

# Education of Disadvantaged Children in OIC: The Key to Escape from Poverty

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Prepared for the Standing Committee for Economic and Commercial Cooperation of the Organization of  
Islamic Cooperation (COMCEC)  
by Development Analytics



Standing Committee  
for Economic and Commercial Cooperation  
of the Organization of Islamic Cooperation (COMCEC )



# Outline

- Methodology
- Case1: Senegal
- Case2: Turkey
- Case3: Jordan
- Case4: Pakistan
- Recommendations
- Conclusion

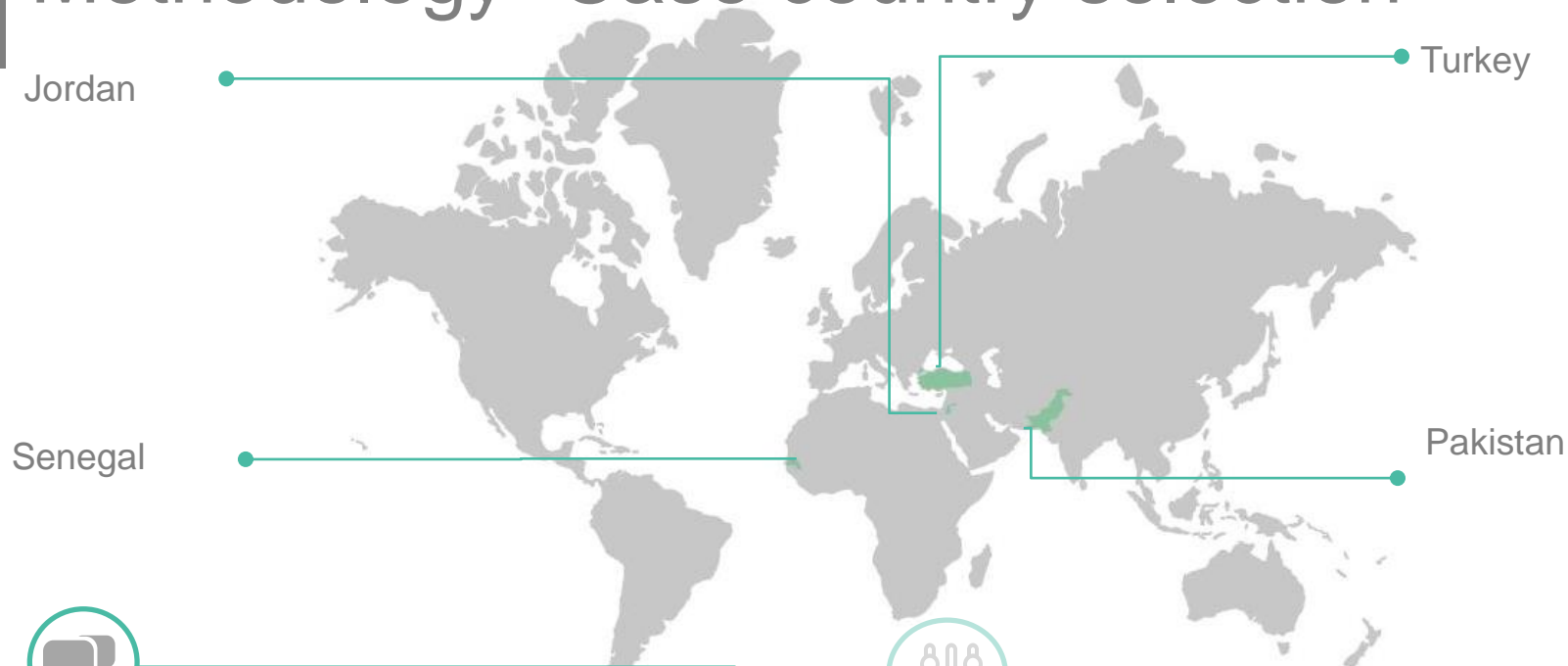
# Methodology- Case country selection

Case country selection was done taking into consideration:

- Representation of different income groups
- Representation of different OIC regions
- Microdata availability
- Giving precedence to countries that have been studied less in previous reports

Country	Income group	OIC Region	Microdata Availability	Earlier data	Later data
Senegal	Low income	Africa	✓	DHS 2005	DHS 2015
Pakistan	Lower Middle	Asia	✓	DHS 1990	DHS 2012
Turkey	Upper Middle	Asia	✓	DHS 2003	DHS 2013
Jordan	Upper Middle	Arab	✓	DHS 1997	DHS 2012

# Methodology- Case country selection



## Interviews and literature review

- Interviews to understand the country context
- Literature review on barriers, policies and programmes



## Microdata analysis

- ✓ Demographic and Health Surveys (DHS) are obtained
- ✓ Simple descriptive statistics
- ✓ Regression analysis
- ✓ Human Opportunity Index (HOI)



## Case #1: Senegal

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# Overview & Determinants of Access to Schooling

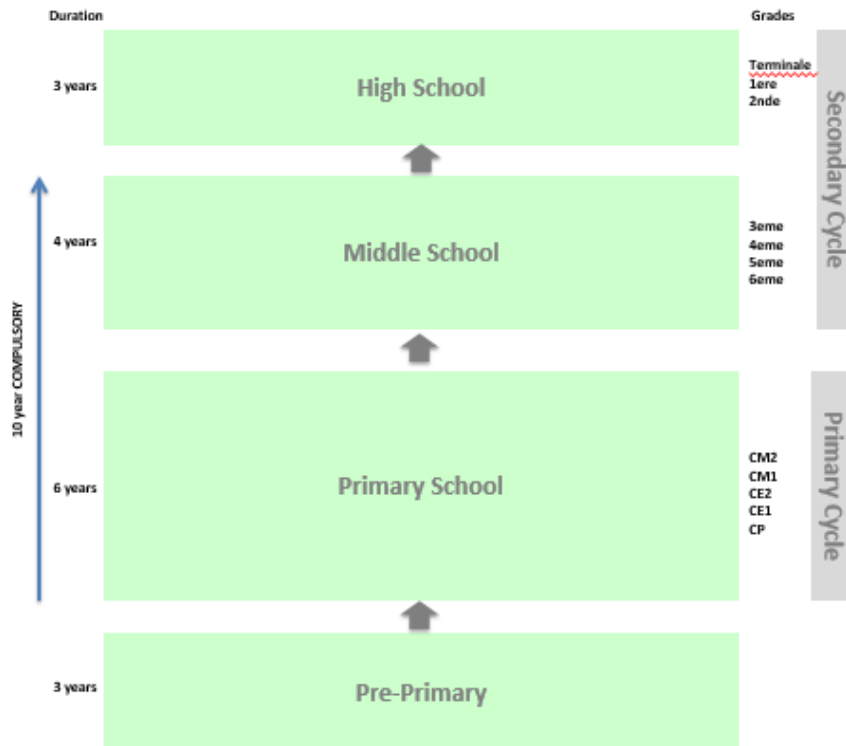
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*Education system overview in Senegal*  
*Access to Schooling*  
*Inequality of Opportunity in Access to*  
*Education in Senegal using the Human*  
*Opportunity Index*  
*Issues related to quality of education*

# Education System Overview in Senegal

Education in Senegal is mostly centrally planned, delivered and monitored

## Grades and Cycles

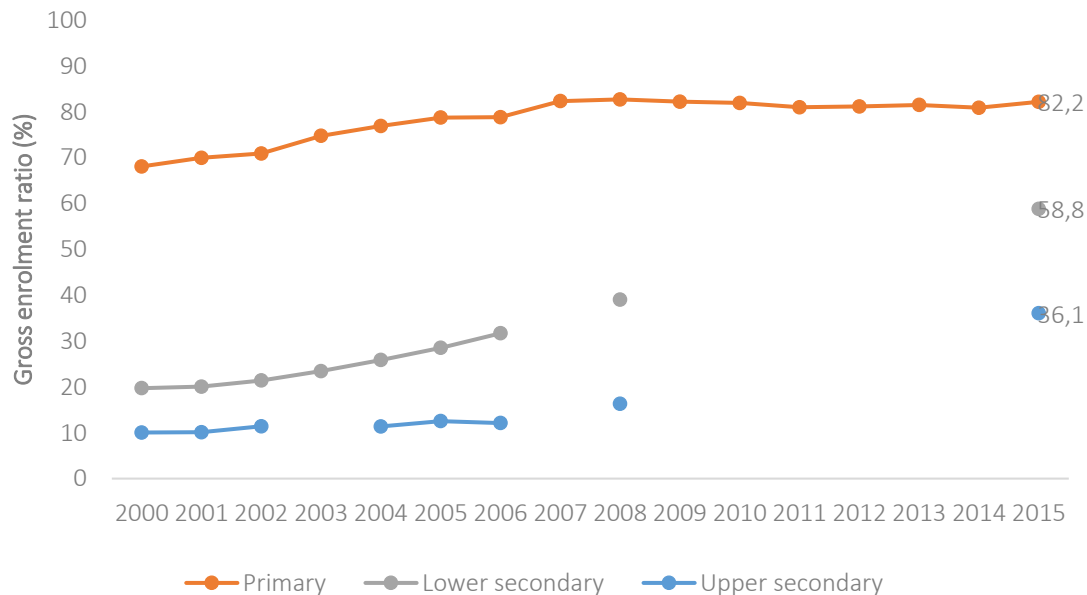


- *The Ministry of National Education is the main government body that holds the power of decision- and policy-making.*

## 10 years of compulsory and free education

- *There are several types of schools: the classical French public schools, the private secular schools, the Franco-Arab public schools, the Franco-Arab private sector, the Catholic private sector, associative schools, the Protestant private sector and community schools*
- *The rapid increase in the schooling population places great pressure on the education system.*

