



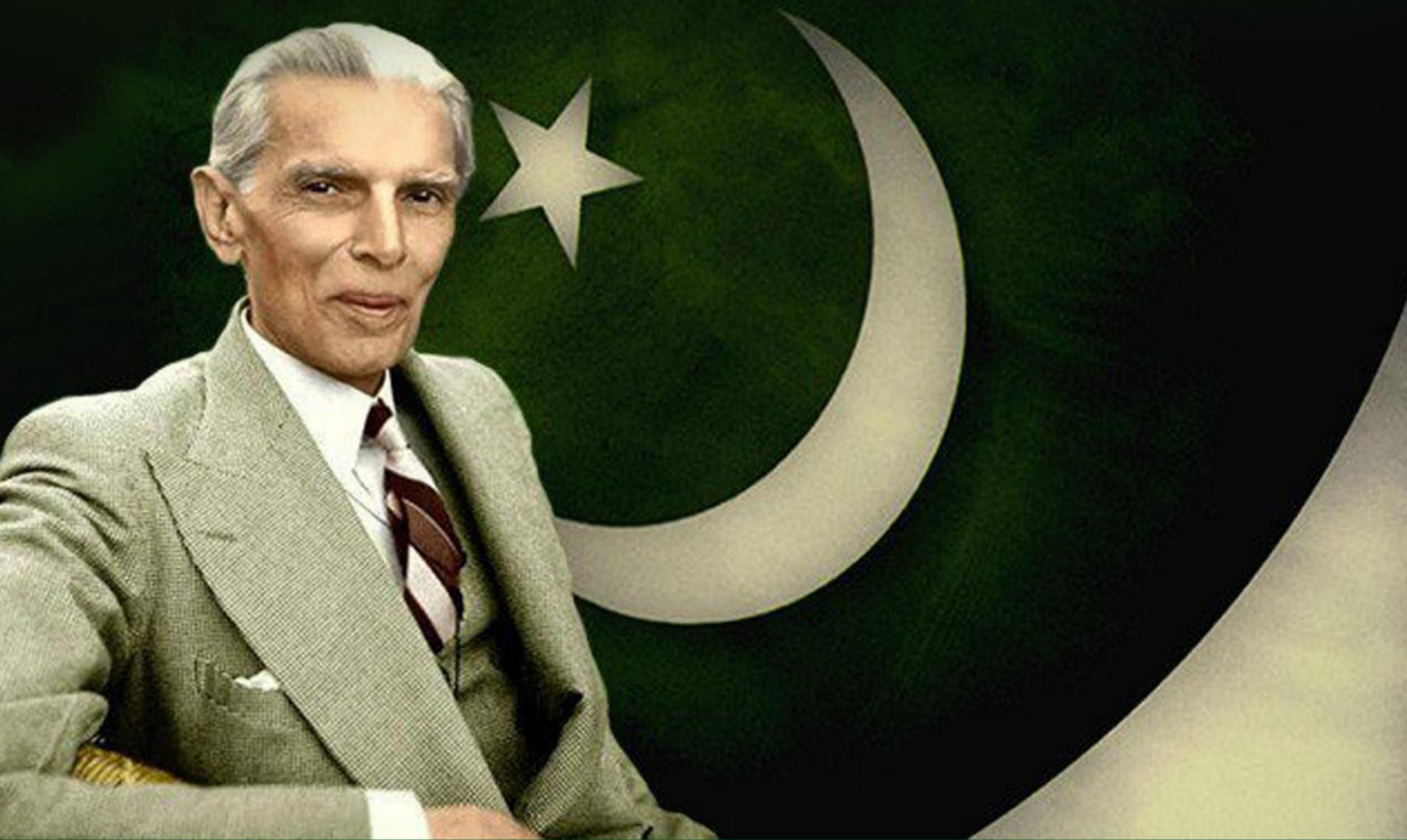
# The New Deal 2018-2023

Transforming School Education in the Punjab



**YOU MUST CONCENTRATE ON  
GAINING KNOWLEDGE AND EDUCATION.  
IT IS YOUR FOREMOST RESPONSIBILITY...  
...EDUCATION IS A MATTER OF LIFE  
AND DEATH FOR OUR COUNTRY.**

*QUAID-E-AZAM MUHAMMAD ALI JINNAH*





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# THE NEW DEAL 2018-2023

## TRANSFORMING SCHOOL EDUCATION IN THE PUNJAB

“Your main occupation should be in fairness to yourself, to your parents, in fairness to the State, to devote your attention to your studies. If you fritter away your energies now, you will always regret it.”

