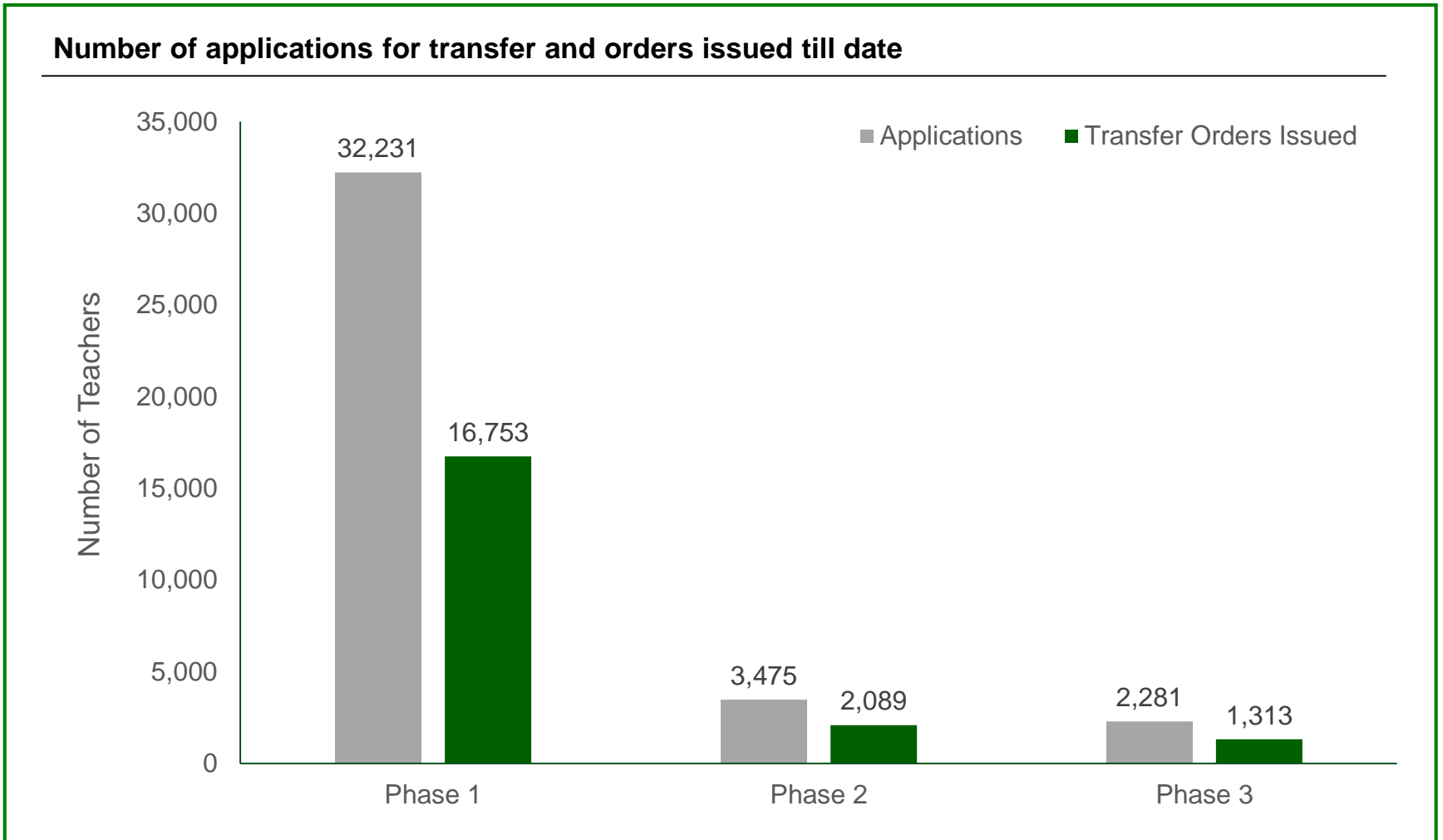


Digitized, convenient, and efficient system



Minimum human interference leading to **transparency** and elimination of avenues for **corruption**

E-Transfer: Cases pending for years resolved in months



20,155 transfers processed in the first four months of implementing E-Transfer regime

Human Resource Management Information System (HRMIS)

- **~389,452 teachers** working across **~50,000 public schools**
- **A digitized HR database** results in more **quick decision making** and management of the human resource
- **Timely** resolution of HR related matters resulting in efficient and effective service delivery