# Access to Schooling: Trends in access to schooling

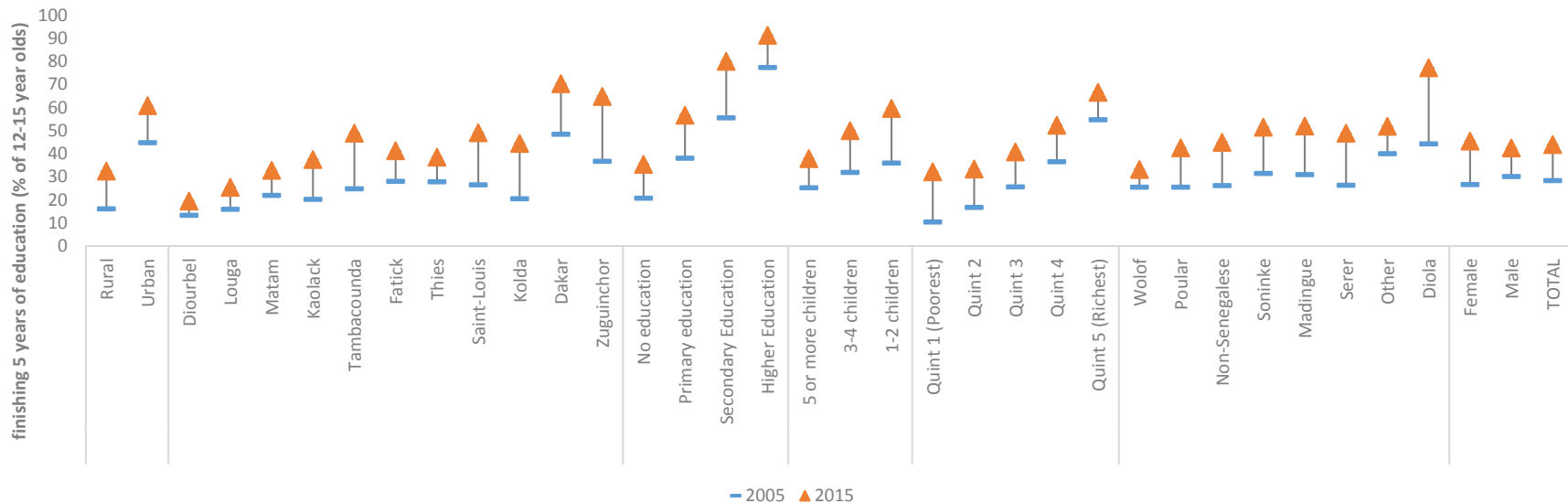




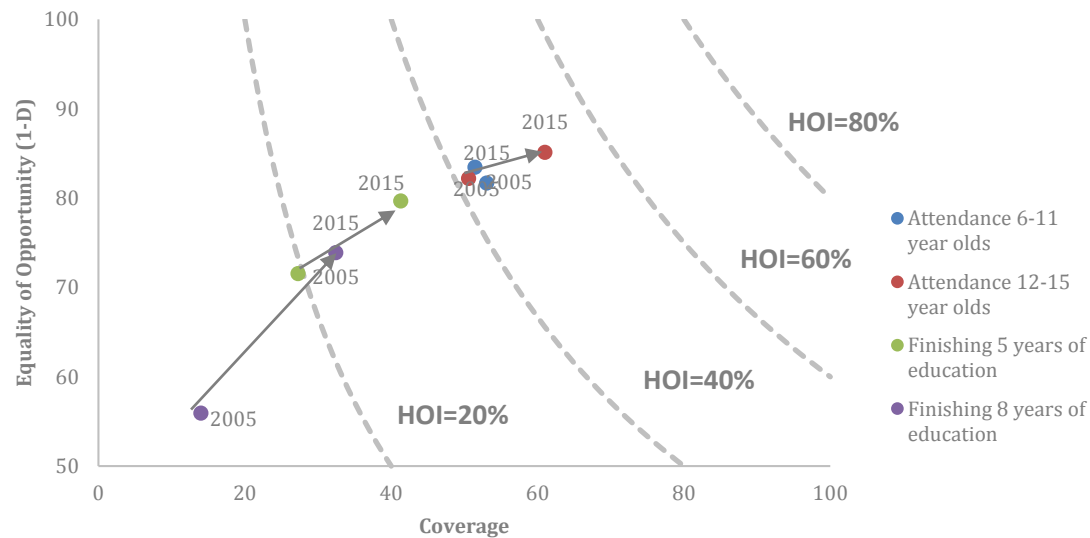
# Access to Schooling: Attendance in School (6-11 year olds)




# Access to Schooling: Finishing 5 years of education (12-15 year olds)



# Inequality of Opportunity in Access to Education in Senegal using the Human Opportunity Index





## Country specific challenges, barriers, and bottlenecks

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*Access to education*

*Quality education*

*Education financing*

# Access to Education



## Demand-Side Barriers

- Parental attitudes
  - Nationalism
  - Religion
- Poverty
- Child labour
  - Street beggars
  - Daaras
- Violence
- Gender (secondary)
- Refugees

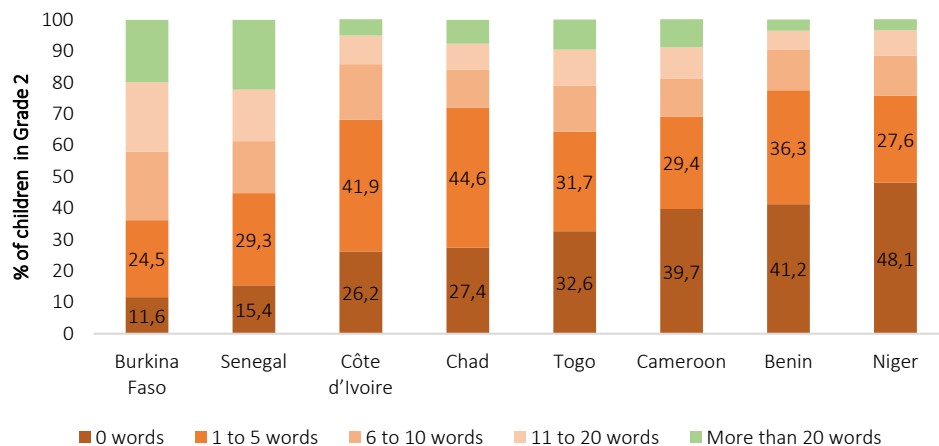
## Supply-Side Barriers

- Governance, M&E
- Curriculum
- Administrative barriers
- Quantity and quality of school supply
- Disability
- Language of instruction
- Pre-school

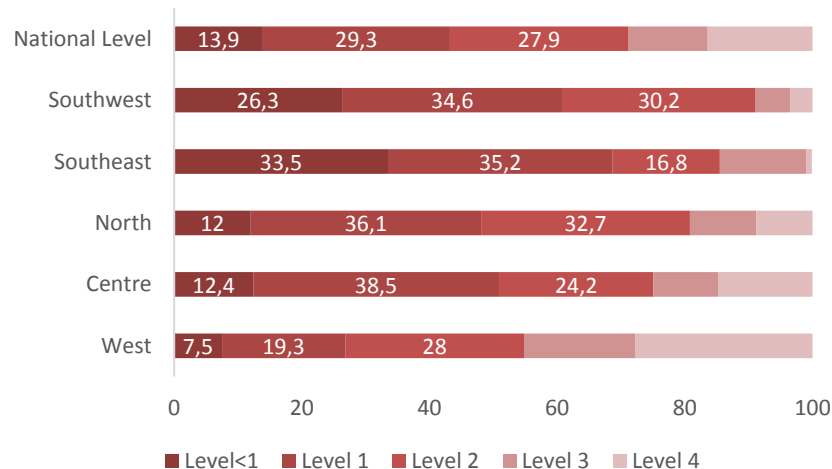
# Issues related to Quality of Education

In Senegal, inequalities in learning outcomes still persist.

*Distribution of Pupils by Average Number of Words Read Accurately in One Minute – Early Primary (Grade 2)*



*Distribution of Pupils in the PASEC2014 Language Competency Scale - Early Primary (Grade 2)*



# Education financing

High investment levels in the education sector

24.8%

% of government budget allocated to education

7.2%

% of GDP allocated to education



90%

90% of total spending goes to recurrent expenditures

## Budget Composition

Only 10% left for capital expenditures. Which leads to financing shortages for purchasing of instructional material and other inputs affecting the quality of education.

Dividing the education spending into how much is spent on access, quality and management leads to another striking feature: this spending did translate into higher education access rates as seen in the earlier section but the quality of schooling has lagged behind and reflects its low investment levels.

## Inefficient Budgets

With almost 40% of the education budget being spent on primary school, the low performance and high drop out rates through those grades are concerning. Regional disparities are manifest in varying levels of efficient management of budgets. GERs and attendances rates for 5-11 years old have been increasing sluggishly, in spite of the continued high investment levels.

According to a recent survey, the “most important reasons for dropping out of Grade I were parents' limited financial means (21%), lack of Arabic as a learning language at school (19 %), health problems (14%) and the need for children to support their parents (14%).

## Policies & Programmes



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*Long term strategic plans*

*Notable programmes:*

*School Feeding Programme*

*Modernization of Daaras*



# Long term strategic plans

2013-2015 Programme for Improving Quality, Equity and Transparency (PAQUET)



Access to Education



Strategic priorities

- Establish the 10-year compulsory basic universal education



Quality Education



- Focus on quality of education
- Implement project: Quality Improvement and Equity of Basic Education
- Improve learning outcomes of students especially in grades 1 through 4 .



Governance,  
Accountability and  
Transparency



- Establish monitoring and evaluation processes and create accountability systems to enhance school staff's productivity
- Improve transparency (and thus accountability)
- Improve the budget efficiency of the education sector

# Notable programmes: School Feeding

World Food Programme's support to "School Feeding program"



School Feeding



Why?

improve the enrolment rate and academic performance of learners, improve their ability to concentrate and learn, contribute to meeting the nutritional needs of schoolchildren.



How?

The WFP focuses this assistance on areas affected by food insecurity and malnutrition, where school indicators are lowest.



Management and Monitoring

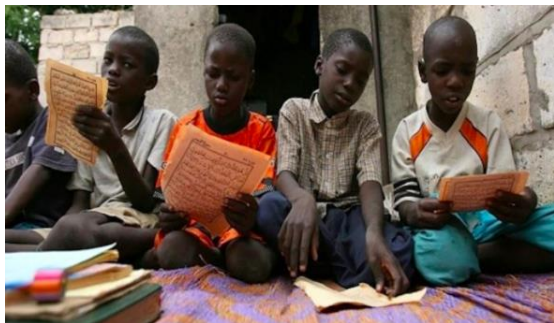
School canteen operated by the School Management Committee (CGE), in which parents of pupils are heavily involved. The overall supervision of the program is carried out by the Division of School Canteens (DCaS) of MEN, in conjunction with WFP and other partners.



Innovations

The innovative approach of the school feeding program centres around (1) the involvement of parents in the canteen (2) creating and establishing a very local supply chain for the provision of WFP's food support to the local economies (3) the introduction of the "cash & voucher" method of supplying school canteens through food vouchers from local retailers.

# Notable programmes: Modernizing Daaras



Modernizing Daaras



What?

Since the Daaras Inspectorate was established in 2008, under the supervision of the Ministry of Education, the Senegalese State has set up the concept of "Modernization of Daaras".



Why?

With the objective of responding to the educational aspirations of parts of their population



How?

- The establishment of a harmonized curriculum based on a tri-lingual approach.
- Rehabilitation and equipment of Daaras (learning environment)
- Establishment of a regulatory framework (governance)



Other relevant programs

- Project of trilingualism and vocational training with the Directorate of Literacy and National Languages (DALN), financed by UNICEF
- USAID/EDB project for the introduction of the French language in the regions of Dakar, Louga, Saint Louis and Matam .
- World Bank project (PAQUEEB) which supports 100 Daaras in Senegal with the introduction of the French language
- The Project of Support to the Modernization of the Daaras (PAMOD) financed by the Islamic Bank of Development (ongoing) but implemented by the Ministry of Education.



## Conclusion & Recommendations

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# | Conclusion



Senegal has made great strides over the past decade in terms of access to schooling by the general population but also by poor children



The increasing access trends have been accompanied by a decline in the quality of education



There are promising ongoing strategies and programmes

# Recommendations

Continue to focus on alternative models of education



Strengthen the implementation of devolution



Improve budget related issues



Provide incentives for parents to send their children to schools



Focus on issues related to language



Remove barriers in front of obtaining a Birth Certificate





## Case #2: Turkey

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# Overview & Determinants of Access to Schooling

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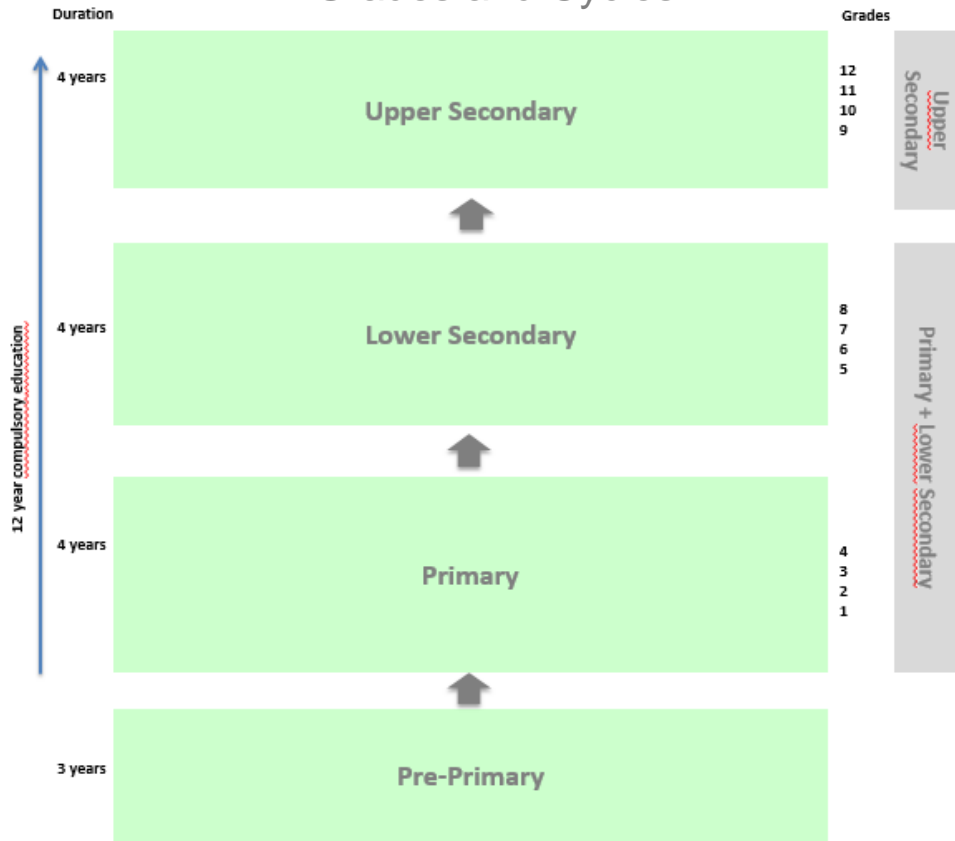
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# Education System Overview in Turkey

Education in Turkey is centrally administrated, planned, delivered and monitored.

