Story of a
Decade of Learning
Challenges and Responses
The Magnitude of Challenge

Pakistan Education Landscape

42,583,905
Students

1,623,859
Teachers

236,492
Educational Institutions

Other Complexities
Books without children
Children without Books & Furniture
Children without teachers
Public Financing of Education in Pakistan

Analysis of Federal and Provincial Budgets
25 MILLION BROKEN PROMISES
The crisis of Pakistan’s out-of-school children
26 Countries Poorer than Pakistan send more children to primary school

End THE EDUCATION EMERGENCY

ABOUT

No country can thrive in the modern world without educating its children.

But Pakistan faces an education emergency that has disastrous social and economic consequences, and threatens the security of the country.

We believe it is now time to end this emergency.

FAQS

Why now?

Who is running the campaign?

What do you hope to achieve?

Is change possible?

But we need to spend more on schools, right?

What will happen in the March for Education?
Introduction to the Pakistan Education Task Force

“Education is a matter of life and death for Pakistan. The world is progressing so rapidly that without requisite advance in education, not only shall we be left behind others but may be wiped out altogether.”

- Mohammed Ali Jinnah

www.pakistaneducationtaskforce.com
Conditional Cash Transfers & Scholarships

Imbalanced Schooling Pyramid

Pb
| Primary       | ~44,000 |
| H. Secondary  | ~600    |

KP
| Primary       | ~23,000 |
| H. Secondary  | ~300    |

Strategic Upgradation

*Pakistan Education Statistics Report 2011-12*
285,000 Students

7,000+ schools

More than 150 billion PKR in Construction

Response Time – Saving Years

Savings in Recurrent Budget

Strategic Shift in Thinking

Regulation, *not* Service Delivery

- PEF Schools | ~ 2.5 million children
- PEF Schools | ~ PKR 700 / Month
- P. Schools | ~ PKR 2500 / Month

Video on PPPs
Mainstreaming Equity

KP | New Schools
Construction Policy

Schools Construction 2020-21

Total | 150
Girls | 105
Boys | 45
Value for Time in School

Challenges and Responses

Average Grade 5 Score 27/100

*DCTE, Grade 5 Assessments, 2018.*
Value for Time in School

Challenges and Responses

Teachers Recruited 68,000 approximate

Rationalization Challenge

Teachers Rationalization Policy

*KESP2021, Pakistan Education Statistics Report 2020-21
Value for Time in School
Challenges and Responses

In September 2011, 35 of 36 districts were off trajectory

Sep 2011 – student attendance vs. Q3 targets, %

<table>
<thead>
<tr>
<th>District name</th>
<th>Target</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green Districts</td>
<td></td>
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<tr>
<td>KHUSHAB</td>
<td>82.3</td>
<td>84.2</td>
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<td>Amber Red Districts</td>
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<td>Red Districts</td>
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<td>69.6</td>
</tr>
<tr>
<td>D.G. KHAN</td>
<td>77.8</td>
<td>66.9</td>
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</tbody>
</table>

SOURCE: PMIU, September 2011 data
Several districts with excellent EDOs and teams lead the way by meeting all or most of their roadmap targets.

Common characteristics to most outstanding districts include:

- Outstanding EDOs and teams selected through search committee
- Excellent DCO leadership
- Good EDO – DMO collaboration
- Innovative action planning at district level to solve key issues
Value for Time in School
Challenges and Responses

- Teachers Recruited: 68,000 approximate
- Teachers Rationalization Challenge
- Teachers’ Presence: Then | 81%
  Now | 92%
- Non-Functional Schools: 75% Non-Functional Schools made Functional

*KESP2021, Pakistan Education Statistics Report 2020-21
22-Feb-2021
Monday

F. Grams

Free of attention is typically perceived to indicate increased

mismatches

than
11 Teaching Practices Used in Punjab to Evaluate Teaching Competencies

Distribution of Scores on Teaching Practices Evaluated by the AEOs

<table>
<thead>
<tr>
<th>Practice</th>
<th>Low</th>
<th>Medium Low</th>
<th>Medium</th>
<th>Medium High</th>
<th>High</th>
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<tr>
<td>Articulating Objectives [1]</td>
<td>15.8%</td>
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<tr>
<td>Explaining Content [2]</td>
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<td>32.4%</td>
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<tr>
<td>Making Connections [3]</td>
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<td>12%</td>
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<td>Modeling [4]</td>
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<td>10.3%</td>
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<tr>
<td>Using Questions, Prompts [5]</td>
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<tr>
<td>Monitoring Students [6]</td>
<td>67.4%</td>
<td>16.6%</td>
<td>34.5%</td>
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<tr>
<td>Adjusting Teaching [7]</td>
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<td>11.2%</td>
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<tr>
<td>Giving Feedback [8]</td>
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<td>17.3%</td>
<td>37.7%</td>
<td>29.3%</td>
<td>10.2%</td>
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<tr>
<td>Thinking Questions [9]</td>
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<td>24.4%</td>
<td>33.4%</td>
<td>20.1%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Thinking Tasks [10]</td>
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<td>25.4%</td>
<td>30.4%</td>
<td>17.4%</td>
<td>6%</td>
</tr>
<tr>
<td>Responding to Needs [11]</td>
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<td>13%</td>
<td>23.4%</td>
<td>21.3%</td>
<td>30.1%</td>
</tr>
</tbody>
</table>
Statistically Significant Difference in Performance of Grade 5 Students in KP