96% Profiles Completed

Completed Profiles

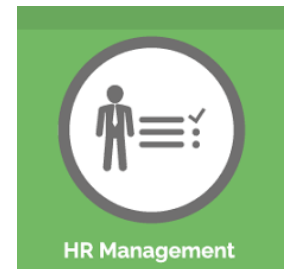
- **374,216**

Partially Completed

- **9,608**

In Progress

- **5,628**

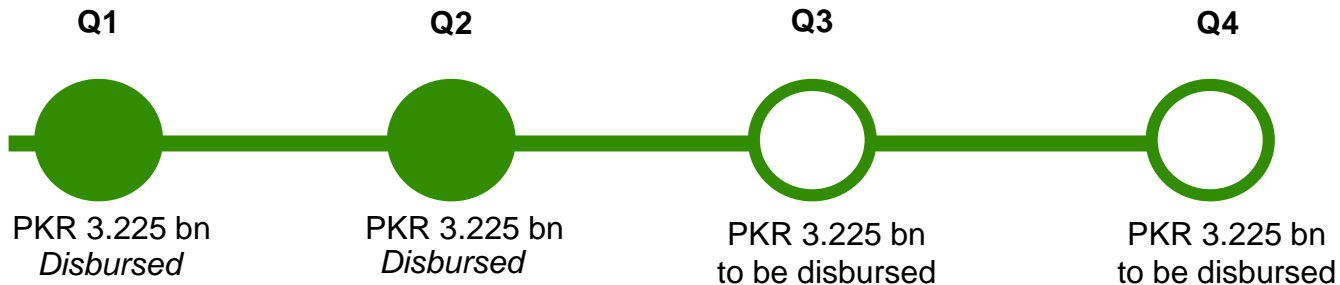


School Specific Non-Salary Budget (NSB)

NSB provides finances to schools on need basis to enhance the autonomy of school management and incentivize performance of schools:

- Each school is allocated a certain amount, dispersed over four quarters in the year.
- School Councils, with support from the AEOs, develop an annual school improvement plan that defines the key areas where the NSB funds are to be utilized.

NSB Disbursement, Quarterly progress FY2020

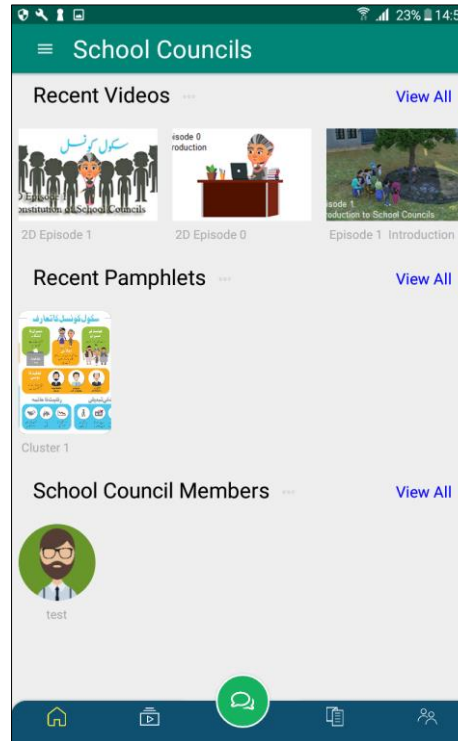


School Council Mobilization (SCM) Strategy

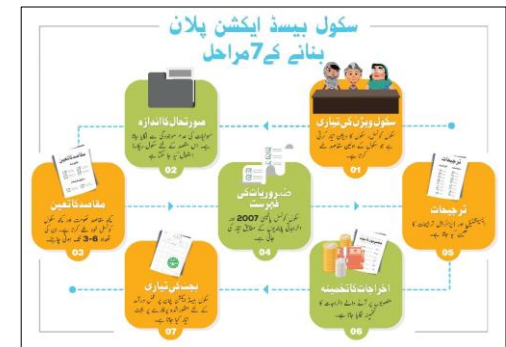
The SCM Strategy aims to re-organize, mobilize and build capacity of councils to better enable them to plan, budget and utilize non-salary budget efficiently

Key Updates

- SCM Strategy finalized
- SCM app developed by PITB
- Pilot initiated in 3 districts
- Field monitoring to be conducted by PMIU
- Public School Improvement Drive campaign initiated