## Grades and Cycles



- The Ministry of National Education (MoNE) is the main government body that holds the power of decision- and policy-making.*

## 12 years of compulsory and free education



17,319,433  
Students.



62,250  
Schools

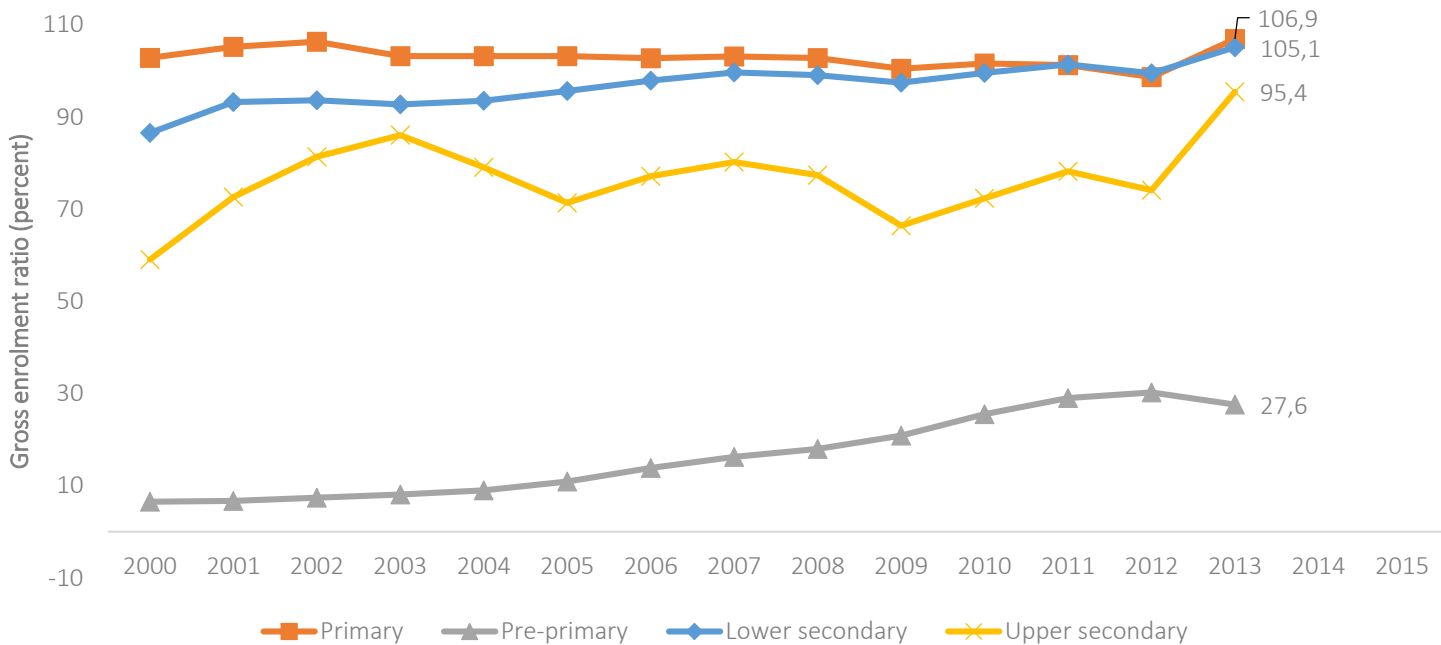


682,761  
Classrooms



1,005,380  
Teachers

# Access to Schooling: Trends in access to schooling



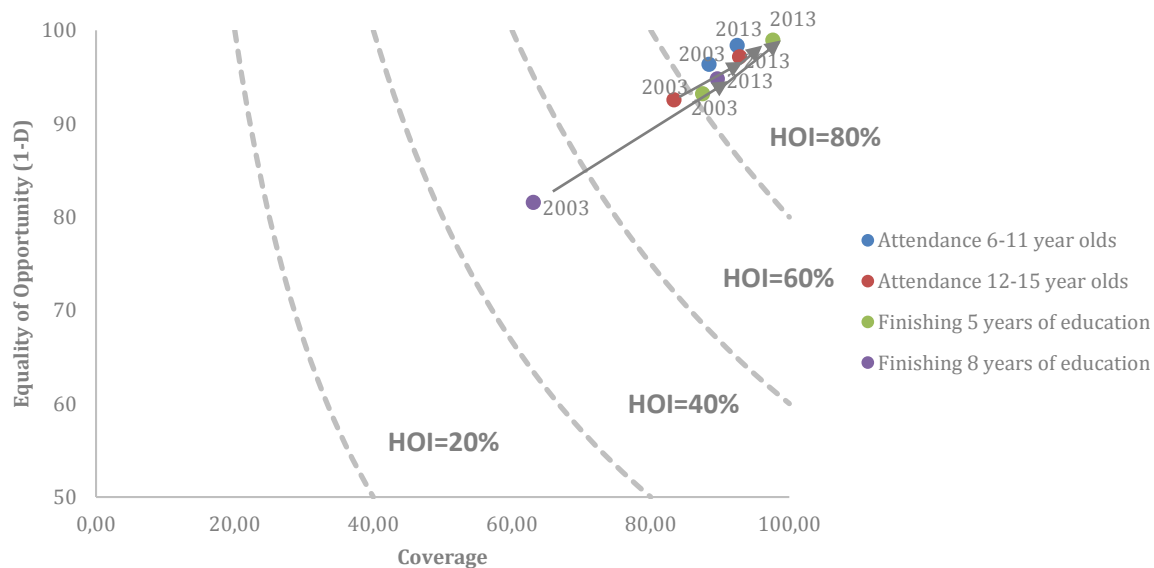
# Access to Schooling: Attendance in School (6-11 year olds)




# Access to Schooling: Finishing 5 years of education (12-15 year olds)



# Inequality of Opportunity in Access to Education in Turkey using the Human Opportunity Index





## Country specific challenges, barriers, and bottlenecks

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*Access to education*  
*Quality education*  
*Education financing*

# | Access to Education



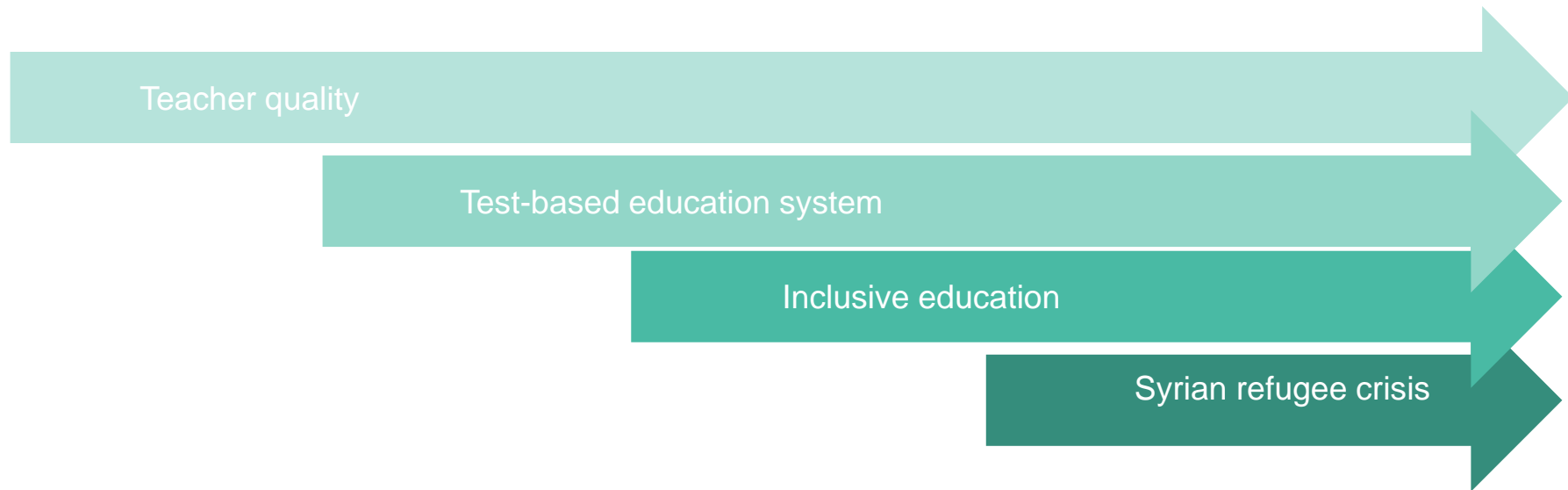
## Access to Early childhood education

- Pre-primary and early childhood education are still not widely available in Turkey.
- The net schooling ratios in pre-primary education are 12.48, 36.15, and 70.43 percent for children age 3, 4, and 5 respectively.

## Absenteeism of Students

- Inequalities in access to education decreased.
- Unexcused absence in primary and lower secondary education increased over the years.

# | Quality Education

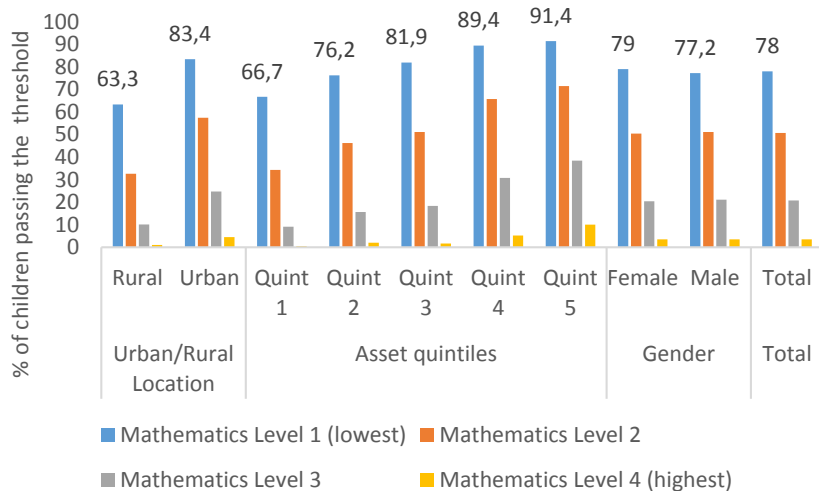




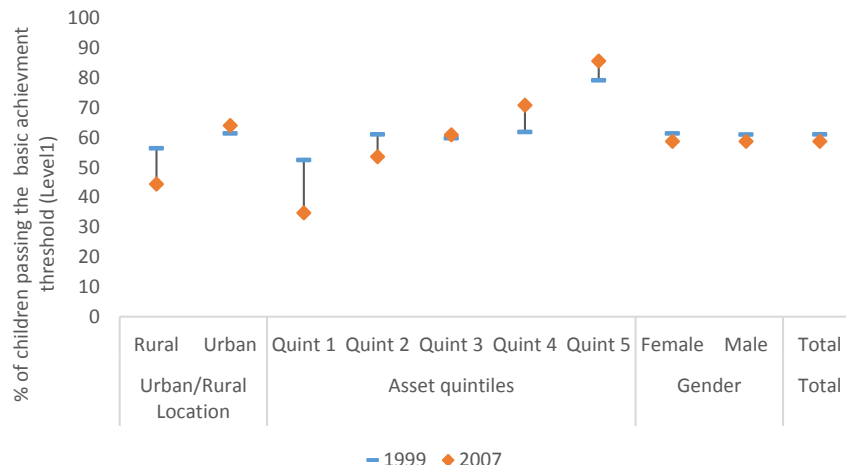
# Issues related to Quality of Education

While Turkey successfully decreased inequalities in access to education in many respects, inequalities in learning outcomes still persist.

