

**ACADEMY OF EDUCATIONAL PLANNING AND MANAGEMENT
MINISTRY OF FEDERAL EDUCATION AND PROFESSIONAL TRAINING
ISLAMABAD**

Findings and Recommendations of AEPAM's Research Studies

The Academy of Educational Planning and Management (AEPAM) conducted five research studies/ reports during 2014-15 on "Implementation Status of National Education Policy 2009"; "Creation of Management Cadre in Education"; "Financing in Education Sector" and "Follow up Study Professional Development Training of Education Managers under PSDP Projects and implementation of National plan of Action". The main findings and recommendations of these studies/reports are reproduced below:-

1. ***Implementation Status of National Education Policy 2009.*** The main findings and recommendations of the study are given below:

Findings

- i. The policy actions envisaged in National Education Policy 2009 relating to Early Childhood Education i.e. additional budget, separate teachers for ECE, imparting of two-years specialized training and revision of ECE National Curriculum have not been implemented, however, only ECE classes have been started in a few schools in the provinces.
- ii. The "Apna Ghar" residential schools which were required to be established in all districts for poor and needy students have not been established across the country, except in Punjab with a different nomenclature of "Danish Schools" which have been established in 14 districts.
- iii. Government expenditure on education is static around 2% of GDP since long as against the proposed 7% of GDP by 2015.
- iv. Each Provincial/Regional Education Department has developed its own Education Sector Plan in consonance with the policy actions contained in NEP 2009.
- v. Separate Management Cadre has been established only in KPK and Sindh. Whereas other provinces/regions have not gone beyond realization to establish separate academic & educational cadres.
- vi. Only free textbooks up to class X are being provided in all the provinces in public schools except Gilgit Baltistan and Azad Jammu and Kashmir regions.
- vii. No systematic counseling facilities are available to students in any of the provinces/regions from the elementary level as enshrined in the NEP, 2009.

Recommendations

- i. Allocation of additional financial and human resources to ensure infrastructural development and teachers training programmes required for the promotion of ECE in provinces/regions. Therefore, International Donor Agencies may be motivated to enhance cooperation for the development of ECE in Pakistan this regard
- ii. To evolve/develop strong implementation mechanism to ensure proper implementation of NEP 2009 in collaboration with all stakeholders.
- iii. Doing away with the practice of establishing primary and middle schools separately, instead elementary and secondary schools may be established in order to enhance transition rate and reducing dropout rate by increasing number of rooms, teachers and physical facilities.
- iv. Inclusive strategy to reduce the dropout rate be evolved. Various incentive schemes especially for girl students, award of like stipends to girl students' provision of free uniform, stationery, and school bags for needy and poor students may be launched to reduce the drop out rate.
- v. Continuous Professional Development Programmes for teachers focusing on learning outcomes and quality education are to be developed on three years cyclic basis as proposed in NEP, 2009. Professional Development programme may cover pedagogical, subject contents knowledge and use of ICT to facilitate teaching and learning process in the classroom.
- vi. Free textbooks may be provided to the students enrolled in public schools at secondary level in Gilgit Baltistan and Azad Jammu and Kashmir regions on the analogy of other provinces/areas to ensure retention of students in schools.
- vii. Career counseling may be initiated in all public schools from elementary level onwards in order to constructively utilize potential of the students for their career development.
- viii. Multipronged strategy to reduce poverty, provision of physical facilities, teacher absenteeism may be evolved to reducing the high dropout rate at primary level.

2. ***Feasibility Study for Creation of Management Cadre in Education.*** The main findings and recommendations of the study are given below:

Findings

- i. Overwhelming majority of the Education Managers responded positively in favour of creating separate Management Cadre and opined it would impact access, equity, quality and governance in education.
- ii. Separate Management Cadre along with governing rules have been framed and notified only in Khyber Pakhtunkhwa and Sindh. Education Management Cadre has been bifurcated into three sub-tiers of service in Sindh, whereas no such distinction exists in KPK.
- iii. Most of the Education Managers lack financial and administrative skills. Education Managers selected on parity by initial recruitment and promotion from within the existing teaching cadre may be imparted in-service training to enhance their managerial skills for effective service delivery.
- iv. Professional growth of Education Managers and Teachers has become more secure as compared to the previous system of selection and promotion and would institutionalize the concept of right person for the right job.