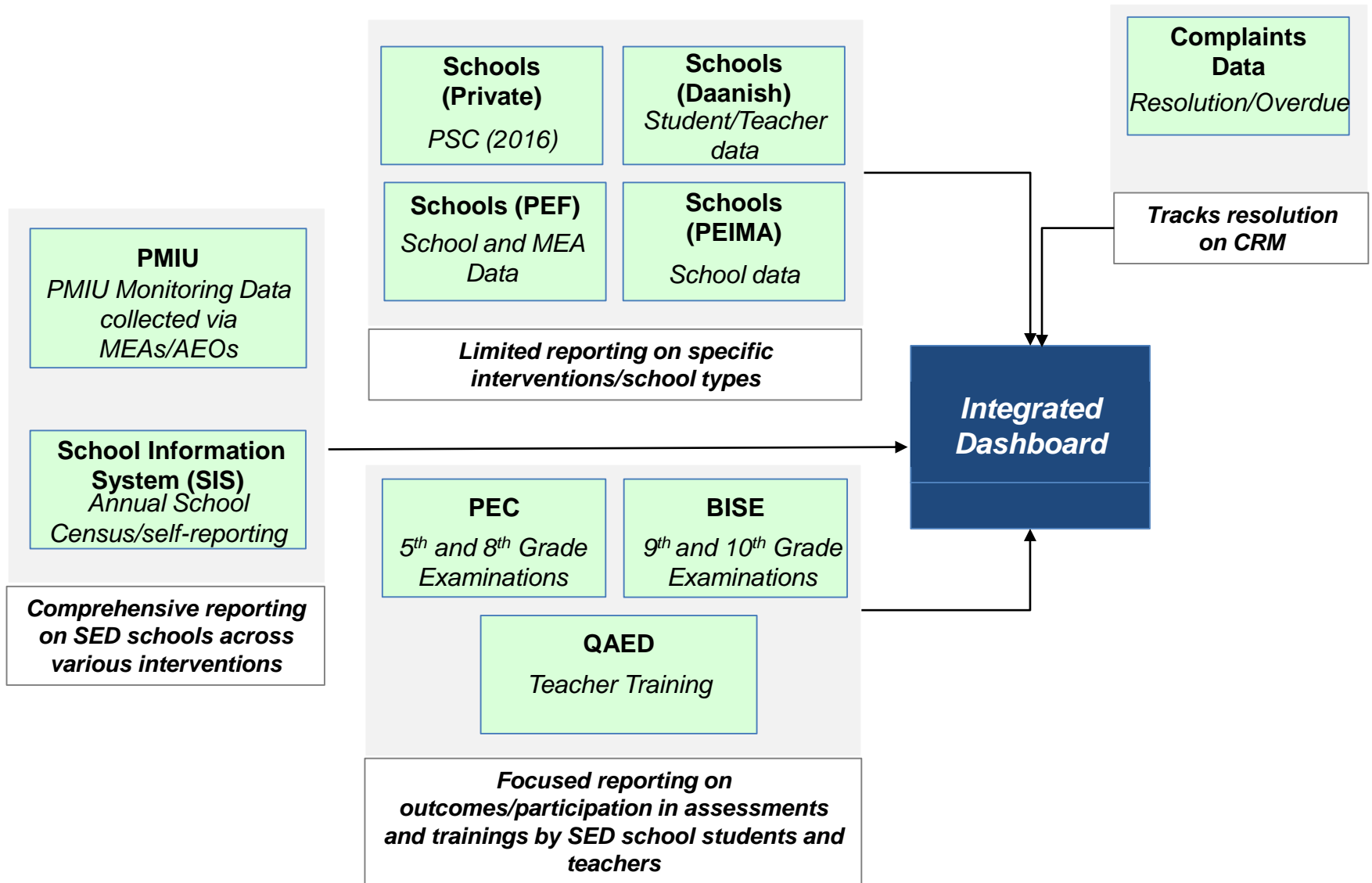


School Council
Mobilization App



School Council
Mobilization Posters

Data Strengthening and Performance Management: Integration



Data Strengthening and Performance Management: Usage

Data from different departments is consolidated in the form of an integrated data management system for timely decision making

Key Updates

- Live reporting of data through integrated dashboard underway
- PMIU team is working to create district level reports for CEOs through this dashboard
- District level officials will receive trainings to support their understanding and utilization of data



Screenshot of Integrated Dashboard

1

Setting the Context

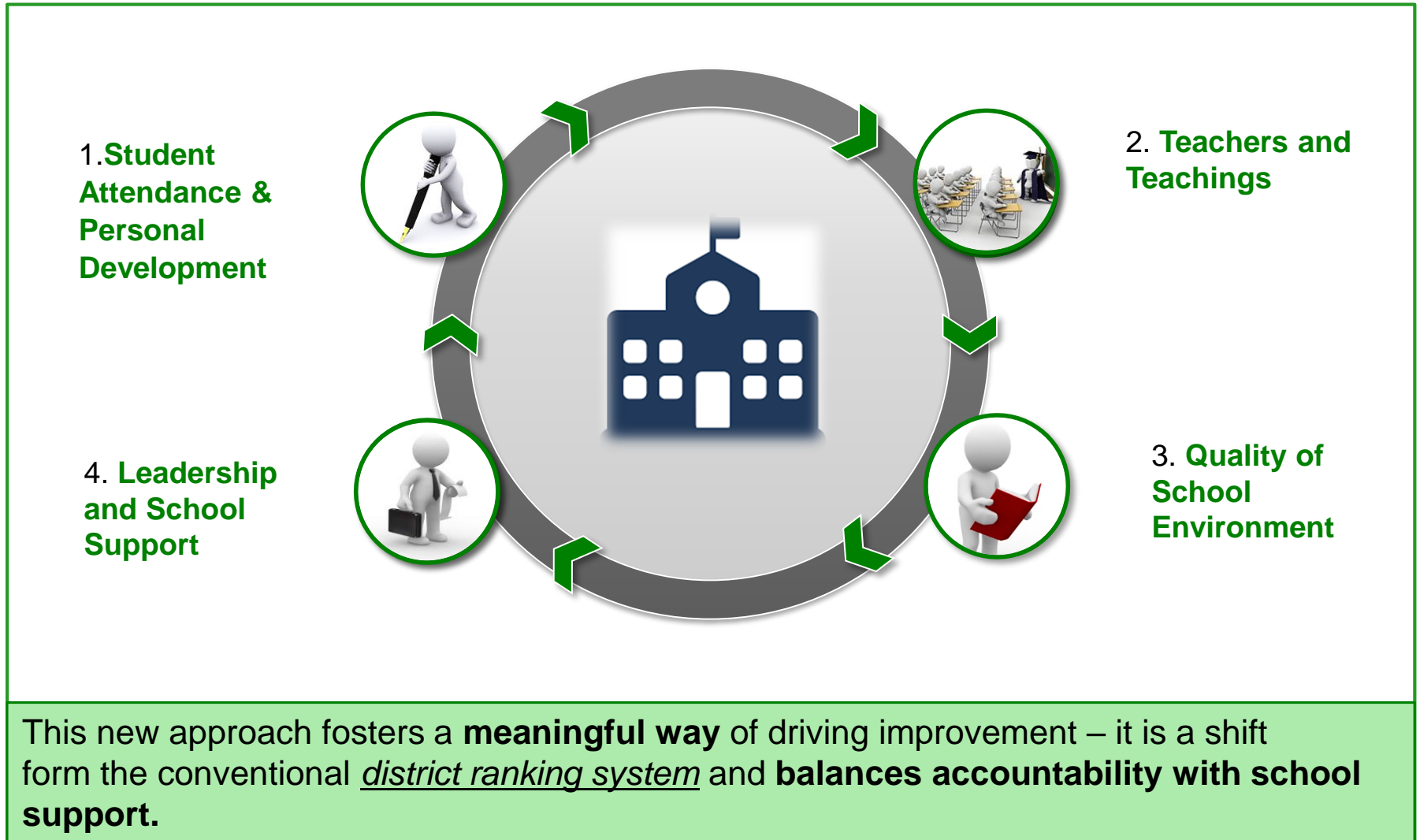
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Education Reforms in Punjab