Learning achievement in mathematics, % of 4th grade students passing the achievement thresholds in TIMSS 2011

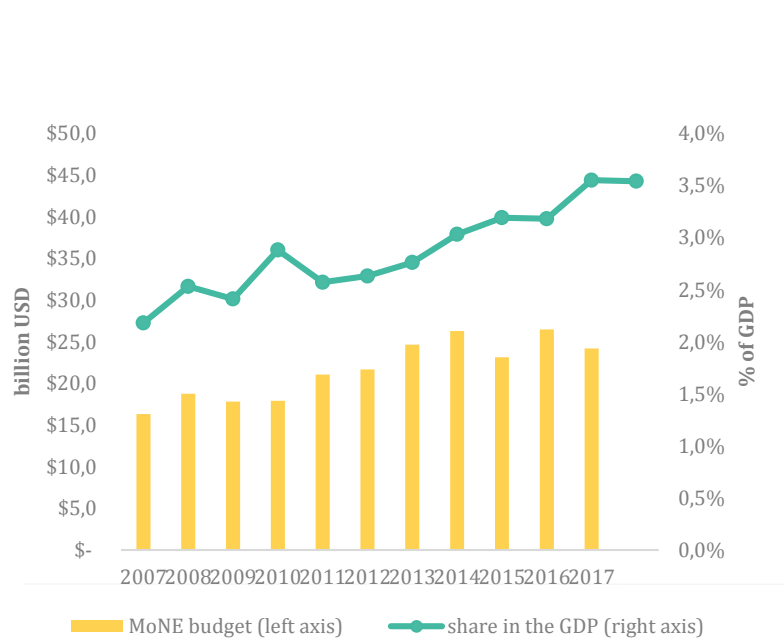


Learning achievement in mathematics, % of 8th grade students passing the basic achievement threshold in TIMSS (Level 1)



# Education financing

MoNE's budget and its share in the GDP follows an increasing trend. However, MoNE's 3.54 % share in the GDP is still lower than recommended 4-6 %.



Financial transfers

**0.03%**

Transfers to public boarding schools and bursaries

**2.59%**

Social security premiums

**10.50%**

Financial expenses

**8.51%**

Purchase of goods and services

**9.53 %**

Human resources

**68/85%**

## Policies & Programmes

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*Long term strategic plans*

*Notable programmes:*

*Education of children with special needs*

*Increasing girls` access to school*

*Bussed education*

*Use of ICT in Education: FATIH Project*

# Long term strategic plans

MoNE sets out their strategic plans in 2015-2019 strategic plan document.



Access to Education



Quality Education



Institutional Capacity



## Long term strategic plans

- increase the average years of schooling
- Increase the net schooling ratio in preschool
- Reduce dropout rates
- Reduce the rate of absenteeism

## Long term strategic plans

- Reduce the repetition rates
- Increase number of nutrition friendly schools
- Increase number of schools with white flag certificate
- Promote participation in sports, science, and arts

## Long term strategic plans

- Reduce pupil:teacher ratio
- Improve the status of teaching occupation
- Improve conditions of work environments for teachers
- Get necessary precautions taking into account differences across regions and institutions
- Upgrade the career and rewarding system

# Notable programmes: Children with special needs



Providing education for children with special needs



- What?
- MoNE provides special education services for children with special needs.
  - The education is compulsory for children with special needs
  - In 1,557 institutions 71,542 students are provided education.



Why? To provide the equal opportunities for all children to access to education.



How?

- 1 – Diagnosis:
- 2 – Inclusive education classrooms To ensure the children with special needs have opportunity to interact with their peers
- 3 – Home education for children who cannot attend the school
- 4 – Preschool education
- 5 - Non-formal education for individuals with special education needs

# Notable programmes: Increasing girls' access to school



Increasing girls' access to school



**What?** MoNE, in collaboration with public and private partners, implements nationwide projects focusing on girls' education



**Why?** To reduce the gender disparity by increasing girls' access to education



**How?** 1 – **Come on girls, let's go to school:** Began in 2003 in 10 provinces. Jointly implemented by MoNE and UNICEF. The programme was run for 4 years and ended in 2007 with 239,112 girls enrolled in formal education.

2 - **Technical Assistance for Increasing School Attendance Rates Especially for Girls:** First phase rolled out in 2011 .The aim of this project is to i) increase girls' attendance rates in primary and secondary education, ii) refine labour skills and competence, and iii) raise awareness.

# Notable programmes: bussed education



Bussed education



What?

The MoNE provides a bussed education service for children who cannot go to school



Why?

To provide equal access to school for all children irrespective of their location of residence



How?

1 – Bussed education started as a pilot programme in a total of five schools in two provinces and it has reached all the provinces of Turkey by 2006-2007 academic year.

2 – It is provided for children at primary or secondary schools, or in special education.

3 – Identification, and planning of the students who will receive this service are carried out by the provincial directorates of the Ministry of National Education.



Management  
and  
Monitoring

1 - Bussed education has a positive impact on extension of 8 years compulsory education, particularly for girls and children from poor families.

2 – In the 2016 – 2017 academic year, 817,799 students were transported to school by bus.

# Notable programmes: use of ICT in education - FATİH



FATİH Project (Action to Increase Opportunities and Improve Technology)



What?

The MoNE provides interactive boards and mobile tablets for students and teachers to encourage use of information technologies in schools



Why?

To enhance educational opportunities for all children through the use of educational technologies.



How?

1 –FATİH principles: accessibility, productivity, equality of opportunity, measurability, and quality.

2 – A main component of the project is to provide interactive boards in every classroom and tablets for students from the 5th grade onwards.

3 – As of 2017, 432,288 interactive boards have been placed in classrooms. Next year, in 2018, 295,000 more interactive boards are planned to be provided to new classrooms.

4 – To date, 45,653 multipurpose printers have been given to schools. The number of tablets distributed has reached 1,437,800. Of these tablets, 1,132,361 were distributed to 9th grade students and 305,439 to teachers

5 – An online platform called Educational Informatics Network (EBA) is integrated in the FATİH system to allow teachers upload content and share with students.





## Conclusion & Recommendations

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# | Conclusion



Combating inequality in access to education has been successful so far but there is still room for improvement.



The system established for schooling of special needs children stands out as a good example.



Technology use in education is promising.

# Recommendations

Mitigate the impact of poverty and regional disparities in access to schooling



Reach complete enrolment rates in primary education

Eliminate the unexcused absenteeism cases



Improve quality of education



Increase coverage for children with special needs in education



Significant amount of investments needed regarding inclusion of Syrian children in formal education





## Case #3: Jordan

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# Overview & Determinants of Access to Schooling

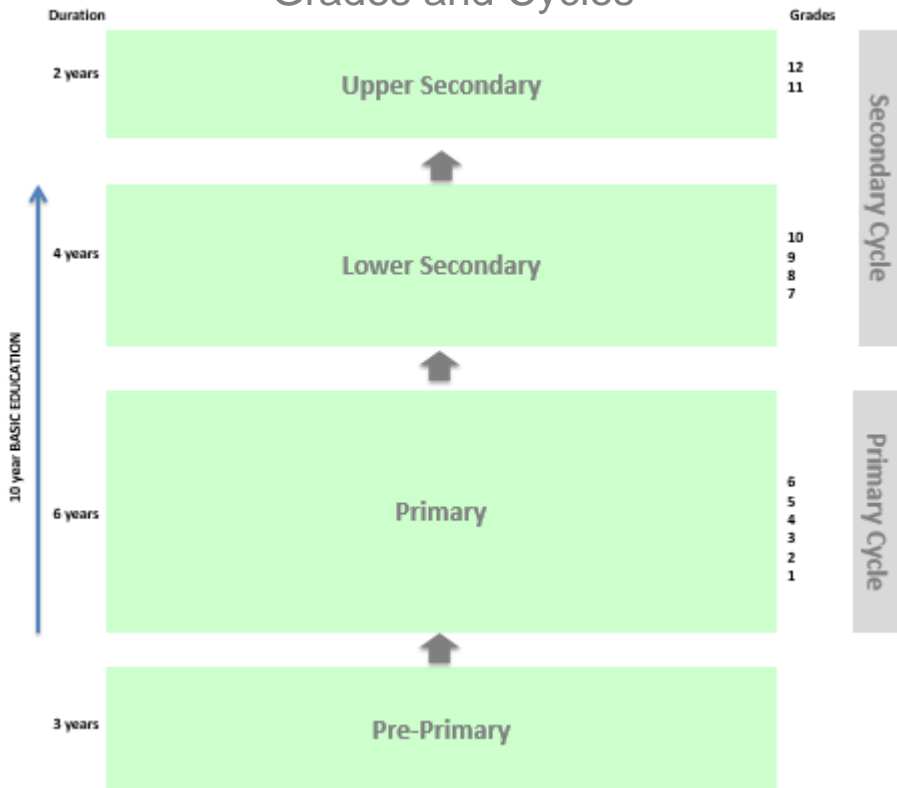
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# Education System Overview in Senegal

Education in Jordan is mostly centrally planned, delivered and monitored

## Grades and Cycles

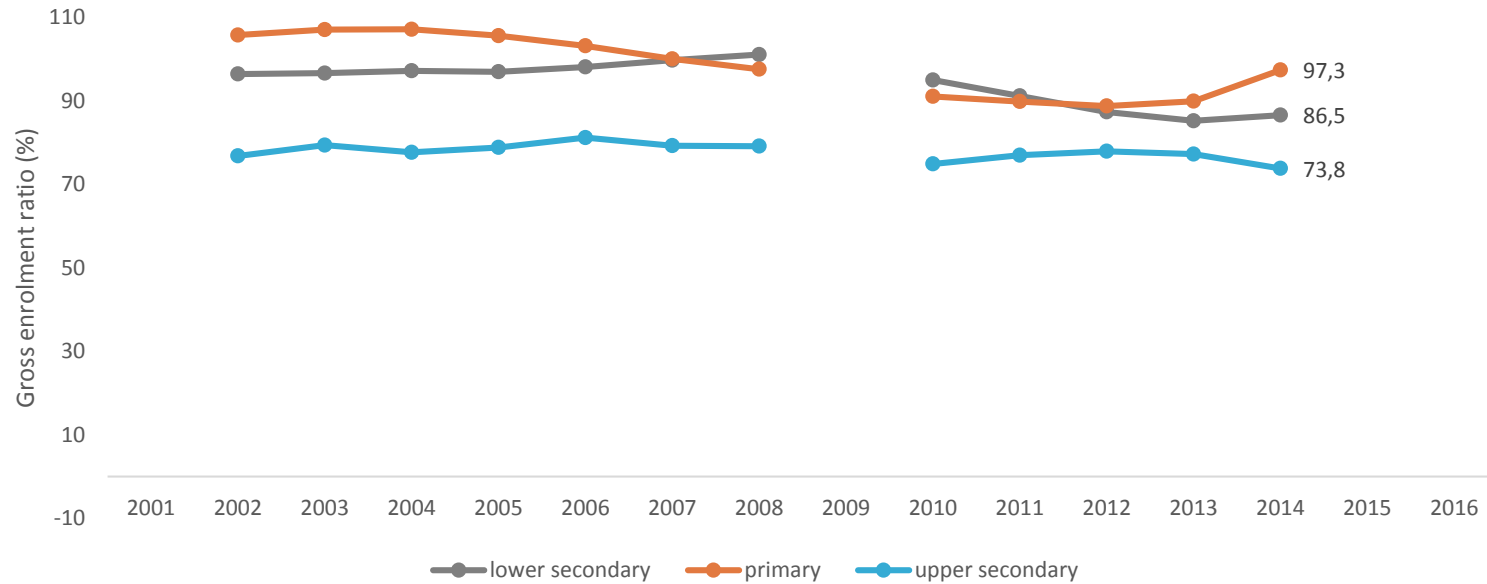


- *The Ministry of Education (MoE) is the main government body that holds the power of decision- and policy-making.*
- *Some administrative powers have been decentralised at the governorate and school-level*
- *MoE has full control the management of personnel and the development of the curriculum.*

