

Education Sector Reforms Assistance Program (ESRA)

**FIRST INTER-PROVINCIAL CONFERENCE
“TAKING STOCK, MOVING AHEAD”**

23-24 JANUARY 2006

**Venue: Academy for Education Planning and Management
Ministry of Education
Islamabad**

Research Triangle Institute International (RTI)
Education Development Centers (EDC)
American Institute for Research (AIR)
International Reading Association (IRA)
Save the Children, US (SC-US)
The Asia Foundation (TAF)
World Education (WE)
Ministry of Education, Government of Pakistan

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Taking Stock, Moving Ahead

The Government of Pakistan and the Education Sector Reforms Assistance Program (ESRA) organized a two-day interactive conference on 23-24 January 2005 at the Academy for Educational Planning and Management (AEPAM), Islamabad, to have a structured dialogue on the strengths of and challenges faced by USAID/ESRA initiatives. The conference was meant to take stock of achievements and present challenges, in order to plan better for the future. This reflective process is being embedded into the program as an ongoing activity where ESRA staff and the government counterparts will meet up on quarterly basis to share concerns and lessons learnt, and think through the best possible ways forward.

1. Introduction and Objectives

Mr. Richard Cartier, Chief of Party ESRA, welcomed the delegates and outlined the following objectives of the Conference:

- To foster better understanding of ESRA thematic areas and the program as a whole; and
- To deliberate on ESRA's role in support of Education Sector Reforms.

He said ESRA was working in support of the Education Sector Reforms (ESR) initiative of the Ministry of Education (MoE). Its stakeholders included the Government, Provincial Departments of Education in Sindh and Balochistan, education managers, teachers and students. Mr. Cartier mentioned that ESRA was working to facilitate improved education services and sustainable reforms. He assured the Government counterparts that they could count on ESRA as their back office for supporting and sustaining ESR.

Mr. Cartier explained that ESRA's five components were not stand-alone projects; rather, they complemented each other towards the common goal of improving learning achievements. Additionally, all components work in tandem with MoE's reform efforts.

He emphasized that ESRA's approach was participatory and demand-driven. ESRA initiatives are focused on co-facilitation and engendering a government led program, he added. The initiatives strive toward improving accountability and building capacity of government counterparts to ensure sustainability at all levels.

2. Statement by the Mission Director USAID

The USAID Mission Director, Ms. Lisa Chiles, said that USAID's interventions in education supported the Government of Pakistan's education policy, and that they built capacity from the district to the federal levels. USAID wanted to support geographical areas that had remained under-served, hence the focus on Sindh and Balochistan. She noted that USAID programs could only work well when the Ministry of Education and its stakeholders are involved in the process. Ms. Chiles appreciated the fact that the inter-provincial conference had given government officials an opportunity to present their experiences and make recommendations for improving USAID/ESRA initiatives.

3. Statement by the Government

Dr. Waqar Masood Khan, Special Secretary to the Prime Minister, chaired the inaugural session. He commended the work being done by the USAID/ESRA. He said that ESR was already in operation in 2001 but was significantly under-funded. It was decided therefore, that the USAID/ESRA program would support ESR, particularly focusing on primary education.

He said that education reforms should be demand-driven and should include capacity building, co-facilitation and accountability. He emphasized the need for capacity building of teachers and education managers. He also stressed upon the need to mobilize communities for sustainable improvement in literacy and education service delivery. He also emphasized on improving education governance at all levels. Dr. Khan appreciated the fact that USAID/ESRA initiatives were also supporting the process of devolution in addition to improving education.

4. Thematic Sessions

The inaugural session was followed by thematic ones, where government counterparts and implementing partners made presentations on key areas related to education sector reform and ESRA's support to it. They shared their experiences, lessons learnt and challenges encountered at both field and policy levels.

Session 2: ESR and ESRA

Objective of the second session was to deliberate on ESRA's role in support of Education Sector Reforms (ESR). This session comprised of three presentations.

First presentation of the session titled "ESR implementation and the Role of ESRA: Focus on Visioning and RSU" was presented by Dr. Syed Fayyaz Ahmed, Joint Educational Advisor (Policy & Planning), Ministry of Education. He appreciated ESRA's role in support of ESR at national, provincial and district levels. He said unreliable data, capacity constraints at all levels, especially within newly established district education departments, and lack of coordination among different tiers of governance posed serious challenges to the implementation of ESR.

Discussing the Ministry's and ESRA's joint effort to develop a vision for the education sector for the year 2025, he said that vision would inform education policy, improve coordination of various existing initiatives, enhance donor coordination and prevent overlaps. Mr. Ahmed remarked that the process of broad-based consultation for development of a national education vision started in January 2005 and would be completed by May 2006. Responding to a participant's question, he said a computerized model was being developed for costing the vision. Once complete, the vision would be incorporated into the revised education policy and a strategy and action plan would be developed to put it into practice.

Dr. Ahmed said that the reform support work called for dedicated teams of experts who were well versed in the tools and techniques of education reform support. The Federal Government, he said, was establishing a Reform Support Unit (RSU) in the Policy and Planning Wing of Ministry of Education with the support of USAID/ESRA. The government of Sindh, he informed, had already established the RSU. He said that national and provincial RSUs would advocate and support education reform and provide input into policy development. RSUs would also

identify affordable best practices and provide strategic direction for donor coordination.

Mr. Daud Shah, Joint Director, Academy for Education Planning and Management made a presentation on “NEMIS: Challenges and Opportunities”. He mentioned absence of regular budgets, lack of legal and administrative authority to collect data, incomplete coverage, poor quality, and delayed reporting as major challenges. He also pointed out the following opportunities in this regard: presence of political will, donor support and the awareness of the need for reliable and timely data for informed planning and decision-making.

Mr. Shah said that ESRA was providing technical support to N/EMIS in developing a national standardized questionnaire, conducting a data needs survey, and developing standard operating procedures. In order to develop further the EMIS, he recommended the addition of complementary sources of data, development of GIS, enforcement of security and back-up policies and reduction in time lines between data collection and its availability to end users. He called for ESRA’s continuous support to tread the way ahead.

It was suggested during discussion that the authority of the EMIS could be established through legislative measures so that private institutions are bound to provide data to the EMIS. Some participants were of the view that there should be a regular budget line for national and provincial EMISs.

Third presentation of the session titled “Using ICTs in Education: Perspectives from the Field” was presented by Mr. Muhammad Rafiq Tahir, Chief Coordinator Training, Federal Directorate of Education (FDE). He discussed ESRA Plus activities being implemented in the Islamabad Capital Territory. Mr. Tahir highlighted the role of ESRA in the federal capital and adjacent rural areas, particularly in experimenting with innovative technologies and extending Information and Communication Technologies (ICTs). He mentioned the following major ESRA initiatives: establishing multipurpose resource centers, creating a multimedia literacy package, using the project based learning approach to make learning more stimulating and introducing Interactive Radio Instruction for English as a Second language (IRI-ESL).

Mr. Tahir noted that ESRA Plus was strengthening FDE’s planning, management and communication functions through capacity building and the use of ICT tools. He also briefly discussed ESRA’s support to develop a national ICT strategy for education. He said these initiatives had brought about visible improvements in schools. However, their sustainability beyond the project life remains a challenge.

Mr. Tahir also reflected on the importance of ICTs in designing innovative and cost-effective ways to improve access to and quality of education. In this context, a model successfully implemented in Islamabad could be replicated on much larger scale. Some participants shared their concerns about using high-tech solutions while introducing ICTs in Pakistan. They suggested there was a need to identify technologies that were sustainable and could be maintained locally.

Session 3: Public-Community and Public-Private Partnership

Objective of the third session was to examine PCP and PPP Program for better education delivery. This session comprised of two presentations.

Ms. Shehnaz Wazir Ali, Executive Director, Pakistan Center gave the first presentation of the session titled, “Local level Constraints and Opportunities for Public-Private Partnership,” for Philanthropy (PCP), a USAID/ESRA partner.

Ms. Wazir Ali was of the view that PPPs provided a win-win solution for the government, corporate sector and civil society. She said such partnerships provided opportunities for all the three sectors. Civil society organizations could benefit from PPPs in the form of human resource development and better access to information and resources. Opportunities for the corporate sector included enhanced reputation and goodwill, local community support and fulfillment of corporate social responsibility obligations. Similarly, governments had an opportunity for additional resources for education sector reforms and sharing of responsibility for social service delivery by the corporate sector and the community.

She called upon the government to be proactive in encouraging PPPs. Drawing on her experience of implementing an ESRA project; she identified the following local-level constraints for PPPs:

- Lack of knowledge about PPPs and absence of proper guidance and incentives
- Lack of a comprehensive framework for PPPs at the local level
- Poor communication and mistrust between the Government and the corporate leaders
- Limited capacity of NGOs to enter into partnerships with the government

A delegate pointed out during the discussion that the scope for PPPs remained limited in Balochistan due to ‘the non-existence of corporate sector’. To this, Ms. Wazir Ali said that the Education Foundation of Balochistan could play a bigger role by engaging national level corporations and harnessing local philanthropy.

Mr. Sikander Ali Shah, EDO Education, District Khairpur, made a presentation on “Improving the Interface between School Management Committees (SMCs) and District Government.” He gave a background on the formation of SMCs and their role in education reform. He described the state of SMCs before and after ESRA’s involvement in the process. ESRA’s involvement, he stated, had helped schools and communities learn how to collectively envision and plan school improvements in terms of infrastructure as well as quality of education. Mr. Shah mentioned the fact that ESRA provided funds for school improvement plans and conducted obligation audits rather than financial ones.

As a result, school improvement planning has become a regular activity and these plans provide a means for schools to engage the district government for additional resources. It has helped ongoing needs-identification, timely and efficient transfer of funds to schools; improve school infrastructure and facilities, better record keeping, and transparent use of funds.

During the discussion, some delegates suggested that school improvement plans be made a part of district level education planning.

Session 4: Strengthening District Planning

Objective of the fourth Session was to review district level planning and implementation of development projects. During this session, EDOs from Balochistan and Sindh highlighted challenges and opportunities emerging from the devolved system of governance introduced in 2001.

The first presentation titled “District Level Planning: Taking Stock” was presented by EDO-Education, District Thatta. He mentioned that before devolution, education planning used to be done at the provincial level. Consequently, district officials had no experience in planning. After devolution, officials faced serious challenges as they hardly had any capacity to do education planning. On ESRA’s role, he said that it helped districts in identification of needs, prioritization of goals, setting minimum standards, and preparation of needs-based district education budgets. Challenges to this process included lack of comprehensive data, low capacity, frequent transfers/postings of officials, lack of inter-departmental coordination and little appreciation of micro and macro-level planning. He suggested that ESRA could help the planning process by supporting district governments to collect and compile data that can be productively used, build capacity of district officials in needs-based planning, improve province-district interface and train district planning teams in formulating PC-1 and other planning documents.

Mr. Muhammad Khan, Executive District Officer, District Kech made a presentation titled “Project Implementation: Challenges and Opportunities at the District level”. Mr. Khan was of the view that despite clear provision in the Local Government Ordinance (LGO) allowing the districts to develop and implement projects up to the tune of Rupees 20 million, in practice they had little financial autonomy and had to seek province’s support for getting the projects off the ground. Other challenges at the implementation level included the following:

- Delays in the release of funds from provinces to districts;
- Vertical grants handed down by the centre and provinces that often do not match district needs;
- Lack of inter-departmental coordination; and
- Competing priorities and differences among district representatives, and national and provincial political leaders.