3

Way Forward

School as Central Unit to Drive Improvement



This new approach fosters a **meaningful way** of driving improvement – it is a shift from the conventional district ranking system and **balances accountability with school support.**

School Improvement Framework

SIF is an improved mechanism of school support that organizes 24 indicators under 4 domains and gives relative weight to each indicator

	Domain of School Performance	No. of Indicators
1.	Student participation and personal development	3
2.	Teachers and teaching	5
3.	Leadership and support	6
4.	School environment	10
	Total	24

INSTEAD OF SEPARATE INDICATORS SIF WILL COLLAPSE ALL INDICATORS INTO A SINGLE COMPOSITE INDICATOR CALLED SCHOOL STATUS INDEX (SSI)

$$SSI = I_{SAPD} + I_{T\&T} + I_{LSP} + I_{SE}$$

How SIF overcomes the flaws in the existing system

From target management to action management- SIF will emphasize responsibility and action instead of target driven accountability.

Generate actions aimed at improving specific aspects of school at appropriate levels of DEA

Making schools more visible at each level of governance, thus enabling identification of actions at each level to improve school effectiveness

Providing **feedback to schools** for self-appraisal

Thank You

The New Classroom Observation Tool

CLASSROOM OBSERVATION												
							Score (5 is high)					
Lesson Facilitation							n/a*	1	2	3	4	5
1. The teacher explicitly articulates the objectives of the lesson and relates classroom activities to the objectives.												
2. The teacher's explanation of content is clear and correct.												
3. The teacher makes connections that relate to students' daily lives or other content knowledge.												
4. The teacher models by enacting, thinking aloud or showing a final product expected of the students.												
Checks for understanding												
5. The teacher uses questions, prompts or other strategies to determine students' level of understanding.												
6. The teacher monitors most students during independent or group work.												
7. The teacher adjusts teaching to the level of the students.												
Feedback												
8. The teacher provides specific comments to help students clarify misunderstandings and understand successes.												
Critical thinking												
9. The teacher asks thinking questions.												
10. The teacher provides thinking tasks.												
Classroom Culture												
11. The teacher responds to students' needs.												
*For Practice 11 only, observers can select n/a = Not applicable. Selecting this option means you did not observe the practice in the lesson and it was not required.												
Time on Learning												
			1 st interval			2 nd interval			3 rd interval			
Students are engaged in a learning activity (Circle one rating at each interval)			L	M	H	L	M	H	L	M	H	

Girls Stipend Programme

Conditional cash transfer program targeting girls of grades 6 to 10 in 16 districts of Punjab.

- The programme addresses the issue of drop out among girls, from lower income backgrounds, by incentivizing girls to stay enrolled in schools and maintain attendance above a certain threshold.
- School Education Department is digitizing data collection and disbursement to improve the effectiveness of the program.