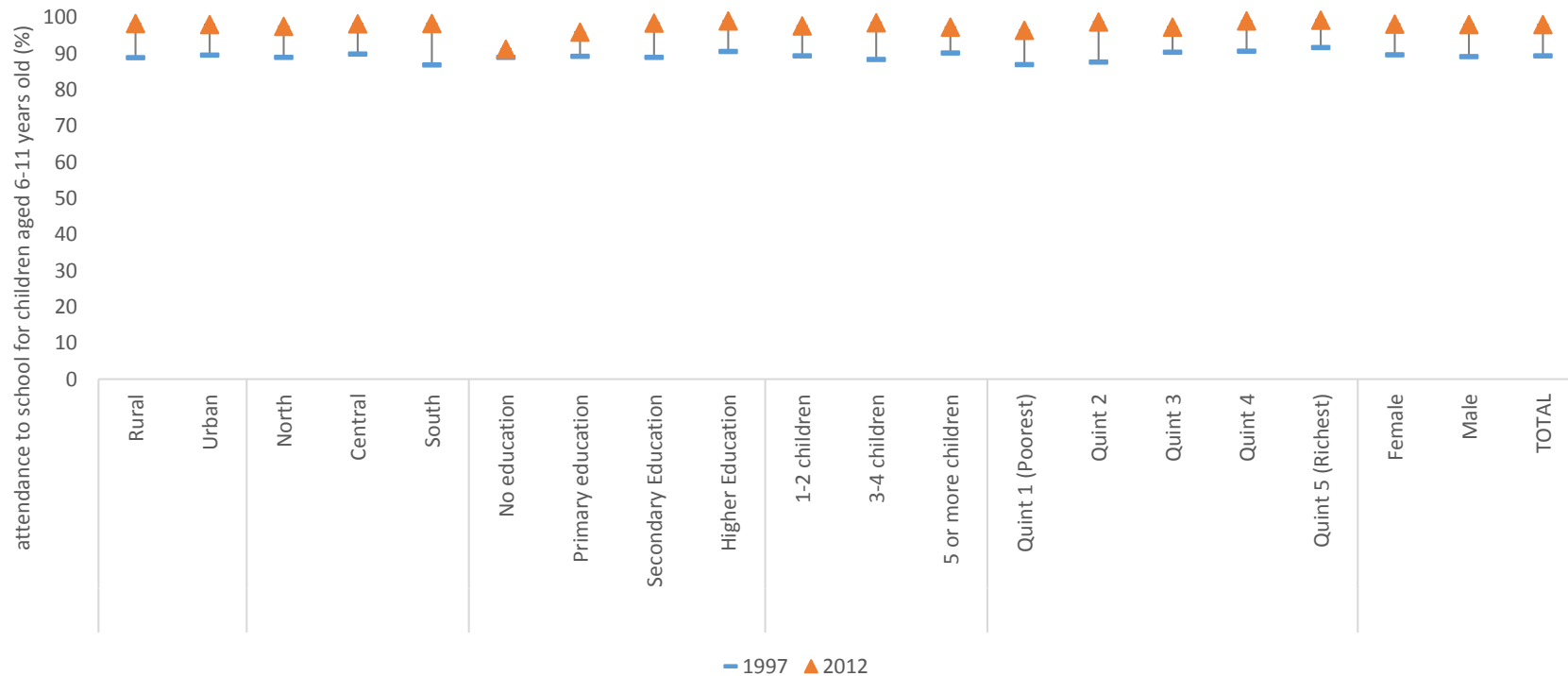
■ **12 years of free education and 10 years of compulsory free education**

- Compulsory education is free for Jordanians and Syrians the curriculum is designed by the MoE and textbooks are produced and distributed by the MoE
- UN agencies also run some schools inside refugee camps. And (UNRWA) provides basic education free of charge to all Palestinian refugees in Jordan.

# Access to Schooling: Trends in access to schooling

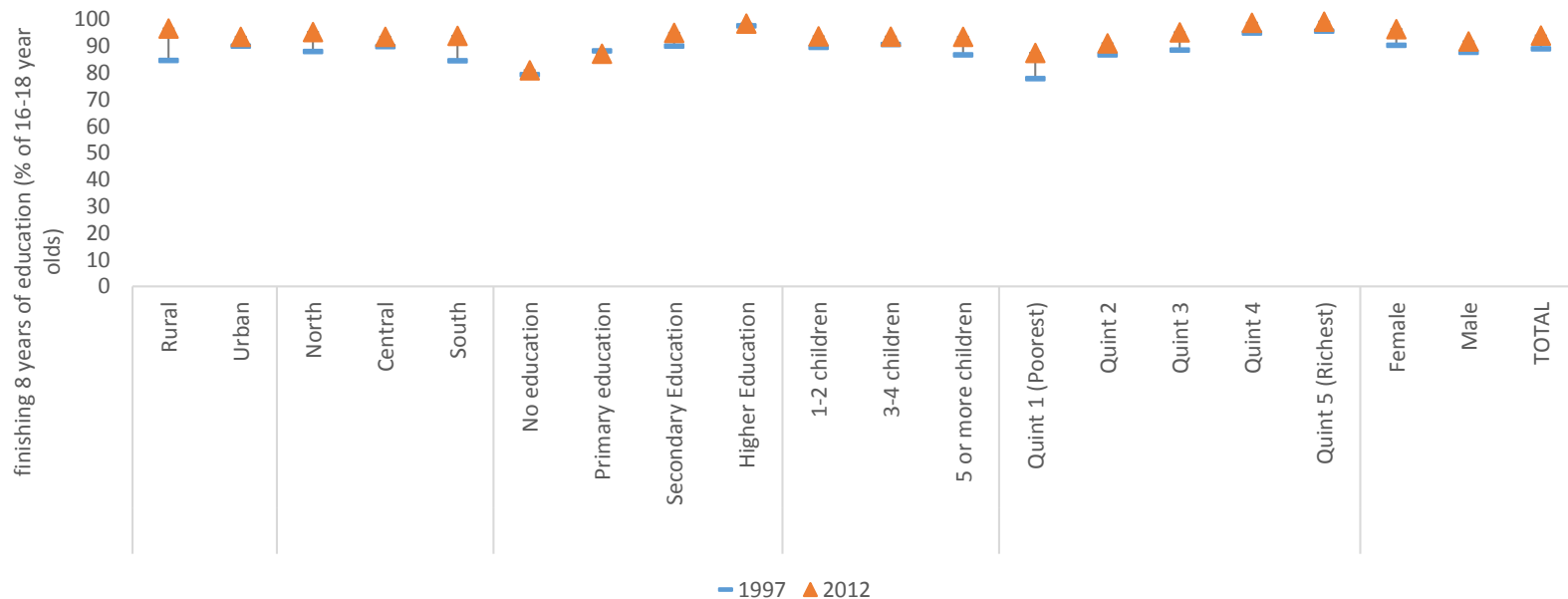


# Access to Schooling: Attendance in School (6-11 year olds)

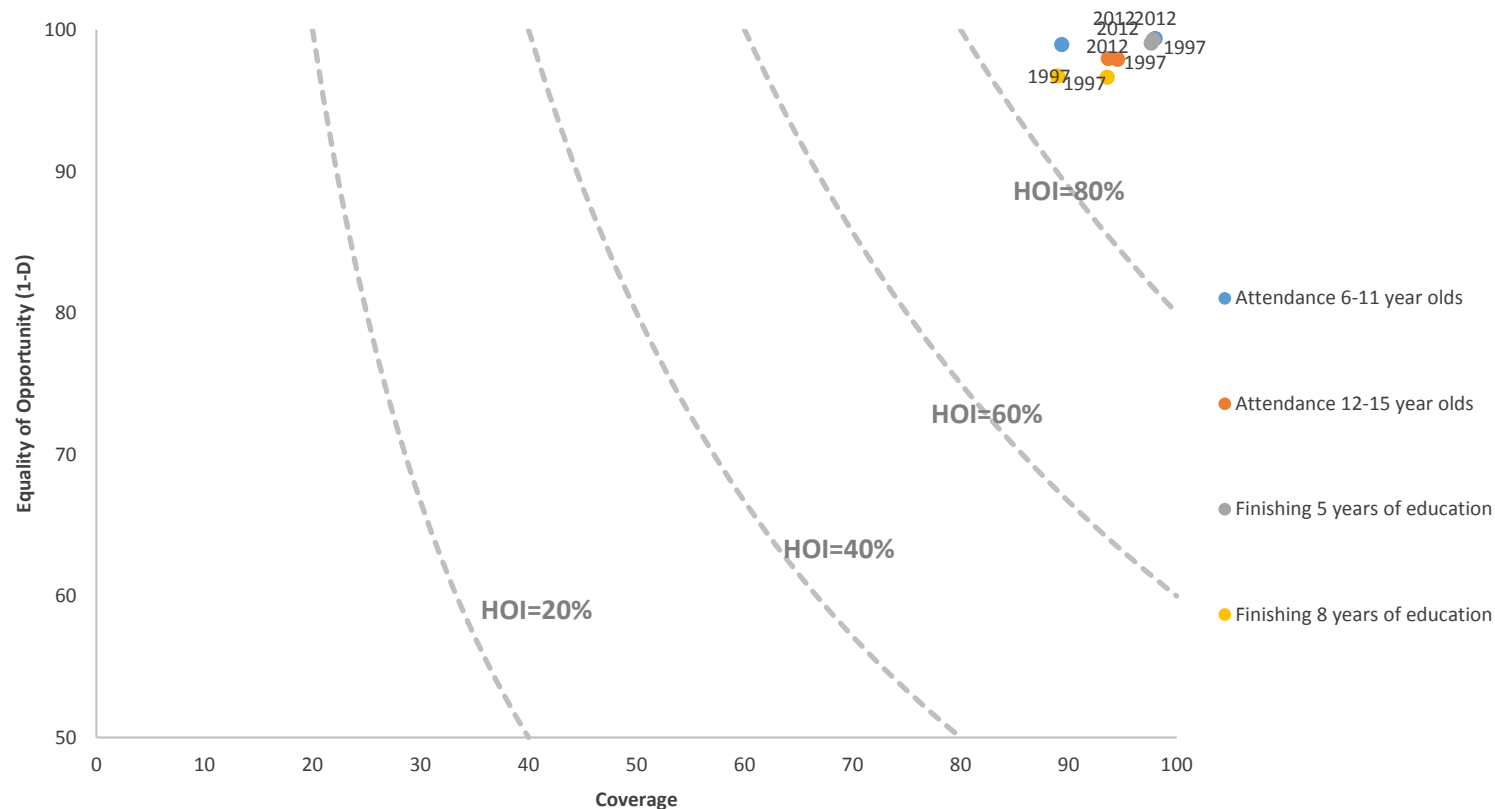





# Access to Schooling: Finishing 8 years of education (16-18 year olds)



# Inequality of Opportunity in Access to Education in Jordan using the Human Opportunity Index





## Country specific challenges, barriers, and bottlenecks

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*Access to education*  
*Quality education*  
*Education financing*

# Access to Education



## Demand-Side Barriers

- Parental attitudes
  - Low education of parents
  - Societal attitudes and traditions
- Poverty
- Child labour
- Violence
- Gender (secondary)
- Refugees/Minority

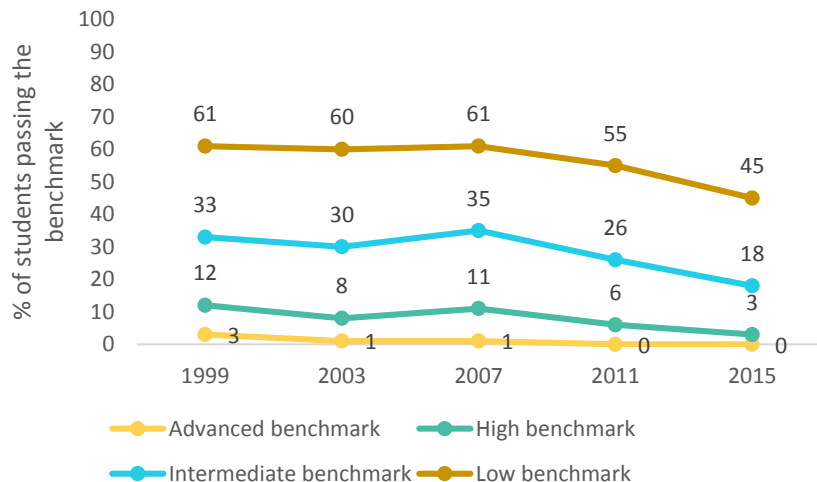
## Supply-Side Barriers

- Governance: Little accountability and incentives for performance, no tracking system for children at risk of dropping out
- Quality and Curriculum
- Teachers' management and qualifications
- Administrative barriers
- Shortage of schools
  - Wave of refugees
  - At pre-school level
- Disability