ESRA’s support, he said, helped districts create micro education projects (District Improvement Plans) from broader plans (District Education Plans). These projects were then supported by technical and financial assistance (District Improvement Grants). Through this process, district education officials were able to strengthen their project implementation skills, decide upon priority areas and develop strategies for serving them. Mr. Khan said districts needed ESRA’s support for capacity building in monitoring and evaluation, project documentation and resource mobilization.

It was pointed out during the discussion that the budgeted amounts were released by the provinces towards the end of the fiscal year due to which projects were not implemented on time. The chair pointed out that release of funds from the provinces to the districts was dependent upon receipt of funds from the Federal Government, which in turn was tied in with revenue collection. It was agreed that there was a need to streamline this funds transfer regime.

Session 5: Literacy

Objective of the fifth session was to review literacy programs. Three presentations were made in this session.

Mr. Naveed Khayal of the Indus Resource Centre, a USAID/ESRA implementing partner, made a presentation titled “Literacy Programs: Perspectives from the Field”. Speaking about USAID/ESRA’s role, Mr. Khayal said that apart from providing literacy to target learners, the program had strengthened the capacity of local NGOs and district governments to implement literacy programs. He said it had also created a team of literacy master trainers. Liaison with district governments had resulted in literacy graduates being adopted by the formal education structure, use of public school facilities to run literacy trainings, and the adoption of district literacy plans by district governments. As a result, learners feel empowered and confident after obtaining literacy skills and performing daily-life activities in more meaningful and responsible manners. Drawing on lessons learnt during the course of implementation, he mentioned the need to factor in harvesting seasons while designing literacy programs. He also called for the introduction of certificates that would allow those passing out of literacy centers to be enrolled in formal primary schools.

Dr. Haroona Jatoti, Director Academy for Education Planning and Management (AEPAM) made a presentation on the “Significance of Developing National Literacy Guidelines.” She appreciated the role of ESRA/USAID in supporting Federal MoE to develop National Literacy Guidelines. Narrating the process for the development of the guidelines, she said it had included consultations with key players from all over the country. She explained that the guidelines would be used to:

- Provide uniformity to literacy programs in the country;
- Enforce minimum standards and common practices for literacy;
- Develop curriculum contents for literacy programs;
- Assess NGOs and their capacity to run literacy programs; and
- Help the government in certification of learners.

She informed the delegates about plans, which included developing curriculum content, establishing a Federal level Literacy Resource Center, establishing literacy teachers’ training centers, preparing learning materials package, developing literacy plans and training core government staff to implement literacy programs in the light of the National Literacy Guidelines.

The next presentation by Mr. Abdul Ghaffar Hoot, Naib Nazim, District Gwadar, was titled “District Literacy Plans: Building on ESRA Experiences.” Mr. Hoot said the plans were built upon an assessment of district literacy needs and financial and human resources. With such plans, districts could lobby for funds from donors and provincial governments. The plans were developed through a consultative process that included district level government and community stakeholders. He said that USAID/ESRA had been supporting districts through information exchanges, technical assistance and networking.

Mr. Hoot said that the shifting of literacy programs to the Social Welfare Department in Balochistan had resulted in confusions due to an entirely new management and reporting structure in place. The delegates agreed during discussion that there was a need to have a uniform system in all the provinces. A delegate said multiple and

overlapping literacy programs made it difficult for the government to track literates. He also stressed that there was a need to monitor literacy programs for quality.

Session 6: Professional Development

Objective of the sixth session was to review the development of Professional Development Infrastructure. Two presentations were made in this session.

Mr. Mushtaq Shahani, Director General Provincial Institute delivered the first presentation on professional development titled “Transforming Teaching and School Management Practices” for Teacher Education, Government of Sindh. Mr. Shahani said there was a need to move away from teacher-centered toward child-centered approach to make teaching more effective. It would entail introducing activity-based learning to promote critical thinking skills and professional training for teachers and head teachers. Such a system would require effective academic supervision and follow-up.

He mentioned that ESRA, in partnership with government organizations, was providing training to teachers and educational managers in order to facilitate this transition. Because of ESRA’s professional development interventions, the teaching environment in schools has become far more constructive; teachers facilitate interactive learning through group work, team teaching, peer coaching and mentoring. Teachers are now preparing subject wise lesson plans (Class I to V) and using low-cost materials to support their teaching, he added.

Citing the findings of an assessment, Mr. Shahani said that USAID/ESRA training program had resulted in some major achievements. Pre and post observation phases showed:

- An increase in the percentage of teachers performing to standards from 20.5 per cent to 67.4 per cent
- Percentage of students exceeding minimum score in Mathematics increased from 5.6% to 16.4%
- Percentage of students exceeding minimum score in Urdu increased from 7.4% to 21.3%

Mr. Abdul Majeed Hur, EDO Education Hyderabad, made a presentation on “Embedding Professional Development Infrastructure (PDI) in the Districts.” Mr. Hur said prior to ESRA intervention, there was a lack of ownership of professional development at the district level and the role of district officers (ODs) was not clear. In that scenario, ESRA helped strengthen professional development through:

- Forming provincial consortiums comprising public and private sector teacher training organizations in order to strengthen district infrastructure;
- Contributing to the establishment of the post of District Officer (Literacy & Training) in Balochistan through a government notification;
- Activating the post of District Officer (Academic & Training) in Sindh activated for district PDI;
- Creating a local pool of over a 100 master trainers/mentors trained on average in each of the 9 districts (1,023 in all);

- Setting up a Professional Development Forum (PDF) for providing a platform for discourse and planning on professional development under the leadership of EDOs/DOs
- Establishing Cluster Centers for PD of teachers at their doorstep ensuring ongoing support/follow up.

Mr. Hur was of the view that inadequate financial resources for professional development in the district budgets, insufficient financial resources for teacher education institutions, insufficient staff (Learning Coordinators, Supervisors and Managers), and abrupt postings and transfers of teachers were serious challenges for embedding professional development infrastructure.

During discussion, a delegate pointed out that teacher training programs being run by the government and donor agencies should not duplicate each other. Secretary Education, Government of Sindh responded by saying that the provincial Government was undertaking a study after which only one course would be offered by all donors. ESRA's COP Richard Cartier said it was essential that NGO consortiums delivering the training should run the courses certified by the government.

5. Wrap up and Recommendations

Federal Minister for Education Lt. Gen. (R) Javed Ashraf Qazi chaired the concluding session. The Minister was briefed about the Conference proceedings including details of discussions and challenges identified. A panel presentation led by Dr. Syed Fayyaz Ahmed, Joint Education Adviser, Government of Pakistan put forward a set of recommendations around following thematic areas: Public-Community and Public Private Partnerships, District Planning, Literacy and Professional Development.

Public-Community and Public Private Partnerships

- Government should have a clear policy on PPPs and obtain consensus from all tiers of government about implementation framework.
- Lowest government tier should be empowered to take decisions on PPPs
- District and provincial planning to proactively include inputs from 3Ps
- Government should proactively approach NGOs and business community to pursue PPPs
- Specific priority areas for 3Ps should be identified by the government
- Annual School Improvement Plans should be made mandatory for government grants to SMCs
- Move from financial audit to output-based (fixed obligation grant) audit system for SMC grants
- Policies regarding SMCs need to be scrutinized and improved (i.e. functions, formation, membership and tenure, etc.)

Professional Development

- Permanent budget line for teacher training institutions and districts should be put in place
- Role of mentors and master trainers should be recognized
- Teachers should be allowed to complete their tenures
- A fixed number of days should be set aside for professional development each year

Literacy

- A policy should be framed for admitting new literates in government schools
- Government should put in place a mechanism for certifying new literates
- National Literacy Guidelines should be implemented to ensure uniformity, minimum standards and common practices for literacy programs
- A mechanism should be developed to monitor literacy programs

Policy and Planning

- NEMIS and EMIS should be transferred to regular budget
- A legal cover should be provided to NEMIS to collect data from all categories of educational institutions
- ICT model being implemented in the federal territory should be replicated in the provinces
- Minimum standards and needs-based planning and budgeting should be institutionalized in districts through policy directives
- A management cadre should be established for the education sector
- A mechanism should be developed for enhanced district participation for planning and executing vertical grants/programs

Federal Minister for Education, Lt. Gen. (R) Javed Ashraf Qazi, concluded the Conference. He said the Government would launch President's Education Sector Reforms Program from the next financial year with an outlay of Rs 100 billion over five years. At the same, time the allocation for education was being raised from the current 2.7% to 4% of the GDP, he added.

Responding to policy recommendations, he acknowledged the need for reliable data for more informed decisions on education issues. He said the government was conducting a national education census to collect data on schools across Pakistan. This would be entered into a national database and access given to education officials in provinces and districts for better planning.

The Federal Minister also stressed the need for better interaction between education departments at the provincial and the district levels. SMCs need to be made inclusive of all major education initiatives at the local level.

The Minister recognized the need for a separate cadre for education sector managers, who are qualified and trained to do their job. He said the government would look into the issue and consider it while revising the National Education Policy.

On teachers' training, he said that existing teachers should be trained properly and their salaries increased. Trainings should be held during summer vacation to make sure that students do not suffer with teachers away on courses. It is essential, the Minister said, that all political interference in the appointments and transfers of education officials is stopped to enable the system to work properly.

The Minister said that he was happy that USAID had returned to work in Pakistan. It is providing Pakistan international expertise and funds where government's own funds are lacking. However, this, he said, is being done only in selected districts and there is a need for USAID to expand its education work in others areas.

ESRA Chief of Party, Richard Cartier, thanked the participants and said the Inter-provincial Conference would be embedded into the program as an ongoing activity

where government counterparts and ESRA staff would meet regularly to share concerns, lessons learned and to think through best ways forward.

6. Actions to be taken following the IPC

It was noted that different districts and provinces had developed peculiar responses to the challenges faced by them. As a follow up the best practices, from various districts/provinces need to be documented and shared during the next inter provincial conference.

It was resolved that the inter provincial conference would be organized every quarter and the themes of the conference would be decided in consultation with the Government.

USAID/ESRA would work with the Government to conceptualize and develop framework for the establishment of education management cadre.

A policy note would be prepared for introduction of output-based audit system for the school management committees. This paper would be presented in the next inter provincial meeting of Education Ministers so that all the provinces agree on the framework.

A note would be sent to the Secretary Education Balochistan for absorbing teachers recruited under District Improvement Grants.

A concept note would be prepared on need based planning and budgeting around minimum standards at district level based on the experience of ESRA districts. This would be considered in inter provincial meeting of the Education Ministers.

USAID/ESRA would help establish a Resource Center for Literacy in the Federal MOE.

ESRA would work on a certification/accreditation framework of teachers training to be used by different service providers.