Total girls
registered into the
program

540,577

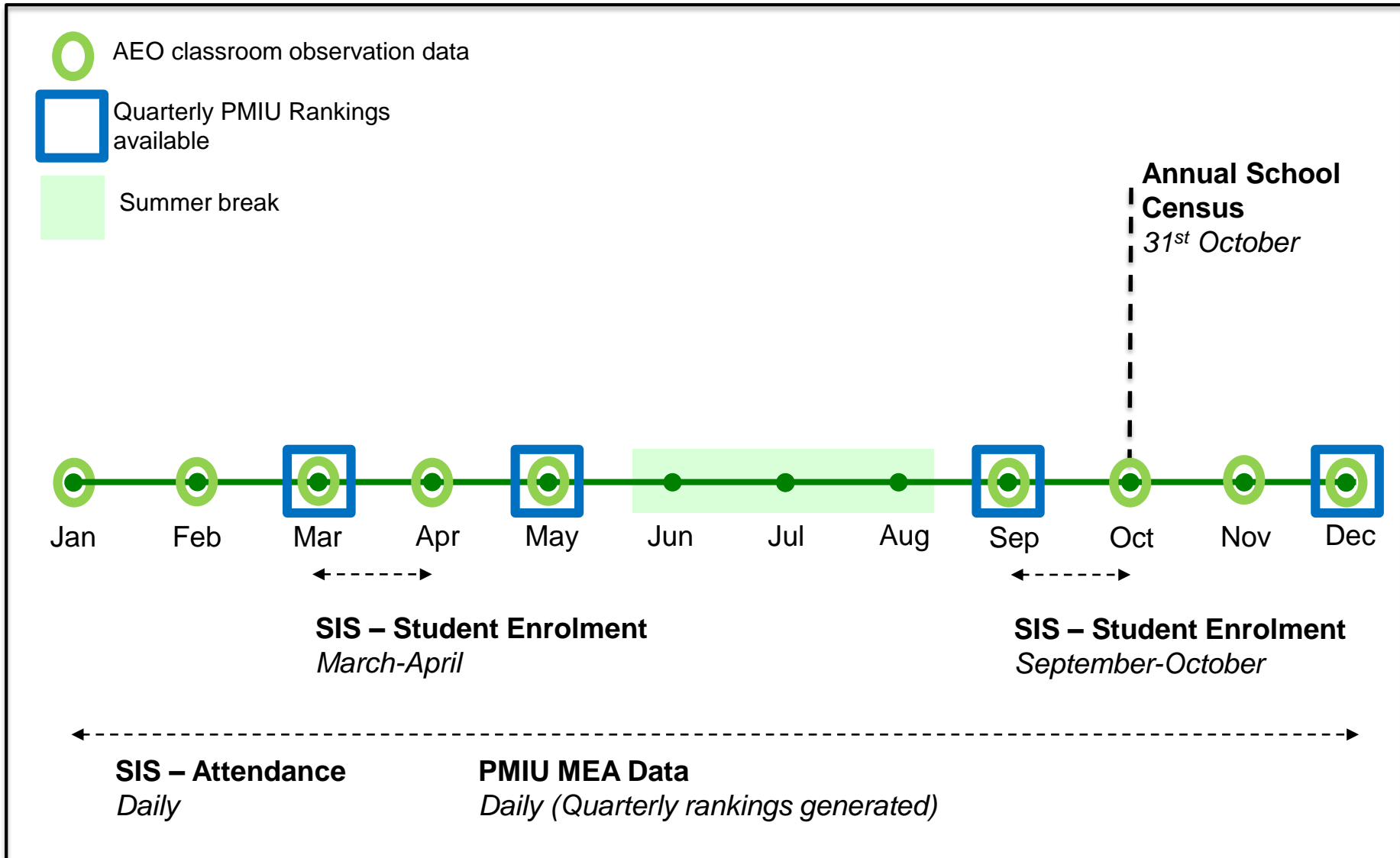
Amount currently
in process of
disbursement

3100 M

Dec '18- March '19

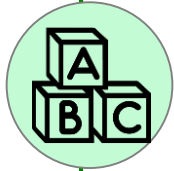
Introduction to PMIU-PESRP

Overview of Monitoring Routines



Punjab Human Capital Investment Project (PHCIP)

Investments in ECE for poor and vulnerable populations in 11 districts



Strengthening the quality of existing **3,400 ECE schools** in 11 PHCIP districts



Improving early literacy and numeracy through **reading/library corners in Pre-primary - Grade 3** in 3,400 schools