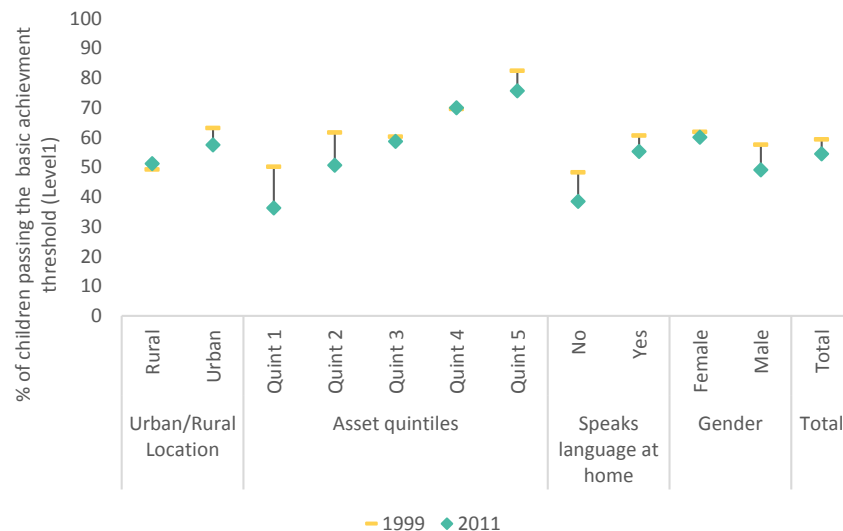
# Issues related to Quality of Education

In Jordan, inequalities in learning outcomes have increased and overall performance has decreased. Low quality is a major challenge.

TIMSS – Mathematics, 8<sup>th</sup> grade achievements  
(1999-2015)



Learning achievement in mathematics for 8th grade students, passing the basic achievement threshold (Level 1)



# Education financing

Relatively low expenditures levels in the education sector due to competition for scarce overall budget resources

## Public Expenditure on Education (2013)

As % of GDP	3.5
As % of total government expenditure	9.7
Teacher/pupil ratio in primary (2014)	16
Percentage of repeaters in primary (2012)	0.6
Primary to secondary transition rate (2010)	99.1

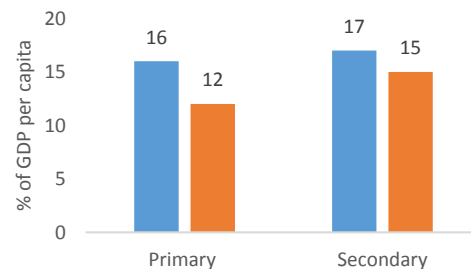
*Source: World Bank Education Statistics and World Bank 2015*

## Budget Composition

In the last 10 years of data available, current expenditures at both primary and secondary level were always above 80%. In 2010, primary current education expenditures stood at 93%, which only left 7% for capital expenditures.

In 2010, 88% of the primary education budget went to staff salaries so most of the recurring budget goes to the salaries and wages of teachers and education sector staff. In 2011, the entire recurring budget in both primary and secondary levels went to staff salaries.

## Per Pupil Expenditure by school level (% of GDP per capita)



■ Upper middle income countries (median) ■ Jordan

*Source: UNESCO Institute for Statistics (UIS)*

## Inefficient Budgets

Given the poor TIMMS results in 2011 (output), and with 93% of the primary education budget spent on recurrent expenditures and 89% at secondary level (input), it can be concluded that the budget spending in Jordan is inefficient, particularly when it comes to staff salaries

## Policies & Programmes

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*Long term strategic plans: HRD strategy*

*Notable programmes:*

*Ma'an Anti-Violence Campaign*

*QuestScope Non-Formal Education*

# Long term strategic plans

2016-2025 National Strategy for Human Resource Development (HRD document)

## Governing Principles for HRD System Reform



Access



Quality



Accountability



Innovation



Mindset



## Objectives for ECED, Basic & Secondary Education, TVET, Higher Education include (some examples):

- Increase KG2 capacity and enrolment
- Increase capacity to serve Syrian refugees and children with disabilities
- Degree-level TVET programmes and provision
- Jordan Response Platform for Syria Crisis (JRP): at least 30% of beneficiaries must be Jordanians
- Curriculum and teacher training for ECED
- Modernise Basic/Secondary curriculum and align Tawjihi assessments
- Improve Teachers' selection process and in-service training
- Accreditation system for all TVET trainers
- Establish single body to coordinate all ECED activities and decision making
- Devolve more responsibilities to Field directorate and school
- Revise teacher ranking system and appraisal system
- Improve data quality and evidence-based policy design
- Feasibility and pilot innovative financing approaches to ECED
- Strengthen use of technology to modernise teaching and learning
- Stimulate growth in high quality private provision
- Establish new PPPs aligned with priority clusters identified in Jordan
- Improve training outreach to parents and other primary caregivers on ECD
- Mobilise families to better support learning at home and in schools - increase their engagement in their child's formal learning at basic and secondary level
- Schools-based career guidance and exposure to design and technology
- Delink VET from low scholastic achievement



# Notable programmes: Ma'an Campaign

Anti-violence campaign



What?

The Ma'an campaign is a national campaign to reduce violence by teachers against children. The core of the campaign is based on establishing a group of advocates at the school-level (principal, counsellor, teacher, student representative, parent)



Why?

Ma'an was designed with the objective of 40% reduction in the incidence of violence by the teachers in all public and UNRWA schools for the first year and up to 90% by the third year.



How?

**Overall Strategy.** The campaign is anchored on a three track strategy to promote the 'New Way of Discipline':

- School-based activities to promote a new way of discipline among teachers;
- Community-based meetings to encourage zero-tolerance of violence in schools;
- Robust media-based coverage to make the campaign known.

**Details of Communication strategy.**

- The goals and actions disseminated to all MoE school principals and staff
- An intensive advertising and media campaign
- Community mobilization: use of participatory research; traditional communication channels to influence families and communities.



Ma'an Anti-Violence  
Campaign

# Notable programmes: Non-Formal Education

MoE and QuestScope partnership for Non-Formal Education program



QuestScope NFE



What?

QuestScope Non-Formal Education 2years program serves out-of-school youth typically from low-income communities, ages 13-18 for males and 13-21 for females. Graduates receive a 10th-grade alternative certificate that enables them to participate in vocational training and receive government business loans.



Why?

To reintegrate socially and economically marginalised young people that are not attending formal schools and offer alternative pathways of development.



How?

NFE is based on a participatory education model and it is considered first a 'social' activity. Adult facilitators and youth are both considered co-learners and co-teachers. The youth are to determine the learning topics and activities while the adults help build their confidence and skills to contribute.

Results: The rigorous evaluation of the program by an Oxford University team found that after 4 months of participation in the NFE program, there are statistically significant positive results on the measured outcome: conduct problem. While not statistically significant, improved outcomes were observed in terms of social skills, emotional symptoms and behavioral difficulties.

# Notable programmes: Teachers' training

Queen Rania Teacher Academy (QRTA) supporting MoE's teachers' training



What?

QRTA has worked on several national and regional programs since its inception. QRTA designed for the MoE a 6-month Teacher Pre-Service Training Program and Certificate (TPSTPC) for teachers in Basic and Secondary Education. QRTA also prepared "Guidelines for Training Providers" and "Guidelines for the Program Accreditation Committee."



Why?

To improve the quality of teaching and promote excellence in education in Jordan by mobilizing QRTA's intellectual resources to maintain high standards in developing training programs and reforming teacher policies.



How?

**Approach.** QRTA utilizes methodical, evidence-based techniques to research approaches of program delivery, collection of baseline information, result documentation, and comprehensive assessment transference.

**Follow up.** Once teachers graduate from the pre-service training program, the QRTA teams perform follow ups all over the country to gauge the relevance of the training and the practical implementation.

**Results.** The evaluation of teachers' pedagogical knowledge pre and post training has been very positive. The longer-term results are currently under study.



QRTA

# Notable programmes: Madrasatis

Queen Rania Teacher Academy (QRTA) supporting MoE's teachers' training



Madrasati



What?

Madrasati means 'my school' in Arabic and the initiative was launched in 2008. The Madrasati team support the physical renovation of the poorest schools, combined with capacity building services.



Why?

To restore physical spaces and provide supplementary resources most needed at individual schools .



How?

**Funding.** Funding strategy is based on a combination of individual fund-raising, private sector fundraising and other civil society organizations' support .

**Approach.** The Ministry of Education identifies which schools are the most underperforming and resource-poor schools and the Madrasati teams visit the schools to assess which ones need the most physical renovation. Madrasati.

Madrasati provide needs-driven programs such as:

- Personal and professional development opportunities
- Technology in education programs
- Child safety and healthy school initiatives
- Sports for life skills initiatives
- Remedial Centres
- 

**Results.** Madrasati works in 500 schools in Jordan. By combining infrastructure and capacity building, student academic performance has improved by 5-8% in 130 Madrasati schools surveyed. The MoE reported a 10% decrease in truancy at the schools.



## Conclusion & Recommendations

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# | Conclusion



**Jordan has done particularly well in terms of access to schooling across socio-economic backgrounds (including poor children) and regions**



**Barriers to access still remain on the demand and supply side**



**The increasing access trends have been accompanied by a decline in the quality of education**

# Recommendations

Continue and Improve Financial Support Mechanisms



Update Statistics on Income and Child Labour

Focus More on Adolescents and Youth



Focus on Employment and relevance of education



Improve Governance



Make Effective Technology Investments





## Case #4: Pakistan

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# Overview & Determinants of Access to Schooling

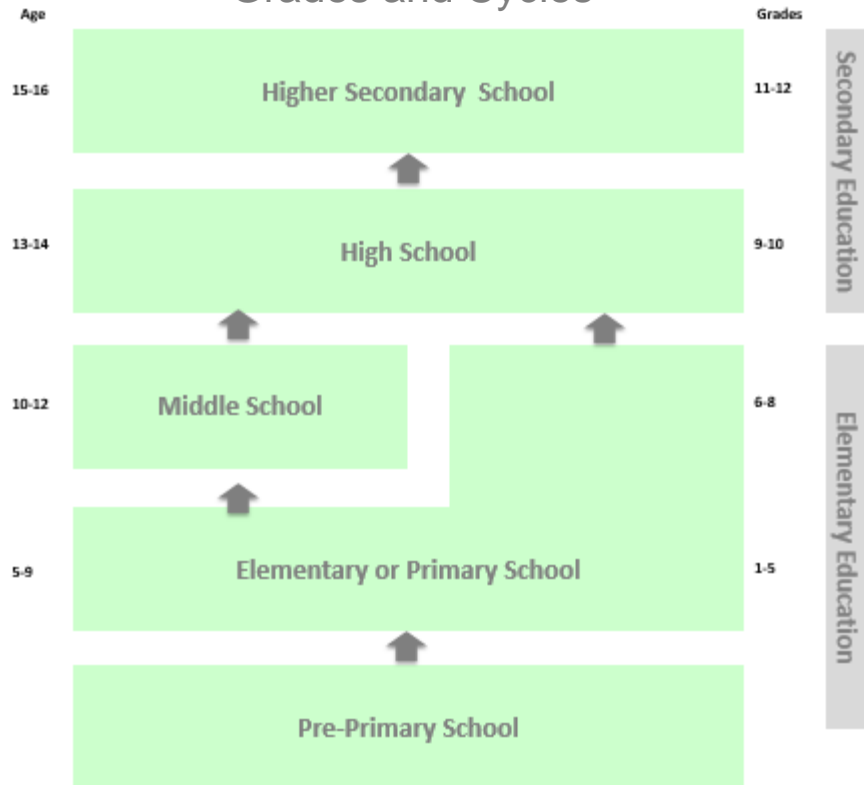
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*Education system overview in Pakistan*  
*Access to Schooling*  
*Inequality of Opportunity in Access to*  
*Education in Pakistan using the Human*  
*Opportunity Index*  
*Issues related to quality of education*