At present CPD trains approximately 100,000 primary teachers in 23,698 schools (male 14,452, female 9,246).
High uptake of CPD across KP

KP | Teacher attendance on PDDs
93% to 96.5% over the years

Pb | Total Uptake of CPD
More than 165,000
More than 100,000 completed all 11 modules
What are the benefits of giving examples from the surroundings?

1. It's easy to learn.
2. It's easy for children to understand.
3. Children actively involved in the learning process.
Ali Nigah Khan
Value for Time in School

Challenges and Responses
14 Aamir took 28 balls to the playground. He lost 13 balls while playing. How many balls are left?

Example:
Circle the correct answer.
What is the place value of 4 in 574?
(a) ones  (b) tens  (c) hundreds

Circle the correct answer.

15 What is the place value of 3 in 368?
(a) ones  (b) tens  (c) hundreds

16 What fraction of the diagram is shaded?
(a) 2/3  (b) 3/4  (c) 1/2

17 The shaded region showing two third is:
(a)  (b)  (c)

18 7 is the answer for
(a) 5 – 2  (b) 7 + 7  (c) 3 + 4

19 The time in the given clock is:
(a) 12 : 50  (b) 1 : 00  (c) 1 : 50

20 Which shape is a semi-circle?
(a)  (b)  (c)

21 How many vertices does this shape have?
(a) 4  (b) 5  (c) 6

22 The length of the given pencil is:
(a) 3 centimeter  (b) 4 centimeter  (c) 5 centimeter

28 The unit of mass is:
(a) meter  (b) litre  (c) kilogram
**SECTION 1 - MATHEMATICS**

**Example:**
Fill in the missing numbers.

54 _____ 56 ________
54 55 56 57

Fill in the missing numbers.

1  37 _____ 39 ________
2  ____ 670 _____ 672

**Example:**
Add
47 + 11 = 58

<table>
<thead>
<tr>
<th>Add</th>
<th>Subtract</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 35 + 12 = ________</td>
<td>4 65 + 27</td>
</tr>
<tr>
<td>5 756 + 468</td>
<td>6 54 - 42 = ________</td>
</tr>
</tbody>
</table>

| Subtract |
| 7 84 - 29 |
| 8 426 - 257 |

**Example:**
Multiply
3 x 9 = 27

Multiply
9 4 x 8 = ________ 10 5 x 5 = ________

**Example:**
Divide
12 - 3 = 4

| Divide |
| 5 10 2 |
| 13 18 + 2 = ________ | 12 3 21 |

13 Saba has 7 blue pencils and 12 green pencils in a box.
How many pencils does Saba have altogether?
Assessment of Student Learning in Grade 2

April 2019

Filled by Invigilator

District name: _______________________

School code: ______________________

Location (circle one) Urban Rural

Student’s code: ____________________

Student gender: (circle one) Boy Girl

Date of test: _______________________

Assessment & Evaluation Wing
Directorate of Curriculum and Teacher Education (DCTE)
Government of Khyber Pakhtunkhwa
Incidence Of Multigrade 85%
Value for Time in School

Challenges and Responses

Incidence Of Multigrade 85%

Reduced Contact Time (Learning Equity)
Value for Time in School

Challenges and Responses

Rural
89%

Urban
57%

Value for Time in School

Challenges and Responses

Not Inherently Sub-Optimal:
Teachers are equipped
Policy understanding
Multigrade is around for quite some time.
9000 teachers trained
Video on Multigrade
Budget Allocations
Incremental to Output-based Budgeting

Budget Execution

<table>
<thead>
<tr>
<th>KP</th>
<th>2017</th>
<th>77%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2021</td>
<td>98%</td>
</tr>
</tbody>
</table>

Financing
Education
Challenges and Responses
School-Based Budget

Pb | NSB 14.9 billion, 2022-23
| Data-based Financing
| Missing Toilets 23% ~ 0.3%
| Boundary Walls 12% ~ 1.5%
| Shortage of Teachers through Part-time Coaches
Video of Girl-Students
Way Forward

Overarching Considerations

More Budgets and Efficient Use

Improved use of data

Improved Targeting of Subsidies

Performance Management System

Systems Approach