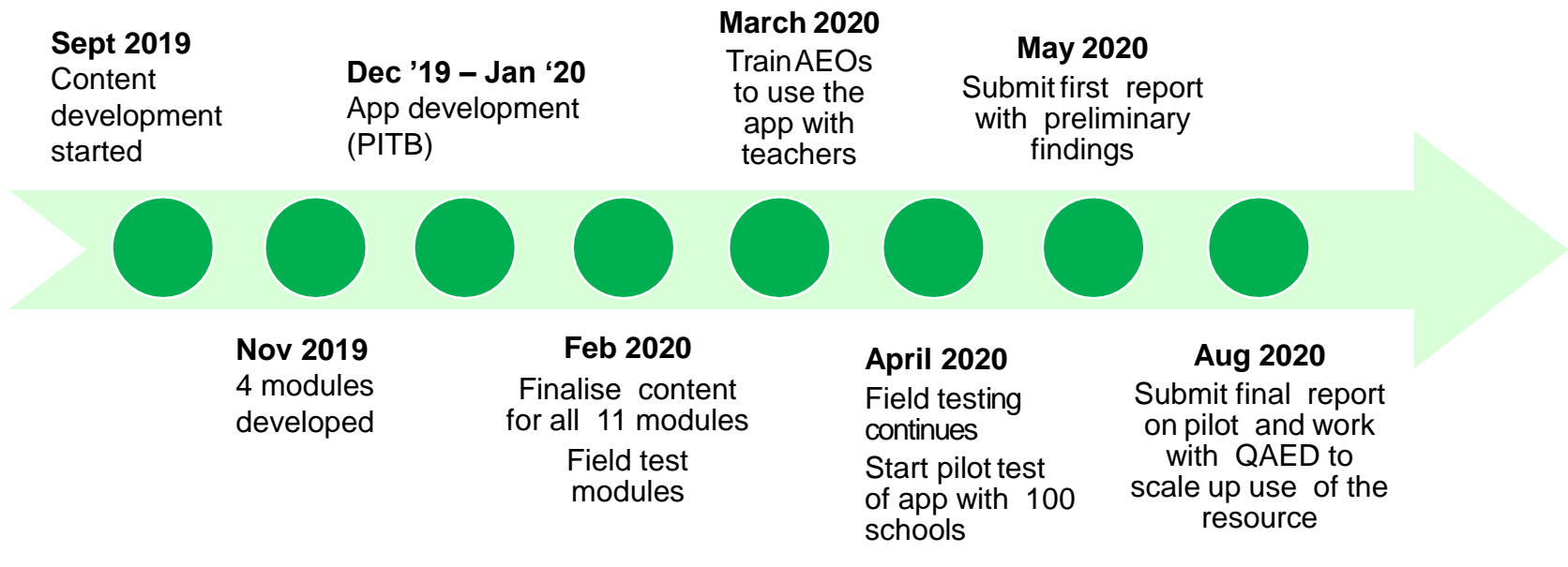


Third Punjab Education Sector Project III (PESP-III)

Innovative Teacher Support Package (ITSP)

A digital resource for teachers to understand the COT

Innovative Teacher Support Package (ITSP)



Rationalization of Teachers

Challenges

- **Ineffective utilization** of teaching staff
- Lack of teachers in many schools - **5000** primary schools with **less than 3** teachers
- Previous attempts were neither data-driven nor school/teacher friendly
- **Favoritism** marred the process resulting in legal cases

Transformation

- **Optimal utilization** of human resources
- Rationalization process to be **conducted online**
- **Front-to-end automation** – system to conduct need assessment and identify schools with surplus teachers
- Criteria finalized keeping in view the need of both schools and teachers
- Minimum human interference leading to **transparency, effectiveness** and **merit-based** rationalization

Criteria for Rationalization of Teachers

- Primary schools to have at **least 3 teachers**
- Elementary schools (single section) to have at **least 7 teachers** - 1 additional EST to be provided for a **new section** of 25-50 students
- **Male** and **female** teachers to be shifted in boys and girls schools respectively
- Maximum distance for adjustment is **10 km for female** and **15 km for male** teachers
- Teachers with **longest stay** to be shifted
- Teachers with less than **1 year of retirement tenure** not included in the process

Requirement Formula

Primary School	
No of Students	Minimum Requirement
<= 80	3
81-130	4
131-180	5
181-230	6
231-280	7
281-330	8

Elementary School	
Teaching Position	Minimum Requirement
HM (BS-16)	1
Physical	1
Arabic	1
Drawing	1
English / Urdu / General	2
Science or Math	1
CS where lab exists	1

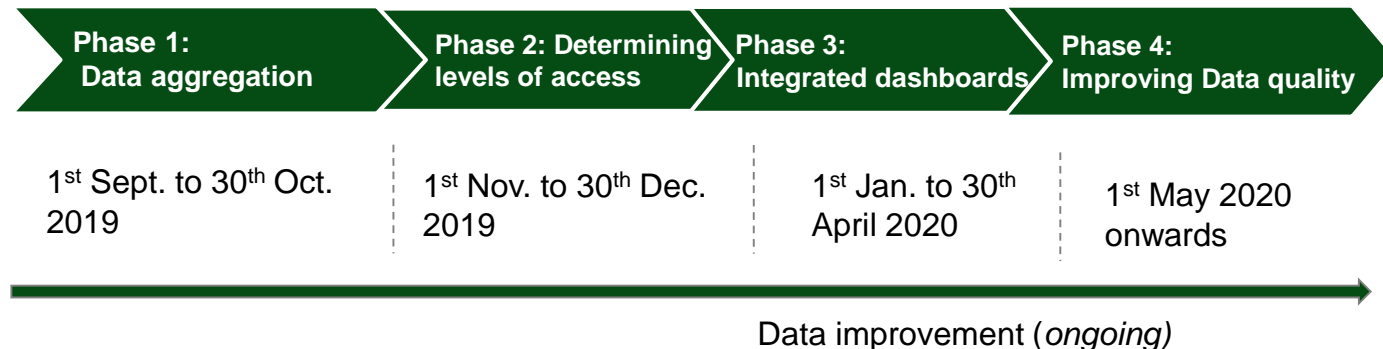
Integrated Management Information Systems (IMIS)

Challenges

- No single cohesive platform to enable decision making in education sector
- No integration of data of PEF, PEC, PEIMA, SIS, QAED & school census
- Lack of data integrity

Transformation

- **Single cohesive platform** with defined levels of access based on needs of different users in education sector (e.g. Secretary, head teacher)
- **Quality assurance** checks to ensure **integrity** of data
- 1.7 million student B Forms collected



SIF will organize 24 indicators under 4 Domains and give relative weight to each indicator. (change the header)

S/N	Domain of School Performance	Number of Indicators	Domain weight
1.	Student participation and personal development	3	35 points
2.	Teachers and teaching	5	45 points
3.	Leadership and support	6	10 points
4.	School environment	10	10 points
	Total	24	100 points

INSTEAD OF SEPARATE INDICATORS SIF WILL COLLAPSE ALL INDICATORS INTO A SINGLE COMPOSITE INDICATOR CALLED SCHOOL STATUS INDEX (SSI)

$$SSI = I_{SAPD} + I_{T\&T} + I_{LSP} + I_{SE}$$

What is the School Improvement Framework (SIF) and how will it overcome the flaws in the existing system? (insert slide 5 here)

- Providing **feedback** to the school for self-appraisal
- **Generate actions** aimed at improving specific aspects of school at appropriate levels of DEA (Action management instead of target management, thus reducing the possibility of .