SESSION PLAN FOR INTER-PROVINCIAL CONFERENCE – “TAKING STOCK, MOVING AHEAD” 23-24 JANUARY 2006

DAY 1

Goal: To foster better understanding of ESRA thematic areas and the program as a whole

Session 1

Chair: *Dr. Waqar Masood Khan, Special Secretary to Prime Minister, Government of Pakistan*

09:00-10:00	Registration and Tea	
10:00-10:10	Welcome, Objectives, Introduction	Richard F. Cartier
10:10-10:25	USAID	Mission Director
10:25-10:45	Government of Pakistan	Dr. Waqar Masood Khan Special Secretary to Prime Minister

Session 2: ESR and ESRA

Chair: *Mr. Tariq Ayub, Secretary Education, Government of Balochistan*

Objective: To deliberate on ESRA’s role in support of Education Sector Reforms (ESR)

Expected Outcome: Participants have a better understanding of ESRA’s support to ESR Program and are able to propose improvements

10:50-11:05	ESR implementation and the Role of ESRA: Focus on Visioning and RSU	Dr. Syed Fayyaz Ahmad, JEA (P&P), MOE
11:05-11:20	NEMIS: Challenges and Opportunities	Mr. Daud Shah Joint Director, AEPAM
11:20-11:35	Using ICTs in Education: Perspectives from the Field	Brig. Maqsood-ul-Hasan/Mr. Muhammad Rafiq Tahir, Chief Coordinator Training, FDE
11:35-12:15	Discussion and Conclusion	Chair

Session 3: Public-Community and Public-Private Partnership

Chair: *Dr. Pervez Tahir, Chief Economist, Planning Commission, Government of Pakistan*

Objective: To examine PCP and PPP Program for better education delivery

Expected Outcome: Participants are able to review PCP/PPP and identify challenges and opportunities

12:20-12:35	Local level Constraints and Opportunities for Public-Private Partnership	Shehnaz Wazir Ali Executive Director, PCP
12:35-12:50	Improving the Interface Between SMCs and District Government	Mr. Sikandar Shah, EDO, Khairpur

12:50-13:30	Discussion and Conclusion	Chair
13:30-14:00	Lunch	

Session 4: Strengthening District Planning

Chair: *Dr. Fayyaz Ahmed, Joint Educational Advisor, P&P Wing, MoE*

Objective: To review district level planning and implementation of development projects

Expected Outcome: Participants become better aware of the planning process at the district level and are able to identify challenges and opportunities in planning and management of development projects

14:00-14:15	District Level Planning: Taking Stock	Mr. Qamar-uz-Zaman Siddiqui, EDO, Thatha
14:15-14:30	Project Implementation: Challenges and Opportunities at the District level	Mr. Muhammad Khan, EDO, Kech
14:30-15:10	Discussion and Conclusion	Chair

Session 5: Literacy

Chair: *Chaudhri Mohammad Shahid, Director General/Joint Secretary, Planning Commission, Government of Pakistan*

Objective: To review literacy initiatives

Expected Outcome: Participants are better able to understand the challenges of literacy initiatives

15:15-15:30	Literacy Programs: Perspectives from the Field	Mr. Naveed Khayal Indus Resource Center
15:30-15:45	Significance of Developing National Literacy Guidelines	Dr. Haroona Jatoi AEPAM, MOE
15:45-16:00	District Literacy Action Plans: Building on ESRA experiences	Mr. Aslam Baloch, EDO, Gwadar
16:00-16:40	Discussion and Conclusion	Chair

Day 2

Session 6: Professional Development

Chair: *Mr. Ghulam Ali Shah Pasha, Secretary Education, Government of Sindh*

Objective: To review the development of Professional Development Infrastructure

Expected Outcome: Participants are able to review the Professional Development Infrastructure and suggest ways and means for embedding PDI in the system

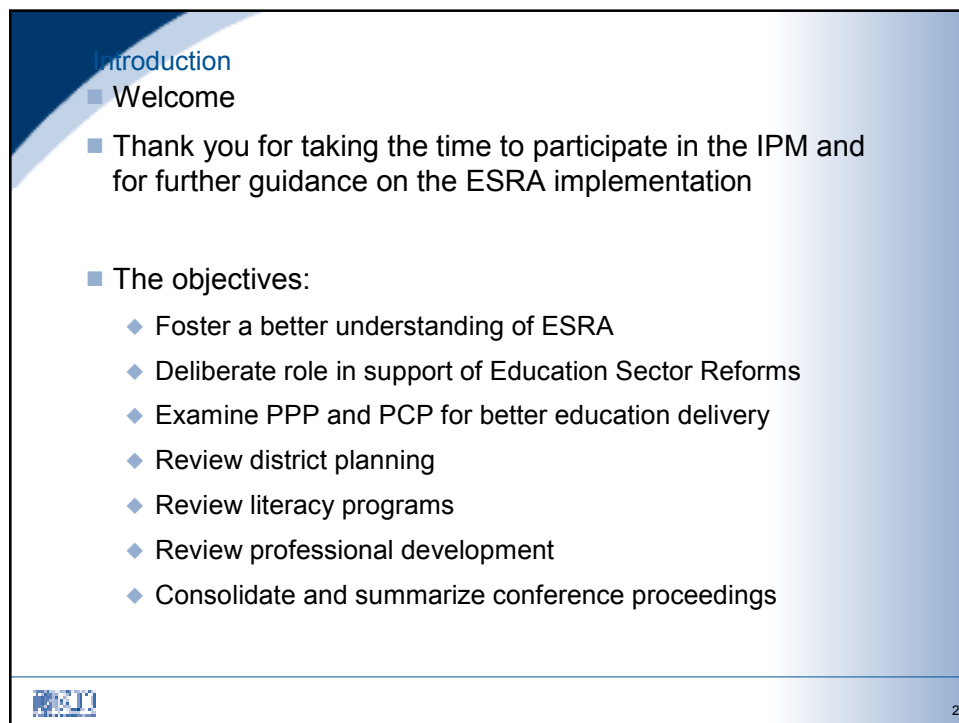
9:00-10:00	Tea and informal discussions	
10:00-10:15	Teachers and Head Teachers Training: Transforming Teaching And Management Practices	Mr. Mushtaq Shahani DG, PITE, Government of Sindh
10:15-10:30	Embedding PDI in the System	Mr. Abdul Majeed Hur EDO Hyderabad
10:30-11:10	Discussion and Conclusion	Chair

Session 7: Concluding Session

Chair: *Lt. Gen. ® Javed Ashraf Qazi, Federal Minister for Education, Government of Pakistan*

Objective: To present a consolidated summary of the proceedings of the conference followed by the remarks of the Minister.

11:15-11:45 (5 minutes for each presenter)	Panel Presentation led by Dr. Syed Fayyaz Ahmed JEA (P&P), MOE	
	• Context, introduction and sum up of Federal component	Dr. Syed Fayyaz Ahmed JEA (P&P) MOE
	• Service delivery issues in PCP/PPP	Mr. Sikandar Shah, EDO, Khairpur
	• Broad policy issues in PCP/PPP	Mr. Mujtaba Piracha, Technical Director, PCP/PPP, ESRA
	• Service delivery issues in PD	Mr. Abdul Majeed Hur, EDO Hyderabad
	• Broad policy issues in PD	Mr. Fawad Shams Technical Director, PD, ESRA
	• Service delivery issues in Literacy	Mr. Abdul Ghaffar Hoot, District Naib Nazim, Gwadar
	• Broad policy issues in Literacy	Ms. Rafat Nabi, Technical Director Literacy, ESRA
	• Field level issues in District level planning and implementation	Mr. Qamar-uz-Zaman Siddiqui, EDO Thatha
	• Broad policy issues in District level planning and implementation	Dr. Salman Humayun Deputy Chief of Party ESRA
12:00-12:30	Lt. Gen. (R) Javed Ashraf Qazi, Federal Minister for Education	
12:30-13:30	Lunch	



Introduction (*continued*)

- Your Back Office
 - ◆ ESRA objective is support of ESR
 - ◆ Works with government for sustainable reform
 - ◆ Role is to support and facilitate government for improved efficiency in education service delivery



3

Beneficiaries

- Students
- Teachers
- Schools and school communities
- SMCs
- District Officials
- Provincial DoE
- Federal MoE



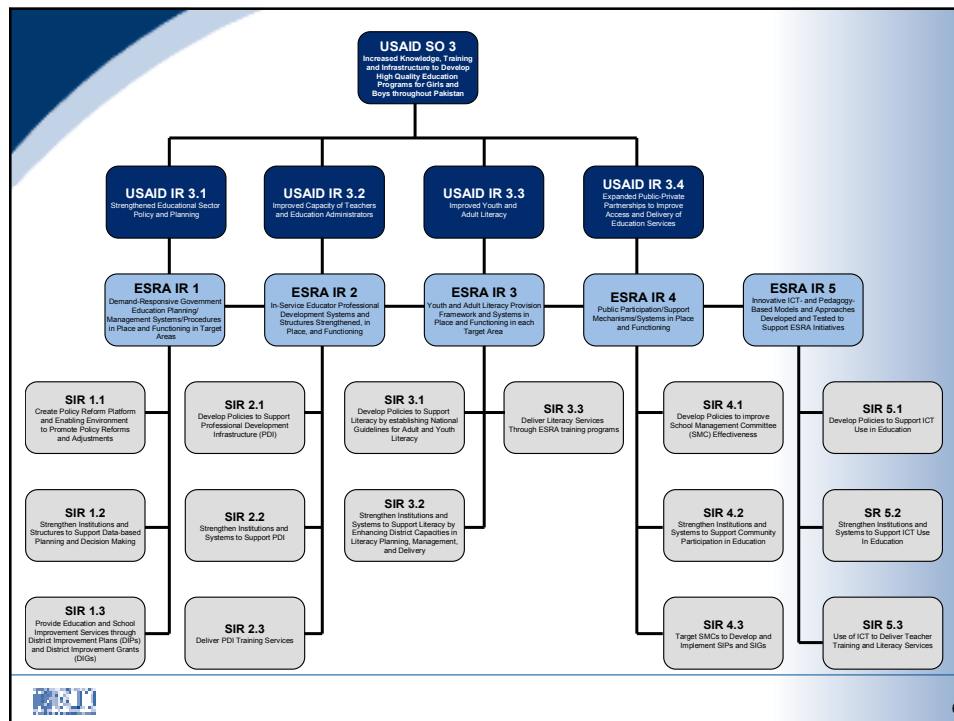
4

ESRA Synergies within Government Systems

- Policy and Planning
- Professional Development
- Adult Literacy
- Public and Private and Public and Community Partnerships
- Information and Communication Technologies
- ESRA Plus



5



6

Accomplishments

■ Professional development

- ◆ Teachers and head teachers trained

■ Literacy programme

- ◆ Community members trained in literacy and numeracy

■ School Improvement Plans and Grants

- ◆ Plans in place along with grants issued to SMC/District Govt.