# Education System Overview in Pakistan

Provinces are in charge of planning, delivery and monitoring of education in Pakistan

## Grades and Cycles



## Compulsory and free education 12 years



34,139,075

Students (Gross Enrolment)



301,656

Schools

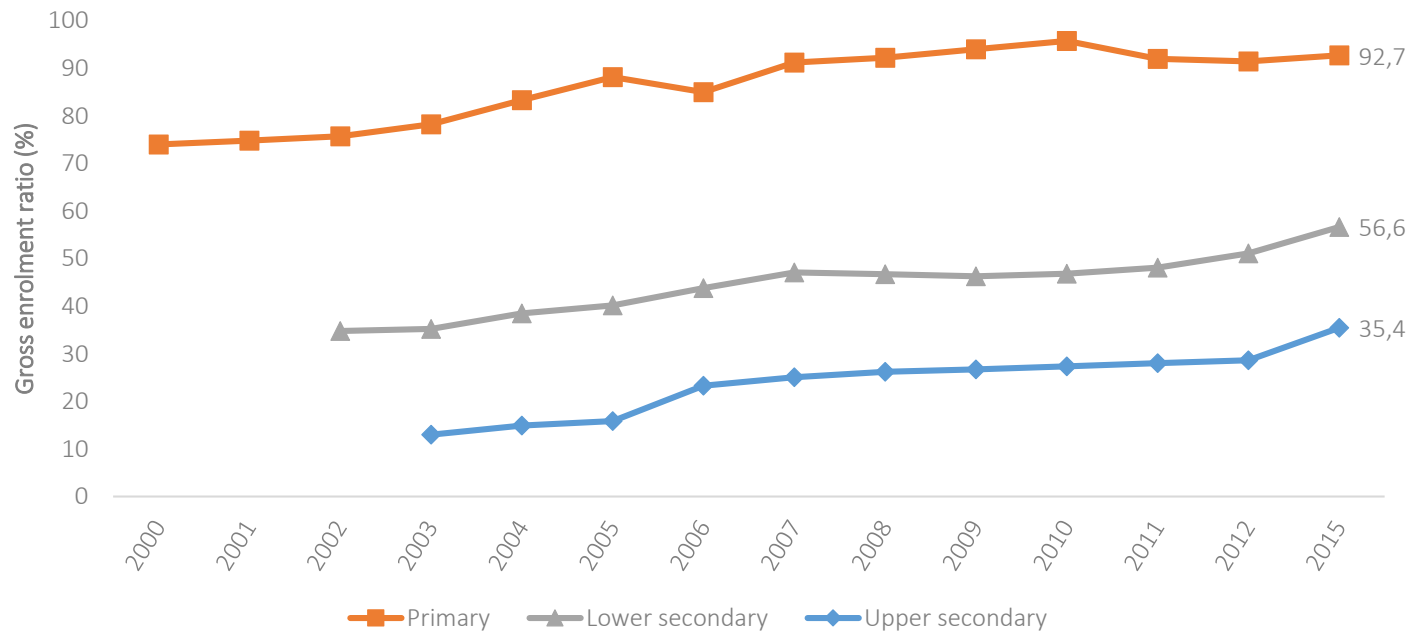


1,562,500

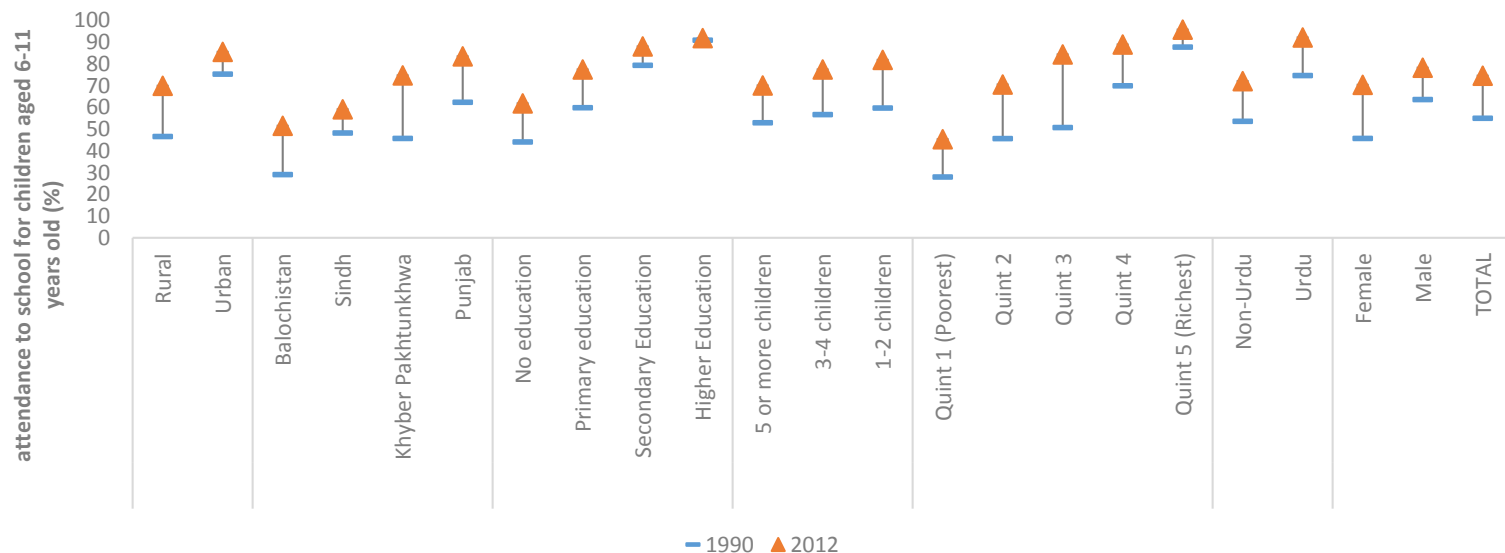
Teachers

- Each province holds the main power of decision and policy-making.
- The Federal Ministry of Education and Professional Training retains some limited mandates
- Official medium of instruction in public schools is Urdu, with introduction of English at later grades. However, medium of instruction can also be Pashto (in KP), Sindhi (in Sindh) and other local provincial languages.

# Access to Schooling: Trends in access to schooling



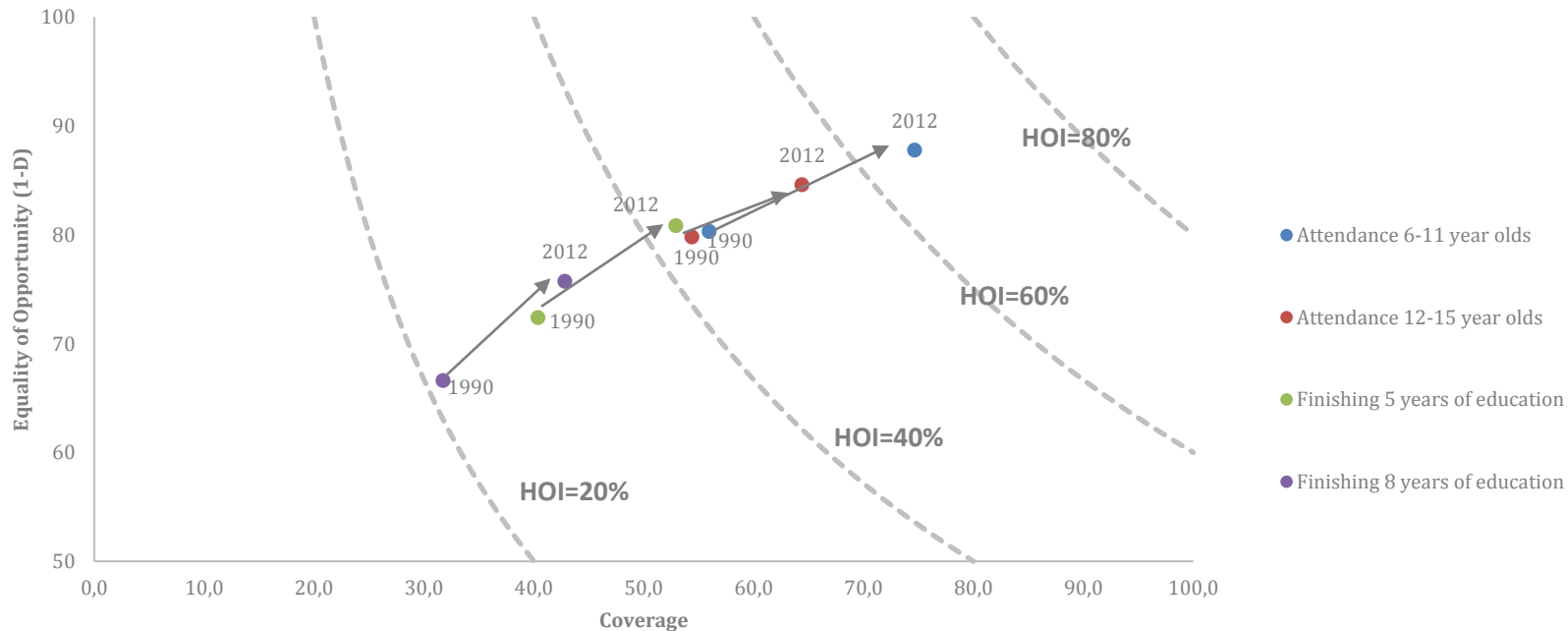
# Access to Schooling: Attendance in School (6-11 year olds)




# Access to Schooling: Finishing 5 years of education (12-15 year olds)



# Inequality of Opportunity in Access to Education in Pakistan using the Human Opportunity Index





## Country specific challenges, barriers, and bottlenecks

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*Access to education*

*Quality education*

*Education financing*

# Access to Education



## Demand-Side Barriers

- Poverty
- Child labour
- Gender
- Parental attitudes
- Violence/Security/Disasters/Migration
- Health and nutrition
- Refugees

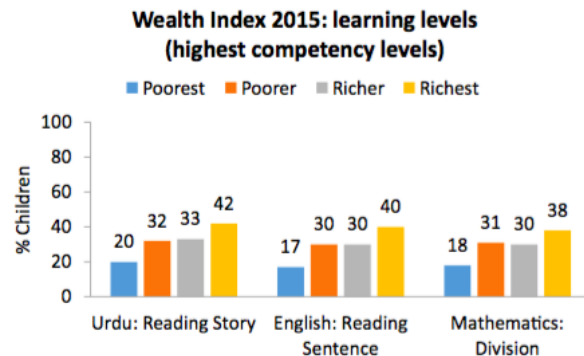
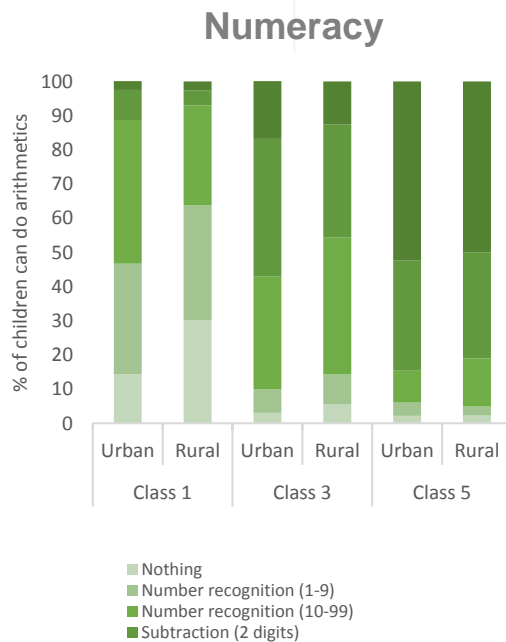
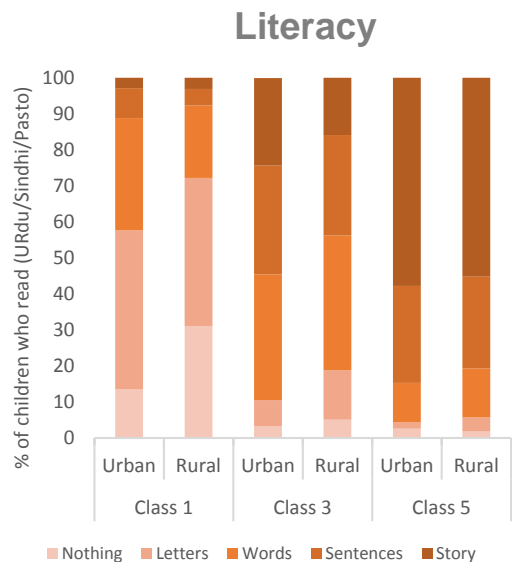
## Supply-Side Barriers