### **Quaid-e-Azam Muhammad Ali Jinnah**

Almost half of Pakistan’s population today is under the age of fifteen. They are the leaders, workforce and citizens of a vibrant and prosperous future for our country; and they must learn to thrive in a world where change is accelerating. This will contribute towards the realisation of Quaid’s and Allama Iqbal’s dream. To achieve this, our children need a foundation that can nurture their potential by assisting and encouraging them to thrive, learn, grow and be globally competitive.

Quality education is woven into the fabric of every successful society. Punjab with its rich ideology, culture and history must be no different. With at least 20 million students in public and private schools, being one of the largest education systems in the world, Punjab has a tremendous opportunity of moving forward towards a better future by transforming its education system today.

The New Deal 2018-23 outlines the transformations for improving school education in Punjab. The transformations are guided by our national and international commitments. Article 25-A of the Constitution of Pakistan 1973 obligates the state to ‘provide free and compulsory education to all children between the ages of five to sixteen years’. Pakistan is also dedicatedly working to achieve the UN’s Sustainable Development Goals (SDGs), of which Goal 4 stresses the importance of giving children a quality learning experience. Punjab remains committed providing quality education to all children, regardless of their socio-economic background, ethnicity, gender or where they reside.

The next five years are of critical importance for improving education service delivery in the province. Acknowledging that the government alone cannot drive Punjab to realise these aspirations, we will be working with all the stakeholders to achieve educational excellence in the province.

# EDUCATION ECOSYSTEM

The education ecosystem in Punjab is one the largest in the world, which makes education reform a challenging task. Punjab has 28 million students with at least ~12 million in public schools.<sup>1</sup>

School education is affected by numerous stakeholders and interdependencies. Although students sit at the heart of our focus, the reforms can only be successful if linkages between the different stakeholders are understood and reinforced to deliver change. Key actors in the education process include teachers, head teachers, education managers at multiple administrative tiers, and the various bodies of the School Education Department (SED). Together, the proactivity of these stakeholders helps shape policy, allocate resources, and concentrate on the development of quality education.



Major efforts to uplift the education sector in the past have concentrated on improving student enrolments across the province. In the next five years, the government will focus on all such facets of the education ecosystem that can ensure Punjab's students receive a quality educational experience in their schools.

<sup>1</sup> Government of the Punjab's Student Information System available at <https://sis.punjab.gov.pk/stats>

# VISION FOR EDUCATION

The state, the government, parents, and even students in Pakistan aspire towards an education system that can help children become adults who are globally competitive to the best of their abilities. The New Deal is aimed at translating these aspirations into a direction, one that is inspired by the following vision:



The following 4 principles have guided the direction of the interventions laid out in this document:

**Developing skills and knowledge:** Ensure every child, irrespective of gender, location or socio-economic class should learn appropriate skills and knowledge to help him or her prepare for a better future.

**Promoting equity:** Provide every child access to a public-school programme that meets basic standards, irrespective of gender, location or socio-economic background. This is critical to the creation of a fair, and just education system that bridges existing differences between public, low-cost private, and elite private schools.

**Fostering Patriotism:** Embedded in our national ideology and culture, nurturing children into productive citizens who are equipped with the knowledge and understanding to engage and contribute as active citizens in all walks of life.



**Clean and Green Pakistan (CGP):** Every student, teacher and the school will be aware of their responsibility and the role towards environment through conservation and plantation. Every school will play its role not only in tree-plantation campaigns, but also in raising a generation of children who value and strive for protection and preservation of our environment.

## AMBITION

A transparent conversation regarding education reform is required to attain tangible progress in learning, equitable access, retention and governance by 2023. In order to fulfill our vision, our ambition for the next 5 years of school education in the Punjab will be to emphasize on quality of learning, both for our students, but also for our teachers and administrators while focusing on the aforementioned areas.

This government's term will be structured around improving the education experience inside of schools. The most reliable tests from previous years indicate that early primary years' students demonstrate potential for improved numeracy and literacy skills, but continue to underperform. In order to change this narrative, we aim to educate students to standards that demonstrate high learning levels according to their respective ages and classes.

