Unprecedented Political Will

• President of Pakistan
  “Human Development is the anchor of my economic revival policy, which will focus on education, health and poverty alleviation”

• Prime Minister of Pakistan
  “We are conscious of the fact that education is our primary responsibility, and especially girls education. We shall employ all available resources to give effect to our plan.”

• Provincial and Area Government leaders committed to an Education Vision, Sector Reforms & Enhanced Allocations
Governance & Social Sector Reforms

Political Reforms – Devolution

Addressing the Delivery Gap

Economic Revival

Poverty Reduction
PRSP
The Education Sector In PRSP

- Education is a key component of PRSP
- Education is probably the most significant factor in characterizing the difference between poor and non-poor households
- The percentage of literate household heads in non-poor households was 52% compared with only 27% in poor households.
- Poverty analysis asserts that the failure to reduce poverty is linked to the stagnant trend in school enrolment rates, etc.
The Education Sector In PRSP

- Close to 50% of the budgetary expenditures in the PRSP are allocated for the education sector.

- Comprehensive package of reforms the Education Sector Reforms (ESR) 2001-2005 under implementation

- Drive for improving adult literacy and universal primary education.

- Stress on improving the quality of education.

- The PRSP provides the policy framework for the ESR and the devolution plan provides the implementation framework.
Creating Education Entitlements ..
Poverty Centred Approaches

Education, a multi-sectoral focus

PRSP is a policy framework for mobilization of expanded resources for human resource development

National Plan of Action for EFA 2000-2015 (EFA Goals and Millennium Development Goals)

ESR Action Plan 2001-2005
supported by Provincial Sector Plans & Medium Term Budgetary Frameworks
Indicators for PRSP

Outcome

i) Gross primary enrolment rate (male and female) ... *may be replaced by Net Enrolment Rate to match NPA for EFA*

ii) Gross middle enrolment rate (male and female)

iii) Literacy rate (male and female)

iv) Student drop out rates (primary) (male and female)

Intermediate

v) Number of functional public schools

vi) Trained teachers of functional schools

vii) Teachers presence

*Indicators may be added with improved baselines*
### Core Areas
- UPE/UPC, Early Childhood Education and Adult Literacy
- Link Plan to: Secondary, and Technical Education

### Financing Gap Phase-wise Gap (Rs. in Billion)

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Cost</td>
<td>120</td>
<td>134</td>
<td>176</td>
<td>430</td>
</tr>
<tr>
<td>Through National Resources</td>
<td>26 (30%)</td>
<td>53 (40%)</td>
<td>88 (50%)</td>
<td>178</td>
</tr>
<tr>
<td>GAP</td>
<td>84</td>
<td>81</td>
<td>88</td>
<td>253</td>
</tr>
</tbody>
</table>

Subject to refinements in cost options

### Challenges:
- District EFA Plans to be merged District PRSPs
- Targets and Financing to be aligned
- Programs to be negotiated with Provincial, Federal govt. and donors on the basis of District Education Plans
## Priorities Quantity & Quality

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Primary Education</strong></td>
<td>Equal Focus on Access and Quality</td>
<td>More Focus on Quality, School Improvement &amp; Effectiveness</td>
<td>More Focus on Quality School Improvement &amp; Effectiveness</td>
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<tr>
<td><strong>Adult Literacy</strong></td>
<td>More Focus on Access</td>
<td>Equal Focus on Access and Quality</td>
<td>Equal Focus on Access and Quality</td>
</tr>
<tr>
<td><strong>Early Childhood Education</strong></td>
<td>More Focus on Access</td>
<td>Equal Focus on Access and Quality</td>
<td>Equal Focus on Access and Quality</td>
</tr>
</tbody>
</table>
Priorities : Age Groups and Area Wise

- **Age Group-wise**
  - Primary Education 5-7 years age group – First Priority
  - 8-9 years age group – Second Priority
  - Adult Literacy 10-14 years – First Priority
  - 15-24 years – Second Priority
  - 25-44 years – Third Priority
  - Early Childhood 4 years – First Priority
  - 3 years – Second Priority

- **Area-wise**
  - First Priority Disadvantaged Groups both Rural and Urban
  - Second Priority Rural & Urban Female
  - Third Priority Rural Male &
  - Fourth Priority Urban Male
**PRSP - District, Provincial and National linkages**

**Micro & Macro Education Planning**

1. Community Level: SCs/SMCs/PTAs/CCBs
   - UC/Tehsil Edu. Plan
   - Village Edu. Plan
   - School Dev. Plan

2. District Education Plan
   - EDO (Edu)
   - EDO (Lit)
   - EDO (Fin & Plan)

3. Input to Provincial PRSP & National PRSP and EFA Plans

4. Macro Edu Planning at District Level
   - District PRSP

District Government
District Nazim, DCO

National PRSP and EFA Plans

Community Based Bottom-up Micro Edu. Planning School Development Plans
Since 1980s an exclusive focus on Primary Sector at the expense of all other sectors.