Recommendations

- i. Education Management Cadre along-with ancillary service rules may be established/formulated in all provinces/ regions
- ii. The feeding cadres may be restricted to education only and in no case executive services be allocated share in Education Management Cadre
- iii. Induction into Education Management Cadre may be made both through initial recruitment and promotion from the existing human resource in education sector.
- iv. Selected Education Managers to be imparted specialized in-service training in financial management, office management, personnel management, planning, community participation and IT skills.

3. ***Financing in Education Sector.*** The main findings and recommendations of the study are given below:

Findings

- i. Federal Government has allocated Rs.98.98 billion for education sector for the year 2015-16 against the expenditure of more than Rs.65.250 billion in 2012-13 (increase 52%). Although increase in education budget of all Provinces is witnessed during the preceding three years and the current education budget 2015-16 but the overall share of education as proportion of total budget outlay has decreased except in Balochistan in 2015-16.
- ii. The major chunk of Federal Education budget has been allocated for Higher Education i.e. 78% of total education budgetary allocation as compared to primary and secondary levels of education whereas the trend in Provincial budgets is conversely tilted towards primary and secondary education. Share of technical and vocational education is limited to one percent
- iii. The budgetary allocation to education has remained static around 2 % of GDP for more than a decade. Provinces need to gear up resource generation over and above the share received from the Federal Divisible Pool under 7th NFC award.
- iv. Per students expenditure on Education in Sindh province is comparatively higher than KPK and FATA despite less number of enrolled students. Conversely Sindh is spending more on per student as compared to other provinces.

Recommendations

- i. To fulfill longstanding commitment to enhance share of education out of GDP initially to at least 4% and finally 6% or 7% annually.
- ii. Share of Technical and Vocational Education may be increased to ensure socio-economic development of the country.
- iii. Redressal of inequities in distribution of allocated education funding at district level and to ensure focus on disadvantaged groups and areas.
- iv. Provinces to increase generation of resources over and above NFC award allocations
- v. To ensure effective co-ordination between various stakeholders to devise strategies for implementation of National Action Plan and Provincial Education Sector plans.

4. ***Professional Development Training of Education Managers under PSDP Projects:***
A Follow up Study. The main findings and recommendations of the study are given below:

Findings

The findings of the study indicated that there was a very positive impact of the capacity building programs carried out by AEPAM under ELIM and FMGG Projects. Trainees were of the view that the training programs of AEPAM were relevant to their job requirements and their knowledge and skills have been improved. They indicated that they are applying the acquired knowledge and skills in the field. (i) Capacity building programmes impacted positively on faculties of the trainee education managers. (ii) Training programmes were found to be relevant to their job requirements. (iii) Acquisition and honing of administrative and financial skills have proved to be beneficial in the field and resulted in prudent administrative and financial discipline in the educational institution.

Main recommendations based on the participant's feedback are as under:-

- i. The duration of the training program of FMGG may be two weeks instead of a week.
 - ii. Practicum time may be increased especially regarding use of information communication technology, computation of pension, preparation of budget and preparation of PC-IV
 - iii. Second chance may be provided to those trainees who have already attended the earlier training programs under FMGG project to refresh their knowledge and skills
 - iv. Emerging trends in the present changing local government systems may be continued in the next phase of FMGG Project and revised financial rules and regulations may be included in the contents of next phase of FMGG Project.
5. ***Annual Progress Report (2013-14) on Implementation of National Plan of Action to Accelerate Education-Related MDGs (2013-16)***

This Report provides an account of the progress towards the education related MDGs based on the most recent education data for the school year 2013-14 with particular focus on access to education indicators such as GER and NER. The report has tried to explore to what extent the provinces and regions have implemented the NPA and achieved its targets. The findings and recommendation are reported below:

Findings

All the Provinces and Areas have made some special efforts in reducing the out of school children and to enhance the access to education, however, the pace of progress remains very slow in achieving the plan's targets. The NER in overall country has increased from 68% in 2012-13 to 72% in 2013-14. Combined increase in school enrolment by public and private sectors of education and