- Devolution transition
- Parental involvement
- Shortage of supply of schools at secondary level
- Teacher management and training
- Medium of instruction
- Learning environment
- Role of private schools



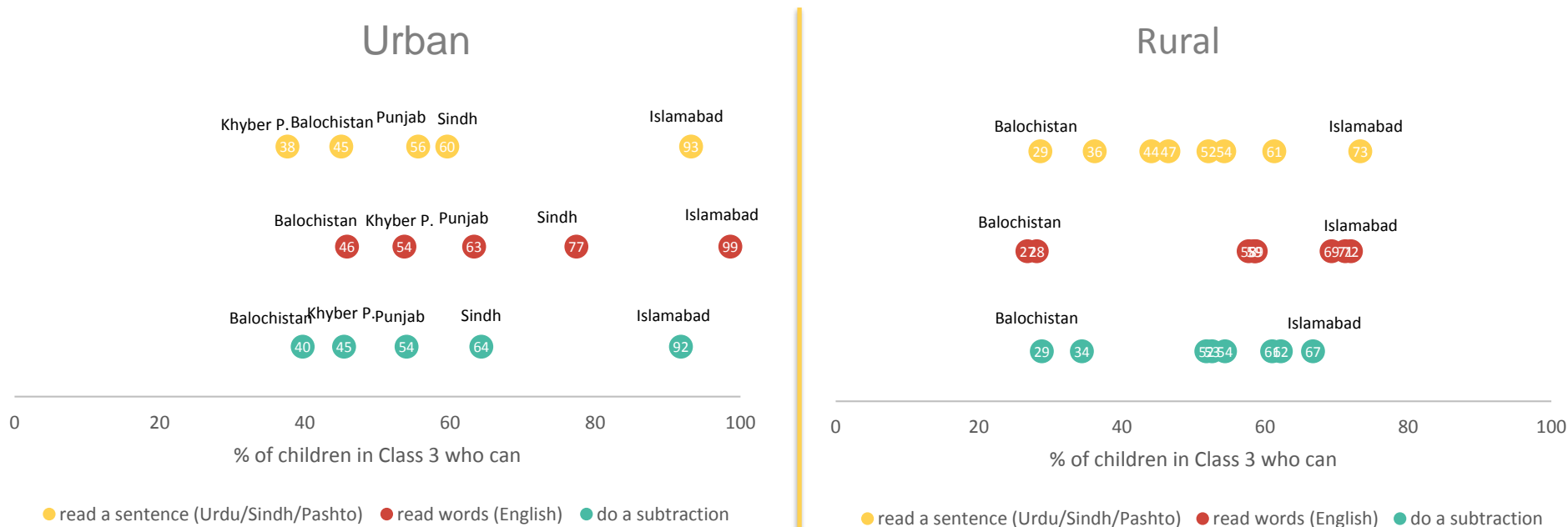
# Issues related to Quality of Education

While Pakistan successfully decreased inequalities in access to education in many respects, inequalities in learning outcomes still persist.



# Issues related to Quality of Education

Regional inequalities in learning outcomes persist in both urban and rural settings



Source: ASER 2015 National Report Urban, ASER 2015 National Report Rural

# Education financing

The education budget and its share in the GDP has remained **at a low 2%** over the past few years and around 10% of total government budget at the federal level. Spending on education as total budget is much higher at the provincial level.

## Provincial spending

Provincial level budget spending on education

Province	Total Budget (Rs. Million)	Education budget (Rs. Million)	% share of education in total budget
Punjab	1,447,242	286,505	20%
Sindh	739,302	147,877	20%
Khyber Pakhtunkhwa	487,880	119,721	25%
Balochistan	243,500	48,345	20%

Source: I-SAPS (2016)

## Budget Composition

The recurrent budget constitutes the major share of total education expenditures.

For 2015-2016, Sindh has allocated 91% of its educational budget to recurrent expenditures, followed by Punjab at 85%, KP at 81% and Balochistan at 79%.

Within the recurrent budgets, the share of salaries is very high across all provinces ranging from 77% in Sindh to 91% in KP I-SAPS (2016)

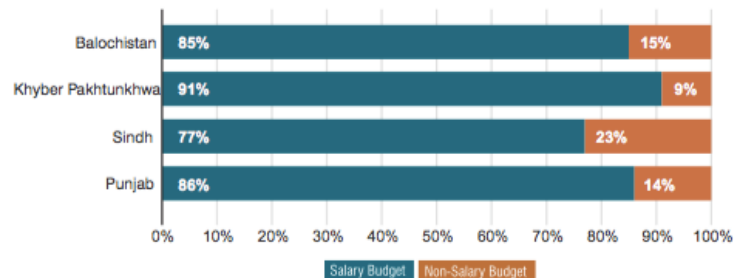
## Underutilized budgets

Percentage of Expensed Development/Capital Budgets by Provinces

Province	Allocation 2014-15 (Rs. Million)	Expenditure 2014-15 (Rs. Million)	% Expensed Budget
Punjab	38,589.72	17,620.08	46%
Sindh	11,254.01	6,508.40	58%
Khyber Pakhtunkhwa	26,106.58	25,376.16	97%
Balochistan	11,736.44	7,556.07	64%

Source: I-SAPS (2016)

## Share of Salary and Non-Salary Budgets in Total Recurrent Budget 2015-16



## Policies & Programmes

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*Long term strategic plans*

*Notable programmes:*

*Benazir Income Support Program*

*Provincial Conditional Cash Transfer*

*NHCD “Mainstreaming of Madaris”*

# Long term strategic plans

Provinces set out their strategic Education Sector Plans

## Khyber Pakhtunkhwa Education Sector Plan →

### Goals include:

- Achieve universal primary education
- Promote gender equality
- Achieve quality basic education
- Introduce government-financed private school subsidies for areas with low female enrolments
- Governance: Increase involvement of community and parents
- Incorporate risk management due to security risks

## Punjab Education Sector Plan →

- Operationalize the plan by identifying resources (costing) and capacity requirements for its implementation
- Improve quality education and Increased enrolment
- Meritocratic governance
- Performance-based accountability system
- Implement first professional development framework for in-service teachers
- Explore scaling up of public-private partnership

## Sindh Education Sector Plan →

- Access to education for the most-marginalized children including girls
- Improve learning outcomes
- Improve resource allocations, governance and accountability
- Focus on areas such as ICT, Education in Emergencies, Social Cohesion and Public-Private Partnership

## Balochistan Education Sector Plan →

- Improved access, quality and governance/accountability (incl. teacher management)
- Expand alternate forms of school delivery
- New school language policy
- Improved monitoring and supervision through upgraded information collection mechanisms.

# Notable programmes: Cash Transfers

Pakistan's Benazir Income Support Program stands out as a flagship national safety net programme



## Cash Transfers



What?

An unconditional cash transfer programme to more than 5.2 million families with top-up programmes



Why?

To address poverty



How?

- Quarterly transfer
- Payments to female head of beneficiary household
- Use Computerised National Identity Cards (CNIC) + use of BISP Debit Card
- Creation of BISP Beneficiary Committees
- Top-up: Co-Responsibility Cash Transfer programme links transfers to primary school education (Conditional transfer)
- >1.3 million children enrolled in the programme and near 50% are girls



Innovations

- Transfers to female members of the families
- Move to an electronic payment system
- Creation of National Socio-Economic Registry through PMT
- BISP is engaging in several partnerships with provinces for improved awareness and delivery

# Notable programmes: Poverty and mobile payments

Provinces have implemented conditional cash transfer programmes



## Provincial Conditional Cash Transfers to Girls



What?

Conditional cash transfer programmes for girls



Why?

Aims increasing the enrolment of girls



How?

In Sindh, Punjab and KP - offered to more than 400,000 girls in each province, attending classes 6-10



In Sindh

- Mobile payments of stipends,
- Easy records management
- Use of JazzCash biometric verified money transfer



In Punjab

- Four equal quarterly payments subject to the condition of 80% attendance rate during the period
- Top-up pilots: Various pilots on additional stipends and disbursement methods e.g. branchless banking pilot project which aims to switch the delivery mechanism away from post offices to branchless banking.



In KP

- Girl stipend programme has 3 streams
  1. Monthly stipend in two instalments a year
  2. Higher stipend levels in two districts for girls enrolled in grades 1 to 10, and 6 to 10 in the second district
  3. Special stipend for girls in primary schools in 7 districts with a particularly low net enrolment rate.

# Notable programmes: Mainstreaming of Madaris

In 2014 Pakistan started an initiative to introduce Primary Education alongside the curricula of Madrassas



National Commission  
for Human Development  
(NCHD) leading the pilot



What?

NCHD established 100 Feeder schools in Madaris



Why?

- To bring about quantitative/qualitative improvement in students in Deeni Madrasahs to enable them to attain standards of National Education System
- To encourage Madrasahs to introduce science, maths, social studies and English in their curriculum



How?

- School selection.
- Implementation strategy: (1) meeting with all stakeholders (2) formation of steering committees (3) identification and enrolment of the students (4) teachers' interview and appointment (5) induction training of teachers for 5 days and refresher course every year (6) school supplies/material distribution (7) inspection/monitoring of schools (8) periodic assessment of students (9) linking Madaris Feeder Schools with Formal Government Schools (10) recording and reporting.



Included  
targets

- Capacity building of 100 volunteer Madaris Teachers; 100 Muhtamim/Nazim/presidents of Madaris on the mainstreaming of this form of education with the prevailing District Education Department; 100 Muhtamim/presidents of Madaris on the sustainability of the programme in Madrasahs through the resources and philanthropy of the local community
- Developing an EMS to help in calculations of annual GER and NER
- Enhance the learning outcomes of students and reduce drop-out of students in the 100 Madaris





## Conclusion & Recommendations

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# Conclusion



Pakistan's enrolment, attendance and completion rates have improved over time for primary education but not that much for secondary education



While being female remains a significant challenge, past policy efforts have led to significant increases in female participation in education



There are promising ongoing strategies and programmes

# Recommendations

Continue focus of ESPs on supporting female enrolment



Continue efforts to modernize Madaris

Improve health outcomes




Solve the issue of language/medium of instruction



Gather updated child labour statistics



Address Failing Systems



## Conclusion & Recommendations for the Report

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# Recommendations



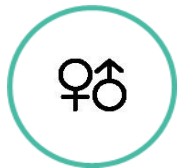
## Poverty

- Abolishing school fees
- Cash transfers
- School feeding programmes



## Location of residence

- Setting up schools in hard to reach areas
- Providing means of transportation to children in hard to reach areas



## Gender

- Putting gender equality in education as a priority in national strategies and plans
- Targeting girls specifically
- Public awareness campaigns



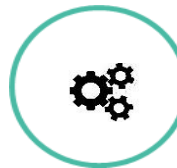
## Disability and special needs

- Acknowledging that disabled children are having difficulties in accessing schools in national plans and strategies
- Making schools more accessible in terms of infrastructure for disabled children
- In-service trainings for teachers about inclusive education



## Language and ethnic minorities

- Providing children bilingual education opportunities
- Non-formal education for the children who dropped out of school for language problems
- Providing pre-school education services in instructional language



## Failing systems

- Adequately financing the education system (around 15-20% of the government budget)
- Making schools more accountable of the results
- Improving quality of education

# Conclusion

- Country contexts are different and each country should tailor their response to answer their own needs
- The interventions underlined here aim to help policymakers learn about what is being applied and what works well in different country contexts.
- Ultimately, government will, planning, budgeting and efficient spending are the most fundamental strategies to follow for all governments.
- Knowledge is key for policymakers in identifying the disadvantaged groups and quality problems in their education systems in order to spend well and improve outcomes.
- Monitoring and evaluation would be a useful tool that should therefore be prioritized by all governments when pursuing these endeavours.



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# THANK YOU

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