■ District Improvement Plans and Grants

- ◆ Plans in place along with grants issued to District Government



7

Accomplishments (*continued*)

■ Assisted in development of National Literacy Guidelines

■ Assisted in development of National Information and Communication Technology strategy

■ Formation of consortium for professional development (NGOs, Universities, PITEs, Private Sector)

■ Website www.esra.org.pk



8

Continuation of Ongoing Initiatives

- Professional development
- Policy analysis on various issues related to professional development, posting/transfer, SMCs etc.
- DIP and DIGs
- SIP and SIGs
- Development of Vision 2025
- Establishment of Reform Support Units
- Improvement of EMIS (national, provincial and district levels)
- Literacy Action Plans for the Districts



9

ESRA Characteristics

- **Participatory and demand-driven**
- **Co-facilitation**
- **Engender a government-led program**
- **Accountability**
- **Build capacity for sustainability at all levels**



10

ESRA Partners

- RTI International (RTI)
- American Institutes for Research (AIR)
- Education Development Centre (EDC)
- International Reading Association (IRA)
- Save the Children Foundation - US (SCF)
- The Asia Foundation (TAF)
- World Education (WE)
- LEAD
- Paiman
- Aga Khan Foundation (AKF)
- Pakistan Centre for Philanthropy (PCP)
- Alliance for Education Development (AfED)
- Institute of Social Policy (ISP)



11

Thank you for your time and
participation



ESR implementation and the Role of ESRA: Focus on Visioning and RSU

Dr. Syed Fayyaz Ahmad, JEA (P&P),
Ministry of Education

Importance of Education For National Development

- ❑ Education is a prerequisite for national development
- ❑ Limited Success despite lot of reforms
- ❑ Present Government Recognizes the importance of Education in National Life (Budget enhanced)
- ❑ Education Sector Reforms introduced in 2001 to promote educational development

Focus of Education Sector Reforms (ESR)

- ❑ Significantly Increasing The National Literacy Rate
 - ❑ Providing Universal Education With Increased Completion Rates
 - ❑ Increasing Education Quality through Teacher Training
 - ❑ School Improvement Through Provision Of Missing Facilities
 - ❑ Reducing Gender Disparities
 - ❑ Supporting Devolution
 - ❑ Encouraging Public Private Partnership
 - ❑ Revamping Science Education
 - ❑ Introduction of Technical Stream
 - ❑ Mainstreaming Madrasa Education
 - ❑ Using ICT for Education
-

3

Issues and challenges in Education Sector Reform

- ❑ Capacity Constraints
 - ❑ Compliance with international Commitments like EFA Targets and MDGs
 - ❑ Coordination
 - ❑ Reform Support Issues
 - ❑ Policy Impediments
 - ❑ Data Problems
-

4

ESR Components supported by ESRA

- ☐ Policy and Planning
 - ☐ Professional Development
 - ☐ Adult Literacy
 - ☐ Public Community Partnership
 - ☐ Information and Communication Technology
-

5

Focus of the Presentation

- ☐ This Presentation will focus only on two areas of ESRA support which cut across all areas and provide support to the over all reform process
 - Vision 2025
 - Reform Support Units
-

6

Education Vision 2025: Why Vision

- A long-term vision is required for:
 - Better coordination of various existing initiatives
 - Providing direction to education policies in future
 - Better donor coordination
 - Making system functional
 - Avoiding Overlaps
-

7

Education Vision 2025: Thematic Areas

- Vision of Class Rooms in Year 2025
 - Vision of Schools in Year 2025
 - Vision of Federal, Provincial and District Education Departments in Year 2025
 - Role of Communities and Teachers in preparing School Improvement Plans
 - Professional Development of Teachers and Administrators
 - Transparency and Accountability
 - Financial Flows and Inter Tier Relations
-

8

Education Vision 2025: Process

- Process started in 2005
- Round 1: January to July 2005
 - Consultation with stakeholders in Provinces and Districts
 - Discussion Document 1
- Round 2: September 05 to March 06
 - Feedback Workshops
 - Policy Dialogue
 - Discussion Document 2

9

Education Vision 2025: Next Steps

- Development of a Computerized Model for Costing Of Policy Options In A Workshop Setting
- Vision Finalization Workshops: Costing of Different Options and Adopting more Doable Programs
- Preparation of the Final Vision Document
- Integrating Vision into Education Policy

10

Reform Support Unit: Why RSU

- Support the Reforms Process
- Devise Implementation Strategies
- Advocate Reforms
- Counter the Challenges to Reforms
- Provide Technical Input for Policy Development

In addition to P&P staff, additional staff would be hired to undertake these jobs

11

Reform Support Unit: Functions

- Policy analysis and identification of barriers to reform
- Further the work on Education Vision 2025
- Devise coordinated response to challenges
- Use databases to adjust policies and reform strategies
- Assess system wastage, devise strategies for clearing up (e.g. ghost teachers; drop-outs)
- Produce policy notes on best practices and cost savings
- Provide strategic direction for donor coordination

12

Reform Support Unit: Work in Progress

- ☐ Training is being provided to MOE officials
- ☐ Technical Personnel being hired
- ☐ RSU staff will be trained in Policy analysis, Data analysis and Policy Dialogue
- ☐ Policy dialogue will be held with public representatives for soliciting their support to reforms
- ☐ RSU will take vision further
- ☐ Action research



Education Management Information System

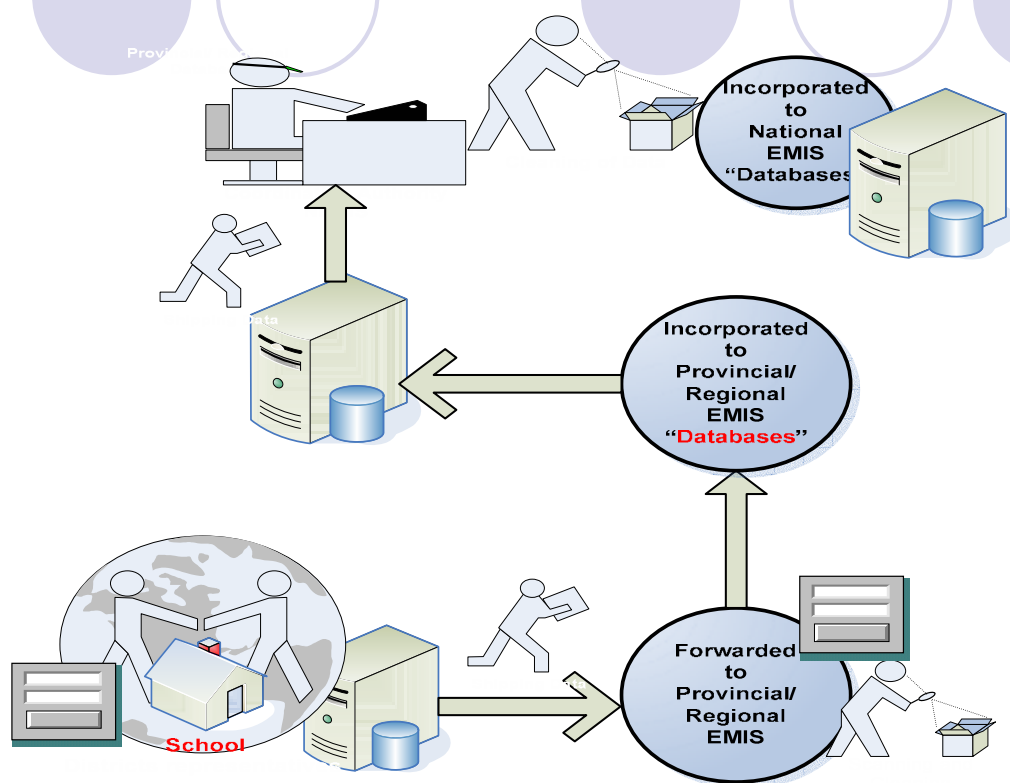
Challenges & Opportunities



ESR & EMIS

- **EMIS is important for all reform process including ESR**
- **The Information EMIS provides is a key to:**
 - Planning
 - Managing
 - Monitoring and
 - Evaluation
- **To cater to the requirements of development programs and measure performance of education sector, NEMIS compiles data from the provinces/ regions and aims to provide information that is:**
 - Timely
 - Reliable
 - Relevant and
 - Accurate

Current EMIS Process





Challenges

- Lack of sufficient budgetary provisions
- Low staff retention
- Lack of management & technical support by provinces and districts
- Lack of system documentation, standardised data collection, verification procedures and data structure, storage and backup routines, disaster recovery plan
- Lack of viable organizational set ups at the provincial and district level
- Lack of standardized reporting system for the use of management
- Low confidence in the use of EMIS data due to incomplete coverage and quality



Challenges (continued)

- No systematic training program for technical and managerial personnel
- Timely data not available to concerned users and stakeholders for planning and decision making
- Secondary data i.e. population, socio-economic and financial is not available in soft format for calculating various indicators
- School records not compatible with data collection tools
- Data gap on various essential indicators
- Lack of legal and administrative authority to collect data from all category of educational institutions
- Lack of data certification authority at Federal level

5



Opportunities

- Political Will present
- Technical Expertise available
- Donors willing to support the N/EMIS initiatives
- Awareness about the use of empirical data for decision making gaining strength with government and other stakeholders
- Provinces supporting the federal initiatives

USAID/ESRA's Support to N/EMIS

- Federal Provincial/Regional coordination strengthened
- National standardised draft core questionnaires developed
- Data need survey initiated to identify reporting needs
- SOPs for data V & V and CMD developed
- Need assessment survey to identify H/W and S/W requirements at district and provincial level being initiated

7

USAID/ESRA's Support to N/EMIS (Contd.)

- NEMIS & EMIS's transferred on regular budget
- National Education Census being conducted to improve coverage
- Standard data structure being developed
- Donor coordination for N/EMIS's initiated
- Green Paper on N/EMIS issues developed for NEP
- A chapter on use of statistical information being drafted for National Education Policy

The Way Ahead

- Institutional and Organizational Strengthening at the federal and provincial levels required
- Capacities of the District and Provincial Staff needs to be strengthened
- EMIS to be taken down to the school circle levels
- Data collection mechanism needs to be strengthened
- Information should be made more comprehensive & relevant to the requirements of users
- On line availability of data should be ensured

The Way Ahead

- Complimentary sources of information should be added to the EMIS
- GIS for Spatial analysis needs to be developed
- ICT's to be used for data collection and dissemination
- Security and back up policies and guidelines to be established and enforced
- Reduction in time lines between the data collection and its availability to end users
- USAID-ESRA's further support is required to tread the way ahead

Using ICTs in Education: Perspectives from the field

Federal Directorate of Education



1

FDE as Model Area for Implementation of ESR



- ESR Document declares Islamabad Capital Territory as a Model Area for implementation of ESR
- FDE schools provide a site for pilot testing ESR initiatives
- FDE is generating models for other areas of the country

2

FDE-ESRA Partnership for implementation of ESR



ESRA activities under ESRA Plus

- Multipurpose Resource Centers
- Professional Development
- Youth and Adult Literacy
- Multimedia Literacy Package
- Mobilization of PTAs and communities
- Interactive Radio Instruction for English as a Second Language (IRI-ESL)
- Enhancing FDE planning, management and communication functions through use of ICT tools
- National ICT Strategy for Education

3

FDE-ESRA Multipurpose Resource Centers



Plan: Establishment of one Main Resource Center (MRC) and five Satellite Resource Centers (SRCs)

Objectives:

- Serve as a hub of the Bhara Kau schools network, providing a mechanism for communications, training, and materials support using audio-visual technology and other innovations
- Support schools and communities in making use of FDE and ESRA processes and products in order to achieve rapid and demonstrable school improvement outcomes

Implementation:

- MRC and two SRCs established
- MRC named as Rawal Resource Center by the community
- Planning under way for setting-up of the remaining three SRCs

Interactive Radio Instruction for English as a Second Language (IRI for ESL)



TIME FOR ENGLISH



5

IRI for ESL



- ✓ 30-min each 100 activity-based programs
- ✓ Based on national curriculum (Grades 1-2)
- ✓ Recipe: Instruction, pauses for response/interactive activities, music, games

Approach:

- ✓ Dual audience approach
- ✓ Skills focused for students: Comprehension & Conversation
- ✓ Active and student-centered learning

Plus

- ✓ Offers hands-on instruction
- ✓ Introduces subject-specific resources
- ✓ Demonstrates student-centered teaching
- ✓ Controls for quality and cost
- ✓ Reaches a large population
- ✓ Complements national curriculum
- ✓ Increases achievement as measured by controlled studies
- ✓ Decreases equity gaps between rural/urban and boys/girls

6

Project-Based Learning (PBL)



- Teachers trained to work with their students on a topic picked from the routine teaching lessons to develop a project
- Teachers develop low-cost teaching materials based on the local as well as computer based resources
- Resource Centers provide support and materials for the PBL projects

7

Enhancing FDE Capabilities through ICT Tools



- FDE identified the need for use of innovative tools for its planning, management and communication functions
- Provision of ICT and management tools and training for FDE staff
- Provision of ICT equipment and a DSL line
- Further trainings for the participants to use ICT and management tools in their respective area of operation

8

Challenges and Opportunities



- Visible improvements in schools through community participation
- Enhanced awareness on use of low cost technologies in education among students, teachers and communities
- Improved student learning gains from IRI formative evaluation
- Sustainable use of ICTs
- Capacity building beyond ESRA

9

The Way Forward



- Extension of ESRA Plus activities into other FDE Sectors
- Expansion of successful activities into ESRA Districts in Sindh and Baluchistan
- Exchange visits between FDE and the Districts

10

Local level Constraints and Opportunities for Public-Private Partnership

By Shahnaz Wazir Ali
Executive Director PCP

January 23, 2006



Pakistan Centre for
Philanthropy

1

Policy Articulation regarding Public Private Partnerships

"Increased role of the private sector, CSOs and communities for promotion of education by involvement in policy formulation, implementation and monitoring" (PRSP & ESR)

"Public private partnerships are critical to reaching the goals of access and quality at all levels of education creating possibilities for both voice and choice and improved service delivery" (PRSP & ESR)

2



“Education is the most important factor distinguishing the poor from the non-poor” (PRSP)



3



Types of Prevalent Arrangements in Pakistan

- Government Grants to NGOs/CBOs
- Corporate Grant to NGOs/CBOs
- Individual Philanthropic Grants

Issues:

Mere Contractor Client relationships

Limited notions of partnership

Isolated activities cause duplication

Unsustainable in the long run

4



Requirements for successful 3P programs

- Joint Planning and goal setting by all partners including local communities
- Commitment to common goal
- Value addition by each partner
- Resource mobilization through resource pooling
- Optimal division of labor
- Facilitation and sharing of knowledge
- Local ownership leading to accountability and transparency
- Flexible and sustainable long term solutions

5



PCP's 3P Project

Public-Private Partnerships Facilitating Philanthropy for Education

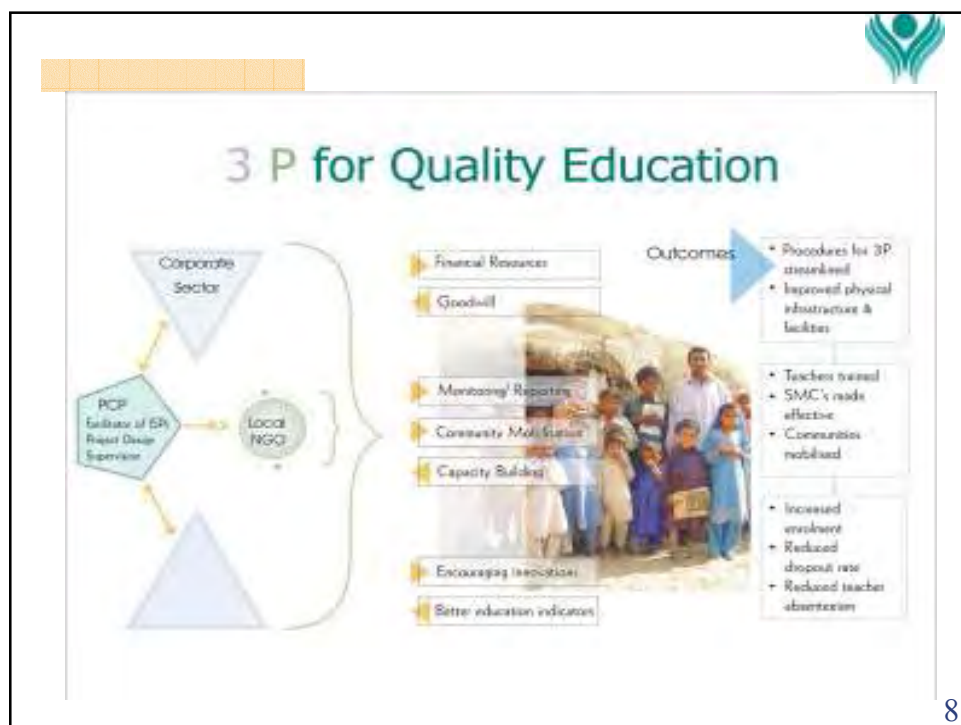
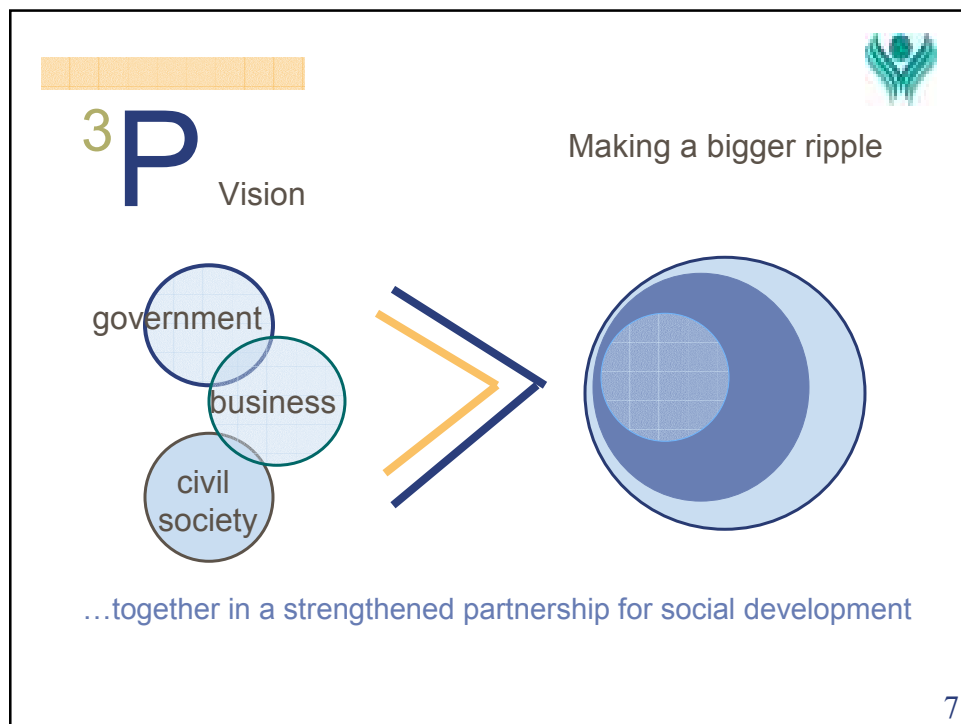
“Creating linkages between the state primary and secondary education outlets, the corporate philanthropists and nonprofit organizations”

Overall Objective: To improve access to and quality of education in government schools in Sindh by facilitating corporate philanthropy and creating an enabling environment at the policy and implementation levels



Sponsored by: USAID/ESRA

6





Constraints in 3 Ps

- Lack of knowledge about 3P as a key feature of ESR and PRSP, resulting in poor understanding of education sector policy / strategy amongst political & executive leadership
- Absence at the district/ taluka level of an implementation framework (focal person, procedures, processes, authorizations, mechanisms).
- Low levels of government ownership of 3Ps
- Lack of identification of specific priority areas for which government seeks partnerships
- Unrealistic target setting due to unavailability of data on the numbers and types of 3Ps
- Federal and Provincial policies not translated into operational procedures and implementation framework

9



Constraints in 3Ps

- Concerns of the corporate leaders.
 - poor communication between corporates and government manifests into high levels of mistrust,
 - apprehensions about political pressures
 - concern about results, mismanagement of inputs, utility of 'social investment' and government's non-delivery on its partnering responsibilities leads to a lack of incentive to partner with the government
- Limited capacity of NGOs to deliver partnerships with the government
- Lack of forums For Public- Private dialogue on Policy/Planning and linkage with Market/Business
- Inadequate information about NGOs (work, scope and capability etc)

10



Opportunities

- **For Civil Society Organizations:**
 - Human resource development
 - Better access to resources/information
 - Enhanced reputation
- **For the Corporate Sector:**
 - Increased stakeholder and societal value
 - Enhanced reputation/goodwill
 - Local community support in area of operations
 - Fulfillment of Corporate Social Responsibility obligations

11



Opportunities

- **For the government**
 - Additional resources for “Education Sector reforms
 - Social service delivery responsibility shared with partners
 - Increased Quality standards for government schools
 - Increased technical expertise through partnership
 - Enhanced reputation/ local community support

12



Recommendations

- **Legislative/political support for 3Ps**
- **Formal notification from the federal government assigning clear responsibilities.**
- **Delegation of powers for 3Ps to the lowest government tier**
- **District and Provincial planning to proactively include inputs from 3Ps**
- **Policy clarity and consensus in sync with other existing policy documents**
- **District based mapping of education sector resources and gaps**
- **Implementation framework in place (Agreements/MoUs/ Roles and Responsibilities)**

13



Recommendations

- **Provision and maintenance of budgetary support for promoting 3Ps**
- **Government commitment for the sustainability of 3Ps project after the exodus of private partners**
- **Modalities and procedures of 3Ps easily available as public information**
- **Endemic conditions of provinces considered in policy and practice**
- **Community awareness and participation adequately reflected**
- **Setting minimum national standard/criteria for NGOs**
- **Policy and planning process to include dialogue with Private sector (Business and NGOs)**

14



Action Taken

- Development of Draft Operational Policy For Public Private Partnership
- Development of Draft District Manual For Public Private Partnership

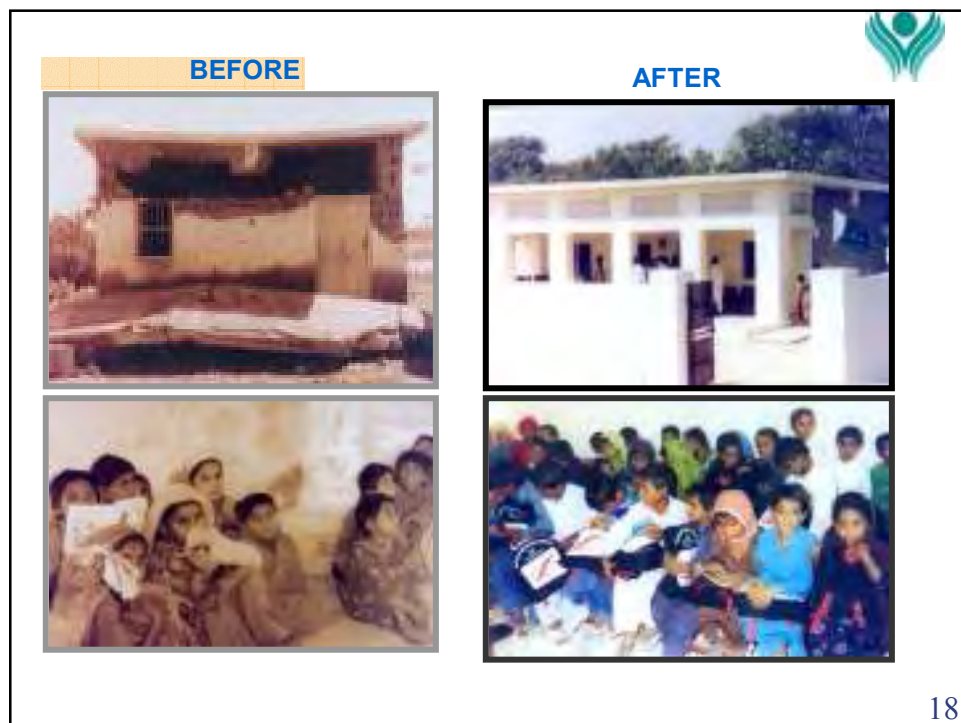
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Way Forward

