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# A Decade of Learning: salient lessons to inform future engagement

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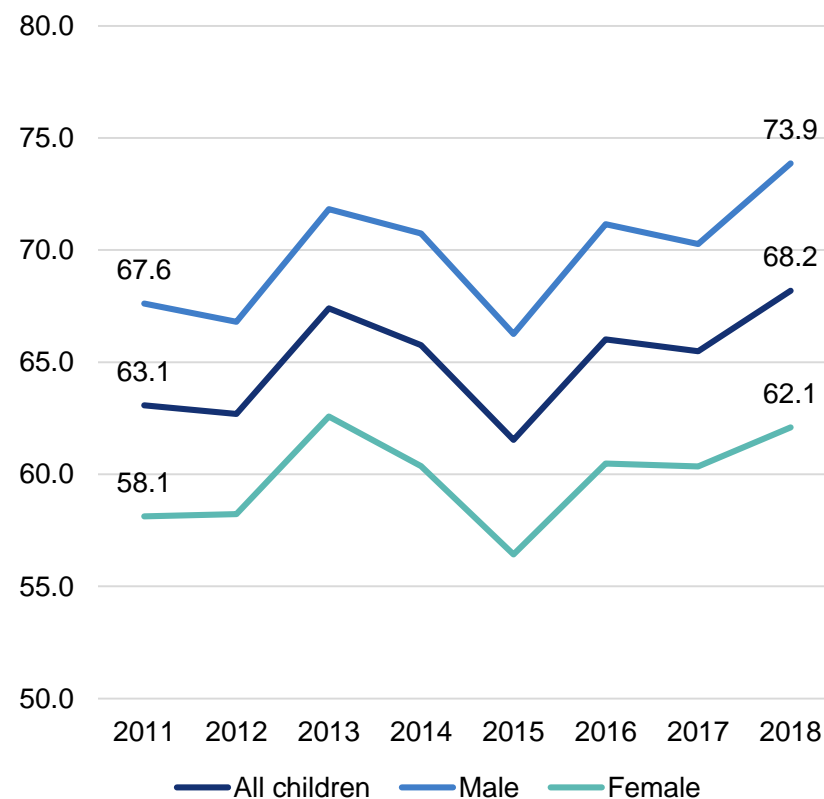
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# Transforming education in Pakistan: a decade of progress

## More children in school

- Prior to Covid-19, over **11 million** more children were enrolled in basic and secondary education compared to 2012.
- Adjusted net enrolment rate for all children increased 5 percentage points from 2011 to 2018 (latest available data)

## Adjusted net enrolment rate, primary education



Source: World Bank and UNESCO UIS (2020).

# Transforming education in Pakistan: a decade of progress

## More children learning

- Gains beyond increased enrolment:
  - Reduced teacher and pupil absenteeism
  - Increase in qualified teachers in Punjab and Khyber Pakhtunkhwa
  - Improvements in children achieving grade level expectations

## Reading Levels (Urdu)

### Pakistan

2011	47%
2021	55%

### Punjab

2011	61%
2021	69%

### KP

2011	31%
2021	50%

# The role of the UK Government, 2012 to 2022

## Key UK Government investments in Pakistan

- GBP 900 million invested in Pakistan's education system from 2012 to 2022
  - Punjab Education Sector Programme (2009-14) (2014-22)
  - KP Education Sector Programme (2011-22)
  - Transforming Education in Pakistan (2013-18)
  - Ilm Ideas I & II (2012-19)
  - Sindh Education Non-State Actors (2012-21)
  - Girls Education Challenge (2018-22)
  - Data and Research in Education
  - Girls and Out of School: Action for Learning
- Investment in education research in Pakistan, including:
  - The RISE programme
  - EdTech Hub
  - DeliverEd
  - Early Learning Partnership
  - What Works Hub for Global Education
- Global Partnership for Education
- Education Cannot Wait



# What can we learn moving from there, to here?

10 important lessons from 10 years, in less than 10 minutes!

# 1. Systems improvements must be technically sound and understand how to build political support

## Politics and delivering visible change matters

- **Alif Ailaan campaign (2013 – 2018)** – a political advocacy campaign, elevated the volume and intensity of the national discussion about the country's education crisis.
- In Punjab, the Chief Minister's **Education Reform Roadmap**, resulted in measurable improvements in education outcomes over a five-year period from 2013-2018.
- In KP, sustained political engagement resulted in reforms to improve the **quality of teaching workforce** through higher qualification requirements

... but there are important outstanding areas that require more open, transparent and evidence based discussions

## 2. Beware of short-termism and capacity filling

- Education reform and system strengthening does not happen overnight; it takes time
- Change must build on existing foundations, and be embedded within existing structures and systems
- In KP, institutionalising the Independent Monitoring Unit and establishing a permanent and autonomous **Education Monitoring Authority**

.... there will always be some pragmatic trade-offs that require putting in place additional support, and deferring capacity building until the right conditions are created