The government recognizes the urgency with which children's enrolment momentum must be generated and maintained. A key solution to this problem is to ensure that children enroll in school for the first time at the right age and continue their education without dropping out. Therefore our aim for the next 5 years is to ensure that students survive a full cycle of schooling through our emphasis upon quality of learning.

Governance of education in Punjab is a daunting challenge. Cognizant of this, we aim to enhance efficiency and transparency in the system to ensure good practices which will enable better learning outcomes and accessibility. While we will have transformations around all key stakeholders, our commitments will primarily revolve around the student.







# LEARNING



Every student in Punjab should be able to demonstrate knowledge and understanding across a set of agreed student learning outcomes (SLOs) in basic competencies by the end of primary school, and develop increased higher-order thinking in secondary school.

## CURRENT CHALLENGES

- Teachers lack effective implementation strategies for their domain and pedagogic knowledge
- Less than 50% of children aged 5-16 are unable to read in English<sup>2</sup>
- ~50% of children aged 5-16 are unable to perform basic arithmetic or read in Urdu<sup>3</sup>
- Teachers and students rely on rote learning rather than application of concepts
- Lack of consistency, with each successive government formulating a set of educational policies from the scratch

## FOCUS FOR THE NEXT FIVE YEARS

To improve student learning outcomes, efforts are required to enhance the learning experience in the classroom. For this the focus will be on the following areas:

1. **Transform teacher effectiveness through quality teacher education and continuous professional development**
2. **Strengthen basic competencies** at the primary level
3. **Reform post-primary education** through restructured curriculum and assessment that prepare students for further learning while nurturing a strong sense of identity and citizenship

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<sup>2</sup> ASER Pakistan (2017) Annual Status of Education Report 2016, p181

<sup>3</sup> ASER Pakistan (2017) Annual Status of Education Report 2016, pp181-182

## Transform Teacher Effectiveness

At the heart of our reform agenda is the transformation of our school teachers from people who simply instruct school lessons to people who actively help change our education system. This is to be done in three different ways:

### Teacher Education

1. **Improve pre-service teacher training** in coordination with the Punjab Higher Education Department, Punjab Higher Education Commission and QAED through its regional centres.
2. **Introduce the Punjab Education Professional Standards Council** to initiate a teacher certification regime. This will set accreditation and licensing standards that will be phased in through a contextually relevant strategy.
3. **Revise Continuous Professional Development (CPD)** programmes that will enable in-service teachers to routinely access contemporary, and quality enhancement training. Multiple approaches will be adopted, including peer-to-peer coaching and blended learning environments for ease of access. Teachers' CPD will be maintained as a part of their digital portfolio in the department's Integrated Management Information System (IMIS).
4. **Strengthen ECE teacher training** by introduction of modules on development psychology, child-development and other approaches.

### Teacher Support

**Facilitate teaching with accessible support materials**, such as guides and lesson plans that enable teachers to provide a thorough learning experience to students. Realising the potential for capacity gaps, the SED will assist teachers through IMIS in the uptake of this material in a phased manner across primary and secondary classes. Teacher support will also be maintained as part of teachers' digital portfolios in the IMIS.

### Teacher Participation

Enable the role of teachers in the uplift of the education system in two ways:

- a. **Develop formal routines for teacher feedback** that inform annual reflections on, and revisions to, curriculum and textbooks.
- b. **Incorporate teacher feedback into curricular and assessment reform**, with upgrading of teacher education/training based on classroom insights

# Strengthen Basic Competencies

## Revised Instructional Language

1. **Urdu will be the revised language at the primary level.** This will help teachers and students interact in a language that is more familiar than the current medium of instruction-English- and more likely to be used inside and outside of the classroom. The change of language will include a revision of texts, teacher training materials, and any assessments to Urdu.
2. **English will be taught as a subject** throughout a student's primary school journey to a standard that will enable students to successfully transition to English medium instruction at the post-primary level.