- Continuing corporate partnerships for further strengthening 3Ps
- Disseminating Operational Policy and Manual for 3Ps at the district level
- Exploring partnerships at the local level (involving local trade organizations/Unions etc)

16





Thank You





Improving the interface between SMC's and District Government

23rd January 2006

Syed Sikandar Ali Shah
Executive District Officer (EDO)
Education Department
District Govt., Khairpur



School Management Committees

- ❑ Notified by provincial governments under ordinance
- ❑ Purpose: Community involvement for enhancing quality of education
- ❑ Constitution (Chairperson and members)
- ❑ ToR's and Functions



Before USAID/ESRA Intervention:

Issues of SMC's:

- Lack of awareness of their roles and responsibilities
- Lack of training for SMC members in basic faculties such as record keeping, financial management, and project management, implementation and monitoring

Issues of District Government:

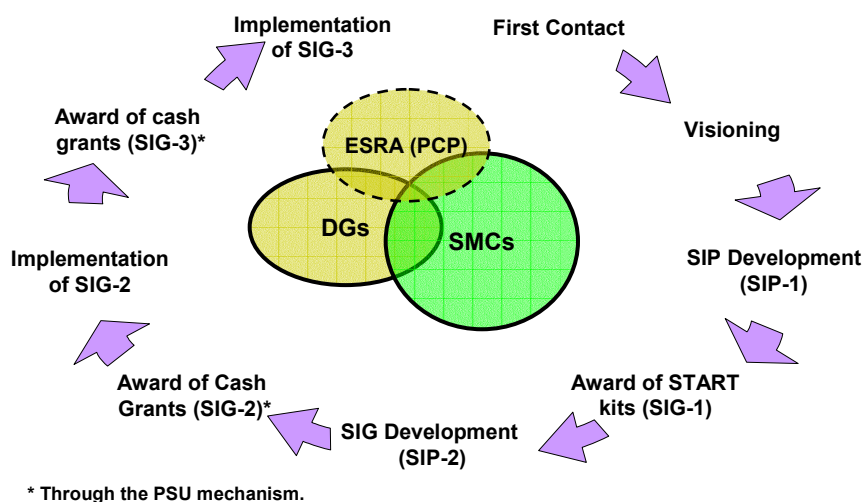
- Administrative issues for Education Dept in channeling funds and monitoring utilization
- Lack of effective systems and resources to verify utilization of funds by SMCs
- Absence of mechanism for providing technical support to SMCs (during grant utilization)



Problem Statement

- ❑ SMC's not using money at their disposal
- ❑ Monetary allocations not need based
- ❑ Lack of transparency within SMC's and process

Improving DG-SMC interface: ESRA model



Scale of ESRA Model: Outputs/Progress (as of Dec. 2005)

Districts	Target	No. of schools that have:			Amount of Cash grant/ SIG (Rs mln)
		Developed Vision/SIP	Received START kits	Received SIGs	
Sukkur		837	837	279	16.96
Khairpur		1937	1937	589	36.28
Thatta		2177	1180	340	20.06
Hyderabad		2883	1138	416	24.54
Kech/Turbat		234	108	108	6.37
Gwadar		158	85	83	4.90
Chaghi		112	97	99	5.72
Noshki		109	95	95	5.60
Killa Saifullah		109	109	91	5.37
Total		8556	5586	2100	125.80

SIG Items Aggregate (Province Wise)

	New Rooms	New Toilets	New Roofs	Repair	Procurements	Misc.
Balochistan	110	116	9	613	5114	589
Sindh	1147	163	56	496	6815	294
Grand Total	1257	279	65	1109	11929	883

... as a result of School Improvement Plans:

- ❑ Communities & SMCs have learned how to collectively envision and plan school improvements, in terms of (a) infrastructure (b) personnel (c) materials (d) equipments (e) information (f) government relations
- ❑ SIPs have become a regular activity & were reviewed by SMCs/communities regularly
- ❑ Schools have become more functional through additional support by education department



... as a result of School Improvement Grants:

- ❑ Justified need identification
- ❑ Timely & efficient transfer of funds
- ❑ Participatory involvement & ownership during implementation
- ❑ Quality infrastructure
- ❑ Record keeping improved
- ❑ Transparent use of funds by SMCs.
- ❑ Trust & good relationship developed between SMCs and District Government



Outcomes

- ❑ SMCs activated
- ❑ SMCs have started thinking beyond the infrastructure
- ❑ Communities have started to visit their own schools
- ❑ Essence & meaning of democracy has been partially understood by the relevant stakeholders

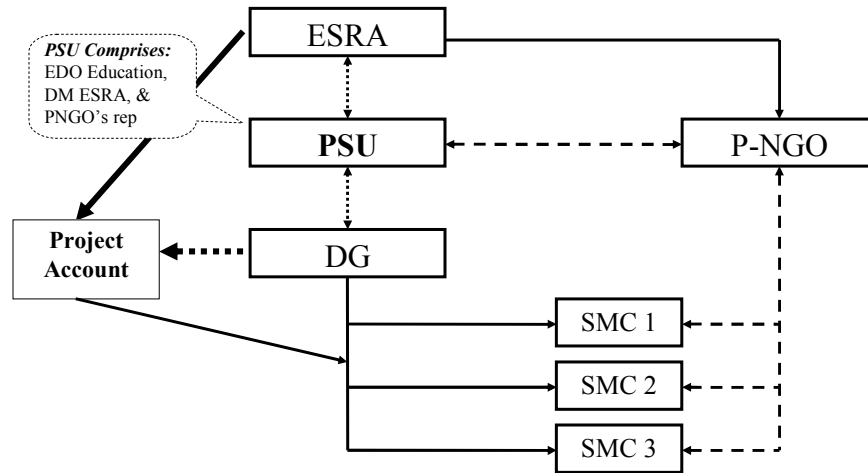
Lessons for improving DG/ SMC Interface

<i>District Govt. SMC Grant Model</i>	<i>ESRA SMC Grant Model</i>
<ul style="list-style-type: none"> •All funds are audited in Sind and Baluchistan. •NO audit of Funds in Punjab upto Rs. 400,000 	Audit against 'fixed obligation grant' system only.
Funds allocated on enrollment only, with no monitoring mechanism	Funds allocated on need base and ability of SMC; monitoring mechanism in place
SMC's utilize the money on their own, mostly on immediate needs.	SMCs utilize SIG as according to their approved SIG proposal, which is based on their school improvement plan (SIP).
SMC training not linked to grant and absence of support organization for implementation	Grant as an instrument of training. Role of PNGO

Future plans of Education Dept, Khairpur

- Grants to SMCs from District Govt should be linked with preparation of Annual School Improvement Plans (ASIPs) by:
 - Passing a resolution by Zila Council to link the District SMCs average annual grant (received from the Provincial Govt.) with preparation of ASIPs and award of SIGs
 - Adoption of ESRA's SMC grant model by Provincial Education Department after consultation with other Districts
 - Setting up of a body similar to PSU at district level to appraise, approve & monitor grants to SMCs

Project Support Unit mechanism



→ Stands for interactions including the flow of funds/finances
--> Stands for interactions other than the flow of funds/finances

Thank you

District Level Planning Taking Stock

Qamar-uz-Zaman Siddiqui
EDO, Thatha

1

Pre-Devolution Era

- No Planning at the District Level
- Planning was a Provincial Subject and Provincial Planning & Development Department used to do it

2

After Devolution (2001-onwards)

- Planning devolved to district level
- Districts can plan & execute projects up to Rs. 20 million
- No provincial approval required according to LGO

3

District Level Planning: Initial Challenges

- District planners & stakeholders had little previous experience of district level education planning
- District needed a concrete direction and capacity to benefit from the power transferred from province to district

4

ESRA Support

- ESRA supports districts to strengthen planning process
- District Education Planning (DEP) aimed at providing a macro framework for sector wide development in the education system
- District Educational Planning (DEP) leading to District Improvement Plans (DIPs)
- DIPs: specific, project based District Improvement Plans

5

Introduction of needs-based budgeting

ESRA has a two pronged approach:

- Needs, priorities and minimum standards identified by the districts
- A draft needs-based district education budget developed on prioritized, measured and costed needs

6

Challenges

- Lack of comprehensive data
- Lack of Capacity
- Frequent transfers/postings of officials affecting planning process
- Coordination among EDO (Education), EDO (F & P) and political leadership needs to be enhanced
- Little appreciation of Macro & Micro Planning

7

Strengthening of Planning Process: Role for ESRA

District Governments need support To :

- Collect & compile data that can be productively used
- Build capacity of the district officials in needs-based planning
- Improve Province-District Interfacing
- Train district planning teams in formulating PC-1 & other planning documents

8

Project Implementation: Challenges & Opportunities at the District Level

**Mr. Muhammad Khan,
EDO, Kech**

1

Devolution: Concept & Practice

- The subject of development still remains centralized at the provincial level to a greater extent
- Districts can implement projects up to Rs. 20 million according to LGO: In practice it remains at the provincial level
- Districts are required to seek provincial approval for development schemes

2

Challenges: Capacity Constraints

- Human & material resources at the district level are not in tune with the newly devolved roles
- Lack of proper coordination between the education department and implementing agencies (C & W etc.)
- District Education Department has no development unit/cell of its own

3

Political Constraints: Competing Priorities

- Disagreement among tiers of political leaders on mode of implementation:
- District Representatives vs. National and Provincial Legislators

4

Challenges: Resource Constraints

- Meager indigenous/locally generated resources
- Little funds flow down to the district development pool
- Piecemeal resource allocation to projects leading to long delays

5

Challenges in implementation of vertical programs

- These are tied grants which at times do not match with the district needs
- Lack of appropriate interfacing with the district governments

6

ESRA's Support in Project Implementation

- Helped districts develop projects from macro plan
- Besides technical assistance, districts are also provided financial resources in the form of District Improvement Grants (DIGs)
- DIGs provide an activity around which district Education Department could apply project implementation skills

7

Project Implementation: DIG Experience

- Increased scope for indigenous and locally envisioned development
- Learning opportunities for the district officials
- Awareness about the importance of 'bottom up' approach
- Promotion of innovative approach
- Prospects of seeking funds from other sources
- Community involvement
- Limited capacity of Districts to use DIGs within timeframe