# 3. Improving education finance requires more than just allocating larger budgets

## Greater efficiency and accountability of expenditure is vital

- PESP and KESP incentivised:
  - increases in provincial education budgets
  - increases in non-salary budgets, and improvements in budget execution
- Despite increases in education spending, it has not targeted those most in need, resulting in considerable disparities
- To ensure finance delivers results, close financial management of education budget must continue

Punjab: 40% real term increase in education budget between 2012 and 2021

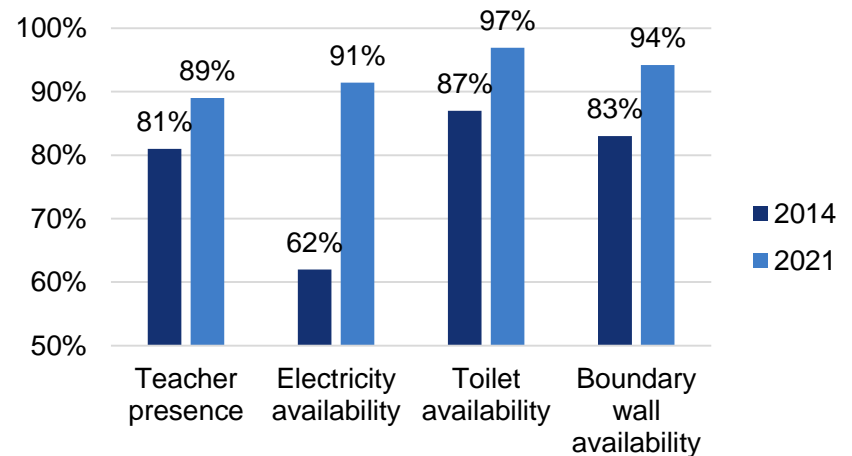
KP: increase the share of annual budget from 13.5% to 16.6% on education, from 2014 to 2021



## 4. Monitoring matters – but we must measure what we value

- Access to real time data is a great asset to identify where issues need addressing – and should be used as a tool to improve education outcomes.
- Establishment of the School Improvement Framework (SIF) in Punjab is driving the use of data for improving school effectiveness.
- Focus must shift towards more use of data to inform teaching and learning processes.

### Driving improvements in service delivery



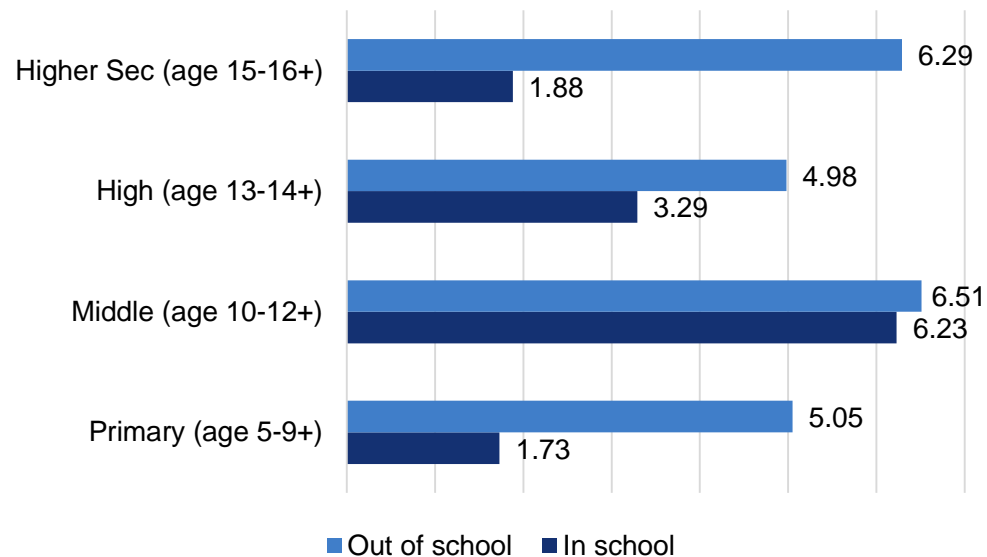
Source: IMU data, 2021

## 5. 'Going the last mile' to reach all children will be challenging and expensive

**Whilst significant progress has been made, there is still considerable distance to cover to ensure all children are in school and learning**

- Access to education for the hardest to reach children requires careful planning and costing
- Scholarships, stipends and cash transfers hold promise for improving access, but such initiatives must be well designed/targeted and can be prohibitively expensive
- STRIDE: a cost-effective pilot to introduce second shift schooling and transport