List of SIF Indicators	Weights
Domain 1: Student participation and personal development	35
Student attendance rate	15
LND Score	15
Student cleanliness	5
Domain 2: Teachers and teaching	45
Teacher attendance	15
Teacher allocation	10
Teaching aids availability	3
Teacher CPD participation	12
Classroom observation score	5
Domain 3: Leadership and school support	10
Head teacher attendance	2
Non-teaching staff attendance	1
Instructional leadership	4
School improvement plan	1
School council meetings held	1
NSB disbursement	1
Domain 4: School environment	10
Security and safety arrangements	1
Availability of safe rooms	1
Availability of electricity	1
Blackboard visibility	1
Availability of sufficient furniture	1
Provision of toilets	1
Maintenance of toilet facilities	1
Availability of safe drinking water	1
Availability of play area/playground	1
Average cleanliness of school facilities	1
	100

School Improvement framework (SIF) has 24 indicators divided into 4 domains of school performance.

What the SIF IS NOT

The SIF is not:

- An **accountability mechanism** that determines rewards and punishments; rather it is the support that comes to balance accountability
- An **all-encompassing framework** that captures every school-level activity; rather it is a strategic and usable framework with opportunities for expansion
- A **substitute for monitoring & evaluation** of ongoing projects and reform initiatives; rather it is a mechanism for self-appraisal and improvement for schools

How will the SIF focus on schools?

SIF Categorizes schools by their **needs** for improvement

Based on the SSI score calculated for each school, the SIF will enable **categorization of schools in different performance categories**

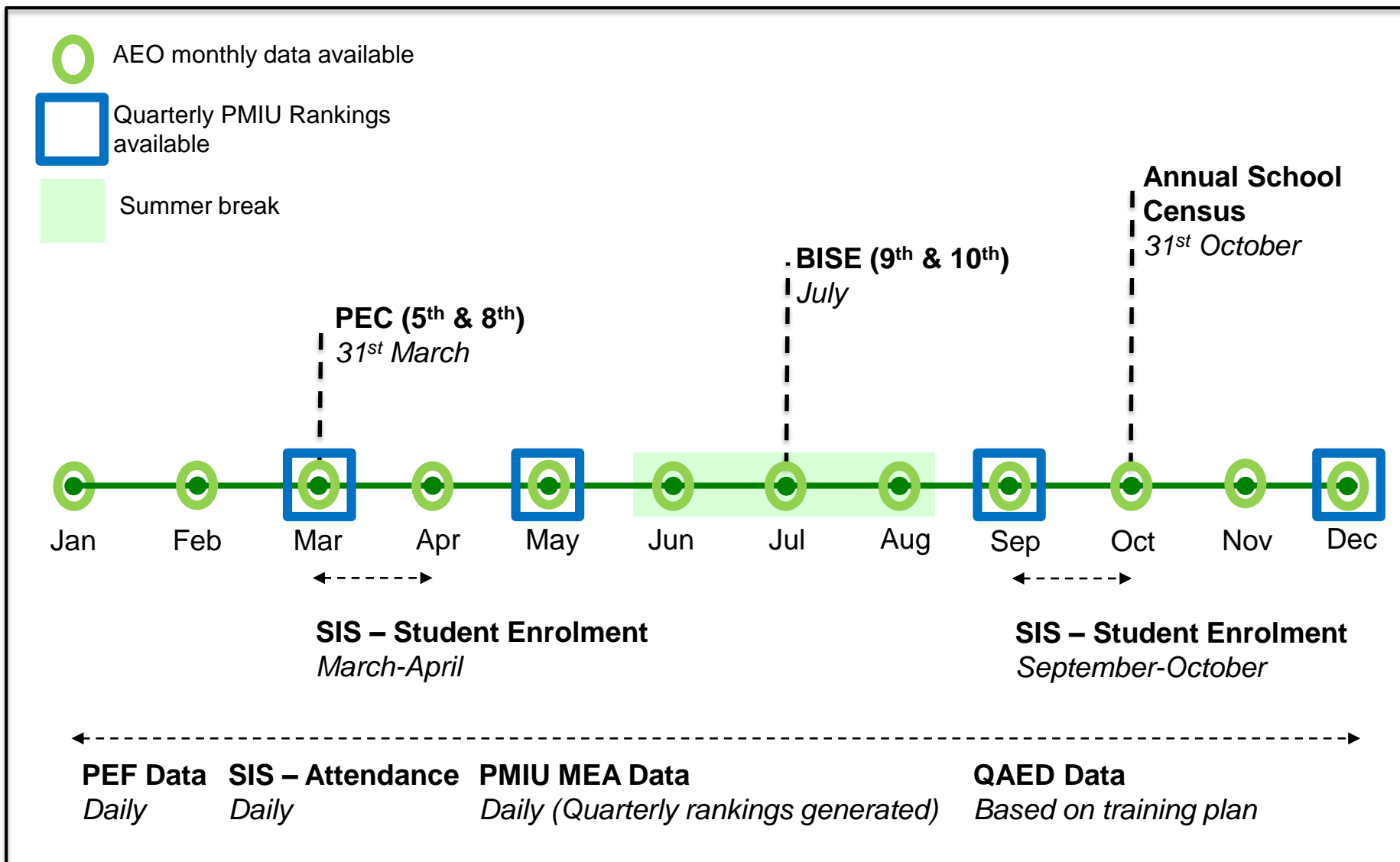
Cumulative Score	School Performance
0-39	Needs Improvement
40-59	Satisfactory
60-79	Good
80-100	Outstanding