8

Way Forward: Role for ESRA

For better project implementation, we look forward to capacity building in:

- Monitoring & Evaluation
- Mid Term Review
- Project Follow up
- Project Documentation
- Resource Mobilization



Literacy Programs: Perspectives from the Field



Indus Resource Centre

Overview

- ESRA Literacy has done much field work in the provinces of Sindh and Balochistan:
 - District Literacy Plans have been collected from all four targeted districts of Sindh (Hyderabad must be revised) and from districts Turbat and Gwader of Balochistan
 - Six District Literacy Resource Centers have been established (2 in Khairpur and one each in Sukkur, Hyderabad, Thatta and Killa Saifullah)
 - Literacy Awareness Campaigns (Interactive Theater Groups) have been launched in Districts Hyderabad and Khairpur

Capacity Building

Government/ESRA/Local Partners collaboration

- Through the development of the District Literacy Plans, the capacities of the Government, ESRA, and Local Partners were all improved as they worked in collaboration with each other and gained from each other's expertise and knowledge

Local Partners

- Local Partners have produced competent and effective literacy teams in the form of Master Trainers and teachers
- Local Partners are now capable of replicating their literacy model
- Local Partners are now capable of transferring literacy-promoting skills to other collaborative partners working in the same field

Partnership with District Government

- Literacy graduates allowed to be mainstreamed into Government Schools
- Many District Governments have permitted the use of school premises for both training and running literacy centers
- Permission issued by many District Governments to utilize Government School buildings for Literacy Resource Centers (LRCs)
- District Literacy Plans have been prepared in collaboration with District Governments and ESRA for improving literacy rate of the districts through different literacy initiatives

Impact on learners

- Feeling empowered and confident after obtaining literacy skills and performing daily-life activities in more meaningful and responsible manners
- Now being serious about their children's education
- Utilization of numeracy skills has brought ease into learners' economic activities.
- More conscious and careful about use of medicine and health illnesses

Lessons Learned

- Low attendance during wheat harvesting and cotton picking seasons
- Male drop-out ratio is higher as compared to females
- Females are more serious in attending the literacy course
- External influence and political pressure during teachers' selection process
- Partnership with local organizations (CBOs, etc.) proved to be an effective tool for implementation
- Interactive Theater is an effective tool for sensitization, social mobilization and awareness raising
- Mass literacy is need of every village
- Flexible timings and approach led to smooth target achievements

Way forward

- National Literacy Guidelines should be adhered to at the District Level
- Regular funding be provided for implementation of the District Literacy Plan
- Post literacy initiatives should be undertaken to support the learners in terms of :
 - Mainstreaming of learners between the ages of 10-15
 - Graduated learners should be linked to economic initiatives
- Remaining Tehsils need to be considered for literacy projects

Way forward (cont.)

- Adult Basic Education initiatives may be started to inculcate learners with literacy skills in better fashion
- Literacy Certificates must be endorsed and recognized by the government
- Trained master trainers and teachers should be utilized in literacy centers
- Formal role of the District Government needs to be spelled out





Significance of Developing National Literacy Guidelines

Dr. Haroona Jatoi
JEA, Curriculum, MOE

1



Why develop the National Literacy Guidelines?

- To have a clear vision for literacy programs
- To have minimum and common standards for literacy Programs (literacy programs of varied length and content were offered)
- To have a common standards for certification of learners and trainers

2



Development Process of National Literacy Guidelines (NLG)

- Agreement signed between ESRA and GOP
- Steering Committee established
- Technical forums (Provincial and National)
- Draft Guidelines prepared and presented to stakeholders
- Comments incorporated
- Provincial and Federal Governments again gave feedback to be incorporated into the document
- NLG Approved by the Government

3



How will it be used?

- As a clear vision to set directions for literacy
- Developing curriculum contents
- Develop literacy plans and programs from the federal to the district level
- Assessing NGOs and their literacy structures and plans
- Provide guidance to all interested stakeholders
- Developing learning materials for adult learners
- Provide guidelines for training of adult learners
- Helping government in certification of learners
- Helping to develop indicators for literacy

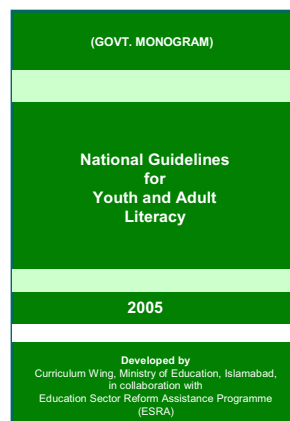
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Expectations from ESRA

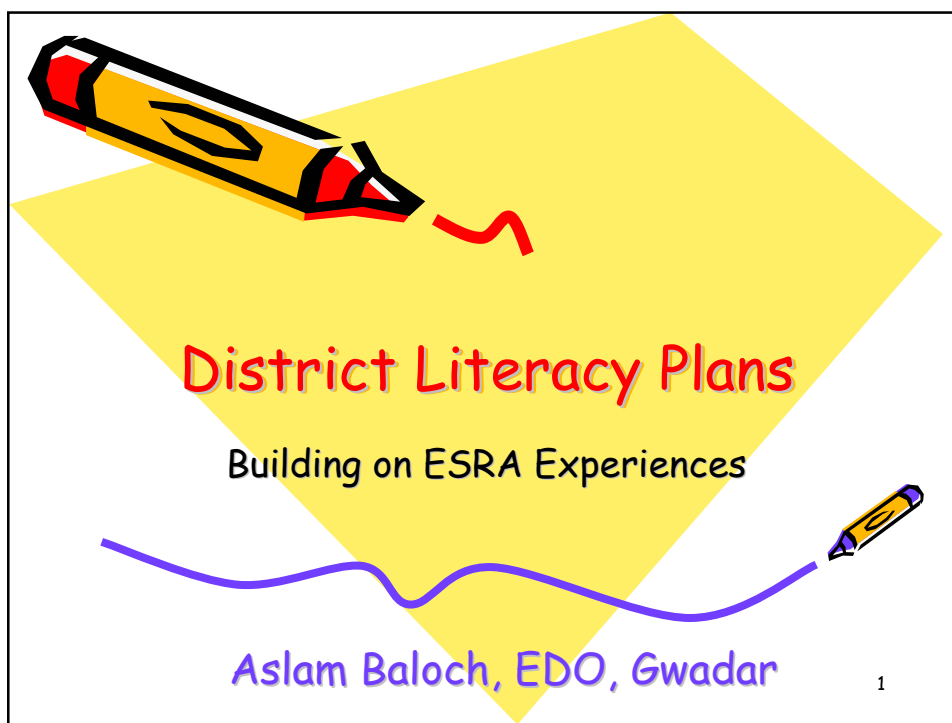
- To assist government in:
 - Developing curriculum content
 - Establishing a Federal level Literacy Resource Center
 - Provide support in the establishment of literacy teachers' training centers and learning materials package
 - Developing literacy plans
 - Training core government staff to implement literacy programs in light of the National Literacy Guidelines

5

We hope that ESRA will be able to provide this assistance.



6

This slide has a white background. At the top right is a yellow crayon with a purple squiggle extending downwards. At the bottom left are three yellow crayons. The title "Why develop the District Literacy Plans (DLPs)?" is in black. Below it is a bulleted list. A small number "2" is in the bottom right corner.

Why develop the District Literacy Plans (DLPs)?

- To obtain a clear vision and understanding of the literacy situation on the basis of need analysis
- To visualize the District literacy program within available human & financial resources
- To attract the Provincial/Federal Govt. and Donors to the implementation of literacy programs at District level

2

How do the DLPs help the ESRs?

- To contribute to the ESR agenda by implementing a literacy program in Balochistan and Sindh
- With the successful implementation of the DLPs, the overall literacy rate of the area would increase, therein, assisting the ESR



3

Role of ESRA in development of the DLPs

- Information exchanges
- Technical assistance
- Develop and conduct district capacity training program and materials
- Provide a platform where all stakeholders can discuss literacy objectives
- Assist districts to prepare DLPs
 - In Balochistan, DLPs have been developed for the following districts: Gwader, Turbat and Killa Saifullah)
 - In Sindh, DLPs have been developed for Sukkur, Khairpur, Thatta and Hyderabad



4

Literacy and the Governments of Sindh and Balochistan

- Literacy Department falls under the Education Department in Sindh
- Literacy recently shifted to Social Welfare Department In Balochistan
- Due to this reason, the Social Welfare Department, especially, is looking to ESRA to provide as much support as possible in all aspects of literacy, from planning to evaluation



5

Expectations from ESRA

- In light of the National Literacy Guidelines, assist district governments in developing DLPs that reflect the same tenets
- Provide assistance in developing monitoring mechanisms
- Development of materials and tools
- District Capacity strengthening (technical and programmatic)
- ESRA can contribute much by providing assistance in the development of DLPs for ALL districts
- Assist in establishing LitMIS



6

Setting new destinations



7

Transforming Teaching and School Management Practices

Mushtaq Shahani
DG, PITE, Government of Sindh

1

Issues

- Four key Issues leading to ineffective teaching:
 1. Curriculum & Examination System with emphasis on rote learning
 2. Lack of practice based training of teachers
 3. Lack of co-ordination among stakeholders
 4. Lack of proper physical and human infrastructure for Professional Development

2

The Need

1. Paradigm Shift from Teacher Centered to Child Centered Approach
2. Activity based learning promoting critical thinking skills
3. Professional training for teachers and Head Teachers coupled with an effective academic supervision and follow up
4. Strengthening of physical and human infrastructure

3

ESRA Interventions for Managers

- Capacity building of district officials (EDOs, DOs, DDOs, ADOs) in planning, management, academic supervision
- Head teachers trained in educational leadership & management
- LCs, SPEs, RPs trained for providing training and on-the-job support to teachers

4

ESRA Interventions for Teachers

- Need based programs of 300-hours offered to all the primary school teachers in the 9(12) districts
- Programs focused on pedagogy & content needs
- Student centered & activity based teaching-learning methods provided
- Guidebooks and manuals developed for teachers and master trainers
- Cluster based model ensuring ongoing PD support
- Classroom based support/follow up provided

5

Achievements/Out comes

- Identification of ghost teachers and schools
- Teachers become regular
- Teacher Behavioral Change
- Activity Based Learning; group work
- Teachers trying out new strategies despite limited resources
- Lesson plans being made
- Low cost teaching material/audio visual aids being developed by teachers themselves
- Initiation of professional networking, exchange of ideas and materials

6

Teachers and Head teachers Trained

Districts	Targets	Completed	Ongoing	Total accessed
Turbat	2218	640	1328	1968
Gawadar	776	317	1328	1645
Chagi	852	433	319	752
Noshki	667	97	495	592
Killa Saifullah	1286	452	833	1285
Balochistan Total	5799	1939	4303	6242
Hyderabad	11686	6020	2984	9004
Thatta	5544	2998	723	3721
Khairpur	6375	4116	864	4980
Sukkur	4693	2675	778	3453
Sindh Total	28298	15809	5349	21158
Grand Total	34097	17748	9652	27400+9116 (grantees) and 199 (ICT)

Results of an assessment study for ESRA programs:

- % of teachers performing to standards increased to 67.4% from 20.5% between pre and post observation phases
- % of students exceeding minimum score in Mathematics increased from 5.6% to 16.4% between pre and post observation phases
- % of students exceeding minimum score in Urdu increased to 21.3% from 7.4% between pre and post observation phases