ESR from exclusion to inclusion
• Early Childhood Education
• Non-formal Education, NFPE or Feeder centres/schools
• Formal Education
• Linkage between formal and non-formal programs: *Equivalence, transfer, sharing resources & opportunities*
• School upgradation from primary to middle
• Adult Literacy (externalities)

*UPE & UPC …not stand alone but holistic with backward and forward linkages*
Compensatory Programs Addressing ACCESS and DEMAND

- Free education (waiver of fees) up to Class X since 01-04-2003 in three provinces
- Distribution of free textbooks for elementary classes in all districts or those with low education indicators
- Extension of District Based Universal Primary Education Programs micro planning, social mobilization and capacity building
- Provision of missing facilities in schools
- Provision of building for shelterless schools, new schools and up-gradation of existing ones.
- Phased implementation of Compulsory Primary Education
- Provision of edible oil to primary school girls and nutrition program
- Vouchers to primary schools, Zakaat Stipends and Stipends to girls of classes VI to VIII
- NFE and Child Labor Education Programs
Quality

- Curriculum review, renewal a continuous process from ECE, Class I to XII.

- Scheme of Studies revised for Class Wise examination at secondary level and introduction of Technical Stream.

- In-service teacher training with a subject based focus on content, methodology and assessment practices.

- Major teacher training initiatives launched in provinces through provincial and federal budgets since 2001. Over 175,000 teachers/master trainers trained at primary, middle and secondary levels. University of Education launched in Punjab with over 42 teacher training institutions activated for pre-service and in-service training.

- Training of District Education Managers and Head Teachers.

- Strengthened teacher training institutions and set up 350 Resource Centres through ESR.

(Cont.)
Quality

- Continuous assessment system, learning outcomes of Class IV and VIII, and exam reforms
- Private Exam Boards being set up in Pakistan: Askari Board and Aga Khan University.
- Multiple text books policy
- School-specific contract appointments of teachers having better qualification on enhanced salary package
- Re-activation of School Councils, SMCs, PTSMCs/PTAs
- Grant of legal status to school councils as CCBs (phased implementation through capacity building)
- Creation of management cadres and teaching cadres at elementary and secondary levels
• Availability of reliable/ valid data at district, provincial and national levels.

• Clarity of objectives addressing core national issues linked to local conditions

• Continuous consultative meetings of stakeholders for need assessment and prioritization.

• Development of monitoring and evaluation mechanisms

• Inbuilt system of accountability at all levels based on result oriented regular reviews
• Strengthening of Education Management Information System (EMIS) at Provincial and district levels.

• Tracking of outcome indicators like enrollment, gross & net participation rates, completion of education cycle at primary and elementary level.

• Reporting of teacher absenteeism through School Councils and supervision

• Developing linkages with the District Government to monitor desired outcomes.
Public Private Partnership .. Government from provider to facilitator

Targets:

- Increase in access to quality education at all levels through private sector;
- 3% annually in secondary and 5% in higher education.
- Up gradation and improvement in 26000 government schools thru partnerships
- Restructuring of National & Provincial Education Foundations

Achievements:

- 7000 Schools upgraded and improved through afternoon shifts and adopt a school program in all provinces and areas.
- IT introduced in 4000 secondary schools through Public Private Partnership.
- National Commission for Human Development (NCHD) set up to support efforts in meeting basic education targets
Achievements:

- Utilities tariff reduced from commercial to domestic.
- Provision of land, free or at concessional rates in rural areas & appropriate zoning for education in urban areas.
- Provision of concessional financing for rural/urban schools through Education Foundations and credit institutions e.g., Khushhali Bank and First Women’s Bank.
- Extending legal cover to SMCs/PTAs as CCBs and providing them with financial and legal powers for school improvement and local governance.
- Regulatory ordinances for private sector issued by Sindh and NWFP. Draft Ordinance for ICT under preparation... Not easy to implement
- **GoP acknowledges and is working with NGOs as innovators; service providers; capacity builders; critical thinkers; policy partners; advocates; social mobilizers and even protestors.**
- **CSOs not a substitute for Government performance as Education is Public Good to be facilitated by the government**
Mainstreaming Madaris

Narrow gaps between mainstream and madaris education systems as well as create employment opportunities for graduates.

Grant Package includes:

1. **Introduction of Core Subjects**
   - Primary – Secondary level: Maths, Science, English, Social Studies/Pakistan Studies.

2. **Teacher’s Salary**
3. **Teacher training,**
4. **Free Textbooks, Computers and equipment**
   - The funds of Rs 250 million would be transferred to madaris through Education Foundations in May 2003.