## Basic Literacy and Numeracy (litnum) Learning

1. **Develop strong basic competencies in Classes 1-3** at standards that enable students to form self-reliant learning abilities. This will be ensured through a combination of efforts including specific conceptual litnum periods, additional/remedial teaching support, and dedicated formative progress checks at the Class 2 level. An increasing focus of this strategy will be to ensure grade-appropriate learning at primary school.
2. **Strengthen independent reading by Classes 4 and 5** by piloting specialised reading and role-playing activities, formative assessments, and teacher support. These measures aim to develop reading proficiency amongst primary students - a pre-requisite to any student becoming an autonomous learner.

## Formative Assessments at Key Stages

We aim to expand the concept of assessment as it is currently understood in our system. Currently, assessment is equated with formal tests or exams that are graded and have implications for student promotion. We seek to redefine assessments as a whole-system process through which feedback is obtained on student and teacher performance. Specifically, formative assessments will be in-class, low-stakes techniques that can be adjusted in response to student comprehension *during* the learning process. They will not be used to rank children or hold them back in primary years.

**Standardised formative assessment will be piloted** in Class 2 as the first milestone for student progress in learning, especially literacy. These will subsequently be expanded to Class 5 through a second pilot, from where students are expected to transition into middle schooling. Student results will be compiled into portfolios that are uploaded into the IMIS, and linked with students' class and teacher portfolios. Teachers will be trained to conduct these formative assessments, but their formative portfolios will not be used to determine rewards or punishment.



# Reform Post-Primary Education

## Assessments

A redefinition of the assessment processes that affect millions of students in the Punjab is the need of the hour, which will be the cornerstone of our post-primary reform. It will start by setting appropriate standards for new curricula and textbooks, derived from a revised framework for assessments. The revisions will be phased in systematically from Class 6 to 10, emphasising the following interventions:

### 1. Phase in formative assessments at all post-primary levels

Teacher education and training will include coursework on the development, and implementation of standardised formative assessment techniques at the post-primary stage. This will help transition both teachers and students into a routine process of internal (classroom level) progress reporting, which will help teachers gain regular insight to their students' development and adjust their pedagogic approaches accordingly. Similar to the primary school reporting method, this formative assessment will also contribute to student and class portfolios that are aligned with respective teachers' portfolios.

### 2. Reorganise examination and assessment bodies

The school system will shift from emphasising only summative exams to a richer assessment system. Summative exams entail a graded test that is administered at the end of a period of teaching, on the basis of which students' final marks/grades are determined, and the results of which do not inform improvements to the teaching and learning processes throughout the teaching period. Inter-sectoral coordination with the Higher Education Department will be initiated for reform of Matric Boards. The goal will be to improve exam design, administration and feedback mechanisms that place comprehension and application of concepts at the heart of student learning.

## Quality Education Facilities

1. **Enable a conducive learning environment** by revitalising school facilities specific to post-primary learning. This will include the creation of new libraries, and science labs as well as IT infrastructure that can enhance the teaching and learning process.

### 2. Introduce the concept of **STEAM (Science, Technology, Engineering, Arts and Mathematics)** in middle school

Building off the above intervention, we will emphasise reform efforts for curricula and pedagogy that build a culture of scientific learning and curiosity from Class 6 onwards. The emphasis on middle school aims to help students transition into secondary and further education with sound technical knowledge and skills.





# ACCESS AND RETENTION



Every child of school going age in the Punjab should have access to adequate educational infrastructure regardless of gender, location or economic background.

## CURRENT CHALLENGES

- ~4.8 million children estimated to be out of school in the Punjab<sup>4</sup>
- In 5 years, less than 5000 classrooms constructed against a target of more than 20,000 classrooms<sup>5</sup>
- ~50% of 3-4-year-olds in rural Punjab are not enrolled in any form of early childhood education/schooling<sup>6</sup>
- Government schools failed to retain half of its enrolled students

## FOCUS FOR THE NEXT FIVE YEARS

To ensure provision of education for all, the state is to provide conducive learning spaces in the following ways:

1. **Improve access, retention and equity** through innovative and contextualized marginalized communities for provision of education.
2. **Improve and scale high-quality pre-primary education** by setting up child-friendly classrooms being taught by trained teachers and equipped with extensive learning material

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<sup>4</sup> Punjab Bureau of Statistics (2017) Nielsen Punjab School Education Survey 2017

<sup>5</sup> Khadim-e-Punjab Schools Programme and Humqadam School Construction and Rehabilitation Programme

<sup>6</sup> ASER Pakistan (2017) Annual Status of Education Report 2016, p183

# Improve Access, Retention and Equity

## Build Classroom Capacity

1. **Launch Insaf Afternoon School Programme to provide middle and secondary schooling** as medium-term solutions to low post-primary enrolment, and inadequate schools/classrooms.
2. **Use double-shift (afternoon schools)** at the primary level in select districts to address overcrowding.