### OOSC by stage in Pakistan, in millions



Source: MoFEPT, 2018

## 6. Opportunities lie in supporting government to work with non-state providers

- Nearly half of all learners enrolled in non-state or private education

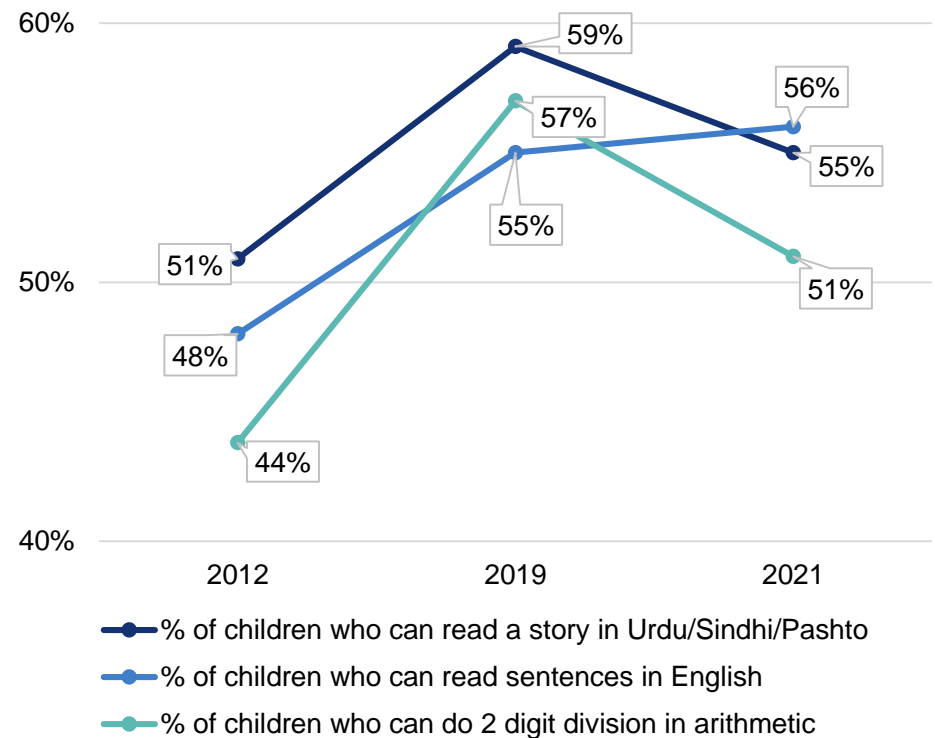
Enrolment in low-cost private schools supported by the Punjab Education Foundation (PEF) has increased by 133% from 2013-18

- PPPs can be politically contentious – and have not gained as much traction in Khyber Pakhtunkhwa
- Public sector can also benefit from partnerships with the private sector in the areas of education management, and other quality related interventions in schools
- Ongoing challenge: how to ensure sustainable funding arrangements, maintain standards, ensure quality, and build a vibrant ecosystem?

# 7. Improved learning outcomes requires thorough understanding and application of pedagogy in everyday classes

- Before COVID-19, learning levels had improved
- Smart Buys: “the most effective interventions change how teachers teach”
- Targeted instruction to children’s levels of learning to help them catch up after COVID-19 school closures
- The **multigrade teaching** pilot aims to adapt teaching to challenging circumstances

### Grade 5 learning levels



Source: ASER, 2012, 2019, 2021; World Bank, 2020, 2022

## 8. School leadership matters

**School leaders should be supported to become instructional leaders, not just administrators**



KESP and PESP  
School Leadership  
Programme:

- enabled monitoring of the *process* of teaching and learning
- instead of a focus on inputs alone

# 9. Quality assessment is crucial

**Assessment is a tool that should inform learning through feedback loops**



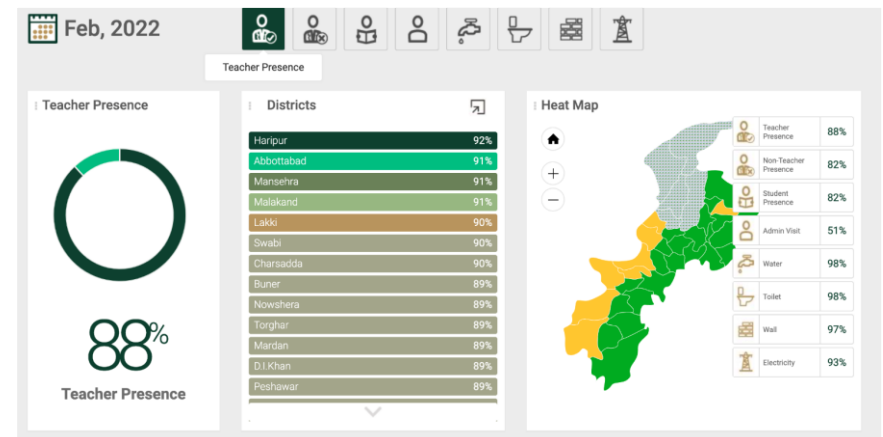
- Change is needed to disseminate assessment results and analysis to primary stakeholders:
  - Teacher trainers
  - Text book writers
  - Policy makers
- Inconsistencies across provincial assessment systems make it difficult to truly understand how well children are learning.

# 10. Technology can support teacher development and improve system administration

## Technology's greatest potential may not lie children using it directly

- Children's learning: how to overcome the digital divide and ensure equitable access and uptake?
- ... but increased participation in Teacher Induction Programme (KESP) through:
  - Increased flexibility, especially for female teachers with childcare commitments
  - Increased participation and engagement, informed by online data

## KP IMU Education Dashboard



We have learnt a lot...now where do we go from here?







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