Deeni Madaris comes to 12% during 2013-14. This means country is slowly moving towards achieving goals of Education For All, Right to Education, and Universal Primary Education (MDG 2). Provincial and Area governments have increased share of development budget for education in their provincial budget, which is a positive trend. Closing down of thousands of Basic Education Community Schools and Feeder Schools in the provinces established by National Commission for Human Development and National Education Foundation is a matter of great concern and a disappointing trend. During the Progress Review Meetings with Provincial and Area Departments of Education, each province and area came up with its own set of problems. The most common problems identified by the Provinces and Areas are summarized below:

1. Financial constraints
2. Poverty
3. Lack of public awareness
4. Centralization of authority
5. Terrorism and poor law and order situation
6. Gender disparity
7. Poor capacity of and insufficient trainings for teachers
8. Distant location of schools

Recommendations

Representatives of Provincial and Area Departments of Education, during a series of Progress Review Meetings, presented number of recommendations for expediting implementation of NPA. Out of these, key recommendations have been listed below:

- i. Implementation of Article 25-A of the Constitution by all provinces and Area, including Federal Government, in letter and spirit.
- ii. Allocation of additional resources required by Education Departments for enrolment of about 25 million out of school children of age 5 to 16 years.
- iii. Incentives for enrolment and retention of poor out of school children
- iv. Raising budget for education, particularly under development head for primary education
- v. Increasing education budget up to 4% of GDP and a minimum of 20% development budget for education by the provincial and Area governments.
- vi. Timely release of funds to districts and schools
- vii. Robust monitoring system involving Information and Communication Technologies (ICTs) and innovative approaches
- viii. An independent data collection and monitoring system

- ix. Third Party validation for cross checking of data and monitoring of progress
- x. Strengthening of EMIS for provision of timely and reliable data for educational planning and management
- xi. Eliminating political interference in appointments, postings, and transfer of education personnel.
- xii. Massive awareness campaigns and effective utilization of print and electronic media for promotion of education
- xiii. Establishment of more NFBE Schools proportionate to the number of out of school and dropped out children.
- xiv. Develop a comprehensive policy for NFE and Adult Literacy (AL) supplemented with provision of required budget on a regular basis
- xv. Use innovative, technology based approaches for NFE with the help of private sector
- xvi. Use of mother tongue at primary level as a medium of instruction
- xvii. Minimum Standards for schools environment should be developed, finalized, approved, and implemented.
- xviii. Curriculum reforms to produce child centered and interactive learning materials and provision to schools
- xix. Enhance community participation to strengthen school-community linkages
- xx. Proper coordination mechanism should be established among different tiers and organs of Education Departments to periodically review progress of education projects and recommend corrective measures.
- xxi. Mechanisms should be put in place for Inter-Provincial Coordination

CONCLUSIONS

It is evident from the findings of the aforementioned studies that National Education Policy 2009 has not been fully implemented. There is need to evolve/develop strong implementation mechanism at national and provincial level to ensure proper implementation of NEP 2009 in its true spirit. As far as creation of Management Cadre in Education Sector was concerned, the study found that overwhelming majority of the Education Managers were in favor of creating separate Management Cadre because they believe that establishment of Management Cadre would impact access, equity, quality and governance in Education. The study on financing in education revealed that Federal Government has allocated Rs.98.98 billion for education sector for the year 2015-16 against the expenditure of more than Rs.65.250 billion in 2012-13 (increase 52%). The major chunk of Federal Education budget has been allocated for Higher Education that is approximately 78% of total education budgetary allocation as compared to primary and secondary levels of education. The trend in Provincial budgets is conversely tilted towards primary and secondary education. Professional development training for educational managers is very crucial for broadening knowledge and understanding and improving the skills of education managers. Majority of the education managers were satisfied with the quality and relevancy of training provided by AEPAM. They indicated that their knowledge and skills have been improved and they are applying the acquired knowledge and skills in the field. Recommendations given by the representatives of provinces and regions for implementation of NPA are very pragmatic which need due consideration at highest decision making level if we want to make Pakistan a learning society and meet learning needs of millions of its out of school children, most of whom belong to poor strata and disadvantaged segments of the society.