Each level of DEA will know the **number of schools under their span that lie in each category**

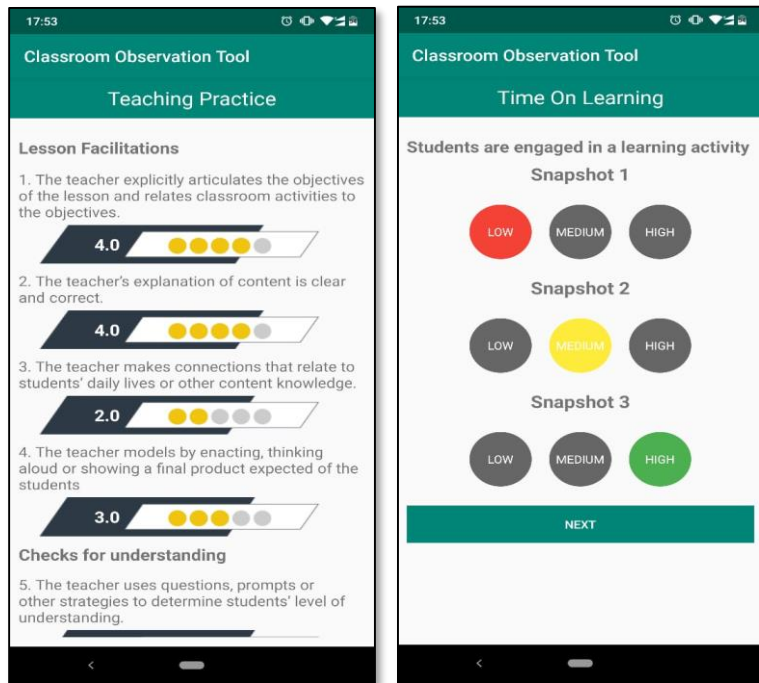
School Grade	% of schools	Number of schools
Outstanding	15%	110
Good	20%	450
Satisfactory	45%	780
Needs improvement	20%	150
	100%	1490

Data collection

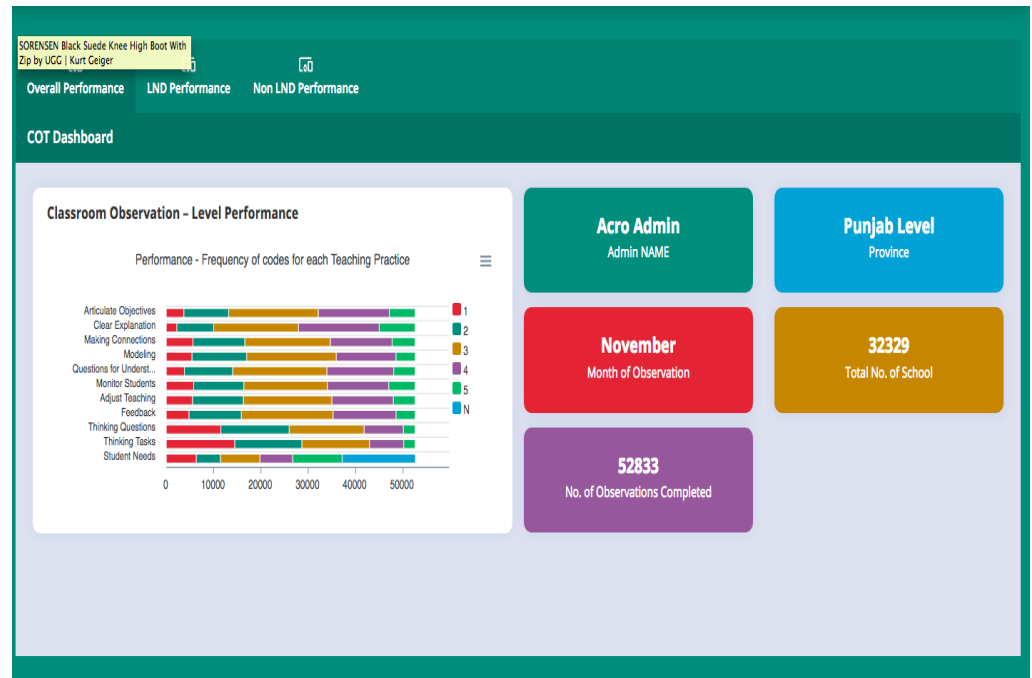
Timeline



Classroom Observation Tool (COT)



COT Mobile Application



[COT Dashboard](#)