Using existing infrastructure, both these models will help utilise public funds efficiently in the early stages of term by saving on development and recurrent budgets, as well as time required to construct new classrooms/schools.

3. **Create additional schooling opportunity** by incentivising private partners to develop educational institutions in underserved parts of the Punjab. These steps will be taken following revisions to the governance framework regulating public-private partnerships.

## Engage Community

1. **Strengthen school councils to provide school level solutions** such as classroom construction, enrolment drives and supervision of minor repairs in school facilities. SED will provide financial and administrative support. A programme will be launched where construction responsibilities will be decentralized to school councils while SED will provide financial and quality control support.

## Reduce Out-of-School Children

1. **Amend the Free and Compulsory Education Act 2014:** where the state has already taken every measure possible to ensure schooling is accessible, this amendment will place legal obligations on parents to send school-aged children to school.
2. **Restructure subsidies** by evaluating the Conditional Cash Transfer (CCT) programme in the Punjab for operational efficiency and sustainability. Funds will be partially redirected towards localised access solutions, such as classroom provision or transportation.







## Improve Pre-primary Education

**Develop ECE-appropriate learning materials, and teacher training model** in line with official policy and international standards to help transition Katchi into a formal level of schooling (Early Childhood Education – ECE). The implementation of ECE guidelines will be done in phases with an emphasis on learning quality.

**Provide separate learning spaces or classrooms for ECE/Katchi** to accommodate an anticipated increase in pre-primary enrolment. This will also be done in phases, first targeting the schools that already have space. Schools will be assisted on a minimum service model to upgrade Katchi/Early Childhood Education (ECE) ready classrooms.

**Develop ECE teacher recruitment and training model.** Induction and training processes will be revisited to ensure recruitment of specialized teachers and to develop specialized skills to teach ECE. This will result in a richer student-teacher experience.



# GOVERNANCE



An effective governance system will drive performance inside and outside of schools to ensure quality education is made accessible to all children through efficient utilisation of resources.

## CURRENT CHALLENGES

- Lack of centralisation of data hinders decision-making and compromises efficiency
- Capabilities of school leadership and education management remain weak
- Key leadership (e.g. school heads) positions are vacant
- Personnel capacity to make use of data for decision-making is limited
- Absence of coordination framework for private sector organizations

## FOCUS FOR THE NEXT FIVE YEARS

Without robust governance, reform initiatives will be in vain. Improved governance will help provide the leadership to implement and track changes.

1. **Strengthen School Education Department** capabilities by developing technical and managerial leadership through a strong data management regime
2. **Empower school leaders and administrators** to inculcate a sense of responsibility and ownership of systemic improvements.
3. **Streamline Public Private Engagement** to regulate private education and align the efforts of private actors with the department for optimal results.

## Strengthen Departmental Efficiency

### **Strengthen decision-making through an Integrated Management Information System (IMIS)**

In order to foster evidence-based decision-making, multiple education indicators from the department to the classroom-level will be integrated into one Management Information System (MIS). The data collection processes will be strengthened to ensure that authenticated information is being used. The integrated decision-support system will bring efficiency and transparency to Punjab's educational planning, budgeting and administration.

### **Improve efficiency via a Performance Management Framework**

An evidence-based approach will be adopted to measure and channel the performance of relevant actors within the education workforce – this will include the department's affiliated bodies, its education management stream as well as teachers. The framework will incorporate actor roles and responsibilities, along with Key Performance Indicators (KPIs) for education managers at multiple administrative tiers. The primary aim of introducing a Performance Management Framework is to improve the quality and efficiency of service delivery.

**Introduce a revised Teacher Transfer and Posting Policy** to address the existing gaps present in the system .

### **Drive reforms through a department delivery team**

To implement reforms and maintain momentum, the government will house an internal delivery team at the School Education Department. The team will work closely with the Minister and the Secretary School Education Department. It will engage with stakeholders, monitor reforms progress, and make effective suggestions to address significant challenges related to implementation of department's reform agenda.