The Change

- Constructivist teaching learning environment through use of activity based approach
- Interactive learning through group work, team teaching, peer coaching and mentoring
- Accountability through reflective practices
- Regularity and punctuality
- Beginning of sense of ownership
- Subject wise lesson plans (Class I to V)
- Use of low cost and no cost material

9

New Ideas Generated

- Series of daily use conversation sentences in English
- Posters of Best School, Best Teacher & Student
- Educational Content Dictionary (Class I -V), English to Sindhi & Urdu
- Professional Development Forums
- Adoption of Schools by MTs

10

Challenges

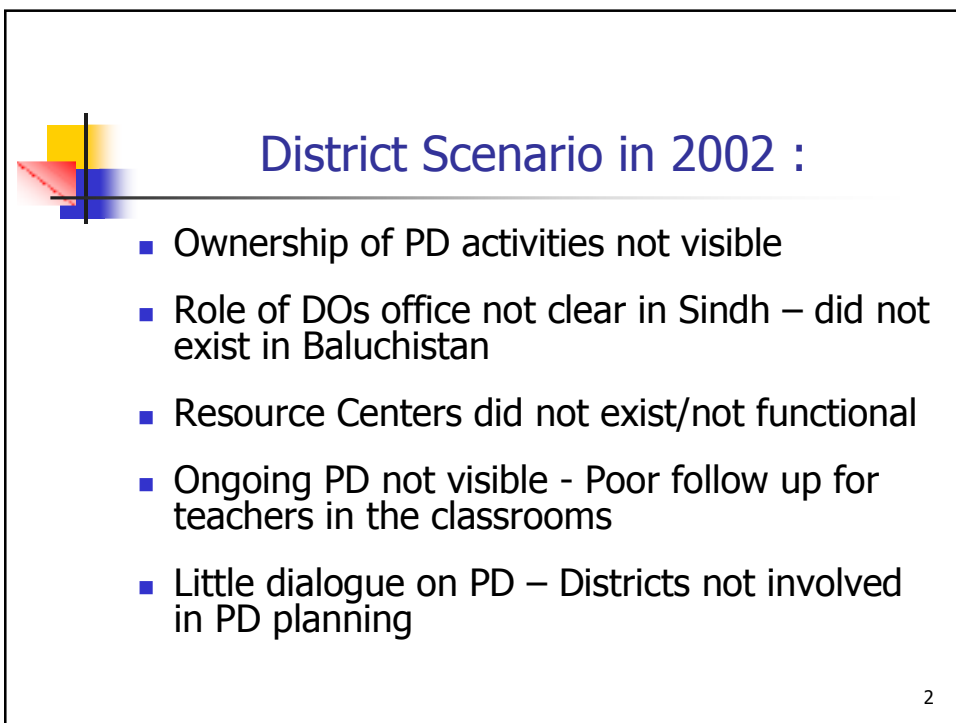
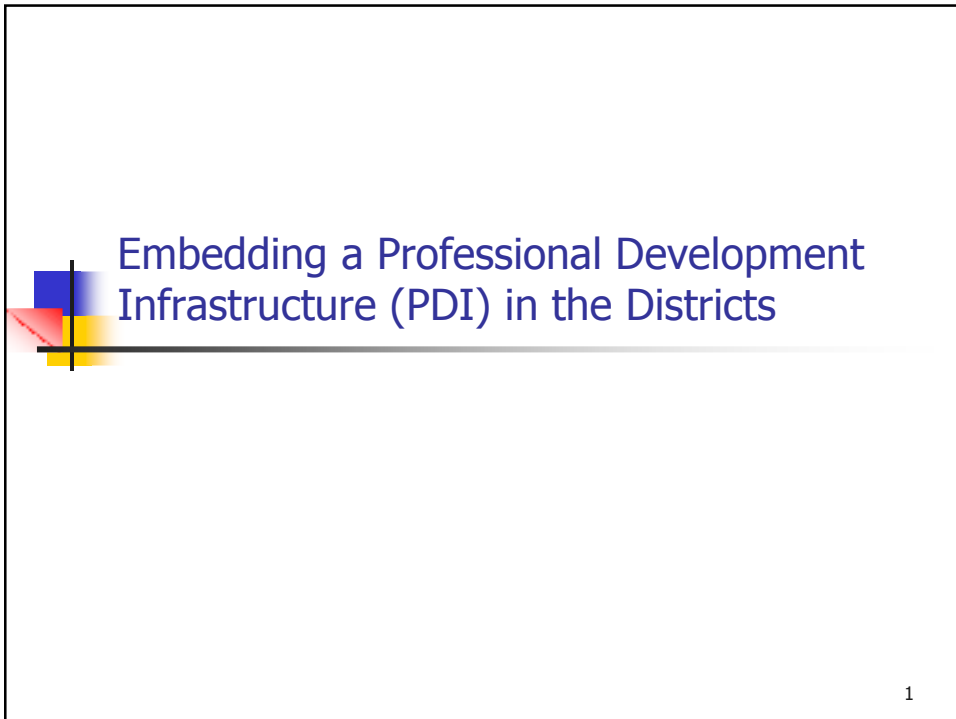
- Frequent transfer of teachers
- Time duration for Managers Training (4+2+4)
- Traditional method of Supervision
- Inadequate past academic & professional preparation of teachers (weak in content, poor language skills)
- Recruitment not always done on merit
- Unfair demands for TA/DA – strikes & boycotts
- The role of district education department vis-a-vis Professional Development Programs not clear
- Lack of availability of reliable data with field officials

11

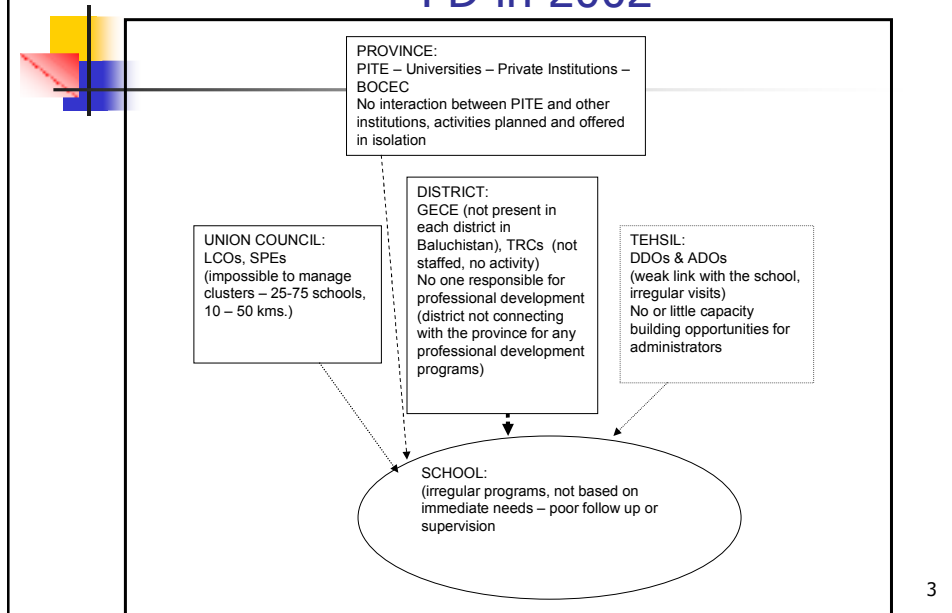
Partners in Professional Development

- Aga Khan University – Institute for Educational Development
- Sindh Consortium comprising – PITE Sindh, Sindh University, Notre Dame Institute of Education, Indus Resource Center, Jamia Millia Malir
- Balochistan Consortium comprising – PITE Balochistan, Bureau of Curriculum Balochistan, Balochistan University, Society

12



PD in 2002



3

ESRA interventions for PDI:

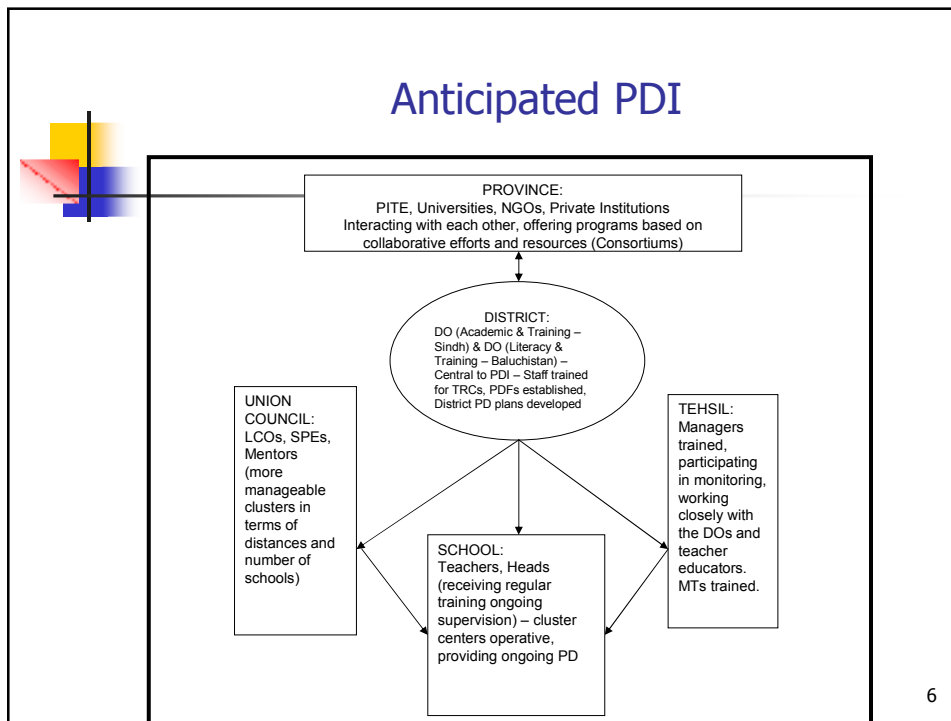
- Formation of Provincial Consortiums to strengthen district infrastructure
- DO (Literacy & Training) established in Baluchistan through a government notification – DO (Academic & Training) in Sindh activated for district PDI
- Local Pool of over a 100 master trainers/mentors trained on average in each of the 9 districts (1,023 in all)
- Professional Development Forum (PDF) developed for providing a platform for discourse and planning on PD under the leadership of EDOs/Dos
- Cluster Centers for PD of teachers at their doorstep ensuring ongoing support/follow up

4

Institutional/HR development through ESRA:

	Killa	Chagi	Nushki	Turbat	Gwadar	Sukkur	Thatta	Khair pur	Hyder abad	Balu chist an	Sindh
MTs, SSTs, Mentors	97	64	67	179	54	84	105	100	200		20
DOs & officials	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4		
GCETs						6	7	6	16	25	4
DETRCs						1	1				
PITEs										20	6
BOCs										16	5
PEACEs										3	5
ASSESSMENT										30	30
ACTION RESEARCH	5	3	2	4	2	*	*	*	*		
TOTAL	101	68	71	183	58	95	117	110	220	94	70

Anticipated PDI





Challenges/Issues

- Inadequate Financial Resources for PD in the district budgets
- Insufficient Financial Resources for Teacher Education Institutions
- Insufficient staff – LCs, SPEs, Managers
- Shortage of teaching/learning material
- Postings/Transfers - Teachers posting to be rationalized
- Political interference