   - Funds will be earmarked for each madarassah for a three year period.

   • Status recognition and establishing clear equivalence for the graduates of Deeni Madaaris with graduates from modern system of education.

   • **Pilot completed, to be scaled up in** in 2003-2004.
# Allocation and Distribution to Provinces/Areas of ESR Funds through Letters of Agreement PSDP 2001 – 2002 & PSDP 2002-2003

<table>
<thead>
<tr>
<th>Province / Area</th>
<th>2001-2002 Allocated and Released by MoE to Provinces/Areas</th>
<th>2002-2003 Proposed Allocation to Provinces/Areas</th>
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<tbody>
<tr>
<td>Punjab</td>
<td>1462.68</td>
<td>464.580</td>
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<tr>
<td>Sindh</td>
<td>611.03</td>
<td>192.060</td>
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<td>NWFP</td>
<td>528.58</td>
<td>156.960</td>
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<td>Balochistan</td>
<td>330.41</td>
<td>86.400</td>
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<td>ICT</td>
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<tr>
<td>AJK</td>
<td>84.97</td>
<td>38.000</td>
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<tr>
<td>Federal Program</td>
<td>296.50</td>
<td>-</td>
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<tr>
<td><strong>GRAND TOTAL</strong></td>
<td><strong>3574.0</strong></td>
<td><strong>1000.0</strong></td>
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1st Letter of Agreement signed January 28, 2002
2nd Letter of Agreement signed May 7, 2003
## Fiscal Devolution in Education: 2001-2002 PSDP ESR

### Releases to Provinces Districts/Areas

<table>
<thead>
<tr>
<th>Province/Area</th>
<th>Released by MoE to Provinces/ Areas</th>
<th>Utilization of Received Funds by Provinces/ Areas</th>
<th>% age.</th>
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</thead>
<tbody>
<tr>
<td>Punjab</td>
<td>1462.68</td>
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<tr>
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<td>70.89</td>
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<tr>
<td>ICT</td>
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<tr>
<td>FATA</td>
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<tr>
<td>AJK</td>
<td>84.97</td>
<td>84.97</td>
<td>100</td>
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<tr>
<td>Federal Program</td>
<td>296.50</td>
<td>184.20</td>
<td>62</td>
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<tr>
<td><strong>Grand Total:</strong></td>
<td><strong>3574.0</strong></td>
<td><strong>3078.35</strong></td>
<td><strong>86.13</strong></td>
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</table>

Funds released in two tranches February & April 2002

Overall utilization of 86.13% in 11 months
District Government system is working. A close alliance between depts of Finance and Planning, Education, Literacy, C and W

Less cumbersome procedures for approval of schemes at district levels

Decentralized delivery of basic services and problems of head teachers and teachers being resolved at district level

Improvement in accountability of government functionaries as all expenditures are questioned in District Council meetings

Teacher attendance has increased due to frequent monitoring by local authorities (administrative & political)

Where CSOs involved as planning and implementation partners in making District Education & School Development Plans, training, & as SMCs for school rehabilitation, partnerships have worked well.

With more involvement of citizens in planning, decision making and monitoring through elected representatives the system is opening up. There are multiple spaces for multiple partners

Public awareness about right to education has increased
• Imprecise fiscal transfer framework and mechanisms

• Unclear delegation of administrative financial powers from province to districts and functionaries at district levels

• Amendments in delegation of powers under 1962 financial rules have resulted in powers to DCO, but not shared with EDO- Education. Financial powers centralized in DCO

• Multiple reporting lines and absence of formal criteria for allocating funds at school level ...political trade offs by District Authorities and Political Representatives

• Negotiating from one line district budgets needs skills of proactive planning to compete for limited funds.

• Provinces have not concurrently decentralized training and EMIS (Contd)
• Clarity and alignment of Roles and responsibility and authority is urgently needed for institution based reform and appropriate site based capacity building.

• Tehsils and Union Council tiers have no formal role in education planning and implementation. Some administrative presence is needed for local governance.

• School budgets do not include allocations for teaching learning environment.

• CCBs have found it difficult to come up with 20% matching funds.
Constraints....

- **Assumption**: There will be comprehensive school based rehabilitation of physical environment and human resources.

- **Issue**: Districts have used 80% of ESR and President Funds for capital and civil works rather than for capacity building and quality.

- **Why?**: Training is a provincial subject /responsibility under the Local Government Plan & districts do not have jurisdiction over training, therefore not able to plan for institution based capacity building.
**Constraints SMCs ....**

- **Assumption**: Since SMCs are already charged with repairs and procurement of education materials through allocations of non-salary budget, the principle/rule would apply equally to ESR allocations.