# Empower Education Management

## **Select competent leadership for all schools**

The role of school heads will be strengthened by revising their selection process. School heads will be responsible for quality education, management, accounts and human resources of their respective schools. They will also be coordinating with the School Councils and DEAs for optimal functioning.

## **Empower DEAs by providing financial and administrative support**

DEAs will be empowered both financially and administratively. Various levels of education administration, down to the lowest (Markaz) level, will be given appropriate financial and administrative autonomy to effectively deal with the challenges at the local level. This will be augmented by a transparent mechanism to ensure accountability. By reducing existing layers of decision-making, we aim to expedite and improve service delivery of education at the local level.

## **Transform School Councils**

School Councils will be re-constituted to reflect a larger role for parents and the community. They will work in collaboration with the DEAs for effective implementation of the Out of School Children (OOSC) program and effective utilization of school-based funding. The terms of reference will be revised to entail the resolution of missing facilities and development of local partnerships in order to effectively resolve school-level issues.

## **Provide customised training and support material to education managers**

DEA personnel and school leadership will be trained and provided coaching to help them effectively carry out their managerial, administrative and financial duties. DEA personnel will be particularly trained on using data to drive decision-making, such as allocating human and financial resources and prioritising field activities.



## Streamline Public-Private Engagement



### **Pass the Punjab Private Education Sector Reform Bill**

Legislative reform will be introduced to regulate private education providers through the establishment of an authority focused on this purpose. This step aspires to promote good governance, transparency and equitable accessibility in the realm of private education in the province.

### **Develop a PPP Strategy and Implementation framework.**

There is a variety of private actors operating in the education landscape in Punjab –individuals, non-governmental organisations, donor agencies, technical support firms and other development partners. A robust yet flexible framework will be developed to streamline the efforts of these private actors. The framework will be tied to the needs of the Department as well as the individual workplans of each private counterpart. This will ensure effective use of resources, value for money, and optimal impact.

The framework will also help explore new avenues for public private partnerships, particularly around teaching quality/recruitment, infrastructure development, and school management.

## THE FIRST 100 DAYS

Given the importance of education, the Punjab Government has wasted no time in engaging all stakeholders in the public education ecosystem, private sector and educationists. During the first 100 days we have much to celebrate in terms of accomplishing significant system and process level improvements. To ensure the value for money the department also took austerity measures in the process to save more than **PKR 550 Million..** School Education Department has been successful in accelerating the education sector towards a meaningful change.

### A SNAPSHOT OF 100 DAYS OF CHANGE



Transition for medium of instruction - **English to Urdu** (primary schools)

Formal model of **Insaf Afternoon Schools** in select schools

Development of **Integrated Management Information System (IMIS)**

Amendment has been proposed in the **Free & Compulsory Education Act 2014**

Provision of **200 Science Labs & 100 libraries**

Uplifting of Central Model High School & Kabutarpura Girls High School into **model schools**

Establishment of **Punjab Education Professional Standards Council**

**Promotion of sports:** making it mandatory at school level

Table **Punjab Private Educational Intuitions Regulatory Authority Bill**

Revision of **Teacher Transfer Policy**

**Work plan for school education reforms**

**Framework for donor coordination**

**Girl-friendly** toilets, **WASH**, and **ECE** initiatives

**School Health and Nutrition Programme** in select public schools (1700)

Expansion of **STRIDE** across **20 districts**



خودی کی پرورش و تربیت یہ ہے موقوف  
کہ مشت خاک میں پیدا ہوا آتش ہمہ سوز  
(ضرب کلیم)



## قومی ترانہ

پاک سرزمین شاد باد      کشور حسین شاد باد  
تو نشانِ عزمِ عالیشان      ارضِ پاکستان !  
مرکزِ یقین شاد باد

پاک سرزمین کا نظام      قوتِ اخوتِ عوام  
قوم، ملک، سلطنت      پائندہ تابندہ باد !  
شاد باد منزلِ مراد

پرچم ستارہ و ہلال      رہبر ترقی و کمال  
ترجمانِ ماضی شانِ حال      جانِ استقبال !

سایۂ خدائے ذوالجلال

**EDUCATION  
FOR ALL**



**SCHOOL EDUCATION DEPARTMENT  
GOVERNMENT OF THE PUNJAB**