- **Issue**: For rehabilitation work under ESR and President’s Program, barring a minority of districts, there was little engagement of SMCs/PTAs and CSOs.

- **Why**: A double track approach indicates lack of system and low institutional standing of community participation.

- Even where rehabilitation work is done through Communications and Works (C&W), a completion certificate must be taken from SMCs/PTAs to ensure their satisfaction with rehabilitation work undertaken in specific schools.
**CONTRAINTS**

**Monitoring and Reporting Mechanisms**

- **Assumption**: Monitoring progress is a continuous focus at Bi-monthly Inter-Provincial Secretaries meetings and this was to be addressed through in-built mechanisms for outcome based performance.

- **Issue**: Lack of coordination mechanism among some DCOs EDOs and Provincial Department of Education for Progress Reports and utilization tracking.

- **Why**: The implementation mechanisms for monitoring and reporting are not completely devolved. Sharing expectations, team building for new skills & strategies is not being undertaken evenly with districts personnel, who are now the key implementers.
• Since the launching of the I-PRSP programs in 2001 in all sectors there are many opportunities to be availed by the citizens of Pakistan

• Systems are in transition, procedures are not fully in place under devolution...information is not easily accessible

• Citizens need a powerful communications strategy to know about compensatory programs (free education, textbooks, nutrition program, stipends etc.) rehabilitation projects through community involvement, conversion of PTAs/SMCs to CCBs, development funds to CCBs etc.

• Citizens need information about not just what these schemes are, but also regarding the dealing departments and focal officers

• Efforts are now underway to fill this gap..But much more is needed.. Through a strategic communications regime
New Roles:

- Curriculum frameworks (not specific contents or teaching materials).
- Student assessment
- Academic evaluation of teachers and specialized teacher training
- Compensatory programs to increase equity.
- Information, supervisory and quality audit
- Resource mobilization
- Tracking outcomes
- Leadership and ideas sharing
Foreign Assistance Mobilized up to 2005-2006

(US Dollars in million)

- Debt Swaps - proposed largely for education $ 300
- US Government Support (2001-06) $ 158
- CIDA, DFID, NORAD, UNICEF $ 122
  UNESCO, UNFPA, JICA & CHINA
- World Bank, Asian Development Bank $ 400*
- G-8 Fast Track Initiative (FTI) for EFA up to 2015 (under process)

TOTAL: US$ 980M

* Subject to enhanced counter part funds for education from GOP.
Pakistan not starting from scratch.. Building on the reforms processes within country.

**An “Education Sector Technical Committee”** to coordinate Fast Track and other Education Financing Initiatives (PRSP, ESR, EFA)

Committee comprises representatives of the federal and Provincial Govts. & Convenor of donors’ group on Education Sector

PRSP and NPA form the basis of initiatives under FTI.

Committee to

- Harmonize data/targets and financing of ESR, EFA and PRSP.
- Finalize and update the country FTI indicative framework.
- Harmonize strategic policy directions
- Harmonize phasing of all macro plans

(Contd)
- costing of the education sector sub-programmes
- identify capacity building issues.
- ensure full PRSP requirements in education sector.
- produce a credible sector plan within the framework of Medium Term Expenditure framework (federal and provincial).
- institutionalize working and communication arrangements with the Donor Secretariats at Islamabad and Washington.
- undertake annual review of implementation of the Sector Plan /PRSP.

Pakistan listed as one of the Plus 5 for FTI. How are the High Population E-9 or Plus 5 countries going to be treated by the G8 EFA Task Force or FTI Group?

So far the group is silent about these countries where the largest EFA/MDG challenges lie.
Membership
Provincial & Area Governments through the respective Education Departments & Donors will be NFED’s permanent members.

Objective
To mobilize intellectual, technical and financial resources according to an agreed country program framework as per PRSP/ESR/EFA milestones.

Frequency of Meetings
Quarterly Meetings to be held in rotation in provinces and areas. Two meetings held
Challenges Ahead

- Program Coherence at district, provincial and national levels
- Horizontal and vertical programs, for synergies in resources and capacities. Concern of donor projects being treated vertically creating major governance issues
- Upgraded & credible data gathering and indicator monitoring systems
- **Governance:** transparency, accountability and tracking mechanisms
- Sustained partnerships between planners and service providers
- Consistency in policy & procedures for Civil Society engagement
- Fiscal Devolution: Alignment of responsibility, authority and capacity at school, union council, tehsil and district levels
- Resource mobilization and utilization matched to targets and outcomes, avoiding duplication, creating multiple reporting protocols and undermining over-stretched district capacity
- **Firm and predictable resource commitments by international development partners up to 2015 for PRSP, EFA Goals and Millennium Development Goals (MDGs)**
Thank you