



KPESSED

معیاری تعلیم... سب کیلئے!

Khyber Pakhtunkhwa Elementary &
Secondary Education Department

Education Blueprint 2018 - 2023

the \mathbb{R}^n is a linear space over \mathbb{R} with the usual addition and scalar multiplication. The inner product is defined by

$$\langle x, y \rangle = x_1 y_1 + x_2 y_2 + \dots + x_n y_n \quad (1)$$

where $x = (x_1, x_2, \dots, x_n)$ and $y = (y_1, y_2, \dots, y_n)$ are vectors in \mathbb{R}^n .

The norm of a vector x is defined by

$$\|x\| = \sqrt{\langle x, x \rangle} = \sqrt{x_1^2 + x_2^2 + \dots + x_n^2} \quad (2)$$

The distance between two vectors x and y is defined by

$$d(x, y) = \|x - y\| = \sqrt{(x_1 - y_1)^2 + (x_2 - y_2)^2 + \dots + (x_n - y_n)^2} \quad (3)$$

The angle between two vectors x and y is defined by

$$\cos \theta = \frac{\langle x, y \rangle}{\|x\| \|y\|} \quad (4)$$

where θ is the angle between x and y .

The orthogonal projection of a vector x onto a vector y is defined by

$$\text{proj}_y x = \frac{\langle x, y \rangle}{\|y\|^2} y \quad (5)$$

The orthogonal distance from a vector x to a vector y is defined by

$$d_{\perp}(x, y) = \|x - \text{proj}_y x\| \quad (6)$$

The orthogonal distance from a vector x to a subspace S is defined by

$$d_{\perp}(x, S) = \inf_{y \in S} \|x - y\| \quad (7)$$

The orthogonal distance from a point x to a line L is defined by

$$d_{\perp}(x, L) = d_{\perp}(x, S) \quad (8)$$

where S is the subspace spanned by the direction vector of the line L .

The orthogonal distance from a point x to a plane P is defined by

$$d_{\perp}(x, P) = d_{\perp}(x, S) \quad (9)$$

where S is the subspace spanned by the direction vectors of the plane P .

The orthogonal distance from a point x to a hyperplane H is defined by

$$d_{\perp}(x, H) = d_{\perp}(x, S) \quad (10)$$

where S is the subspace spanned by the direction vectors of the hyperplane H .

The orthogonal distance from a point x to a point y is defined by

$$d_{\perp}(x, y) = \|x - y\| \quad (11)$$

Why was this document developed?

This document delivers on the commitment of the PTI government in Khyber Pakhtunkhwa to announce a comprehensive five-year blueprint for education reform in its first 100 days.

The overarching vision from the Prime Minister's office was to create an education system which is fair and provides equal opportunity, a system where there is no disparity between the rich and the poor, and where all students are enabled to achieve their potential. To deliver this vision, the government will focus on improving access to public schooling for those who are out of school, learning outcomes for those who are in school, and equitable opportunities to all children, regardless of location, gender, or disability. It is expected that education reform will help create a fairer society.

What was the approach?

A team of experts was asked to start working on the plan soon after the government assumed office. Under the leadership of the Education Advisor, the team developed an understanding of key challenges that hinder service delivery, using data and national and international research. A set of core issues was prioritised from among the existing challenges based on the impact that addressing these could have on transforming the education system's performance. The team then developed strategies to resolve these issues in consultation with a wide range of expert stakeholders including prominent academics, policy practitioners and education department officials.

How will this document be used?

This document presents the government's reform priorities over the next five years, and sets a blueprint for channelling the education department's efforts and available resources. At the same time, it provides an evaluation framework that may be used to periodically review and manage performance and at the end of the five year term to understand the overall impact of reform. The reform proposed in this document is not comprehensive; rather it focuses on critical areas that can drive holistic impact at scale.

Education Adviser's Message



Education is key to national development. No nation or society can progress without education. Education is a basic human right and a significant factor in development of children, communities and countries. Education is the topmost priority of the PTI Government, in line with the vision of Prime Minister Imran Khan.

KP's government is firmly committed to provide quality education to all, as per constitution of Pakistan. My aim is to implement Prime Minister Imran Khan's vision 'Quality Education for All'. It is our responsibility to give excellent policies and we will take all measures to implement education related policies to improve the education sector. My aim is to improve the standard of education in government schools.

Realizing the importance of education, our government has introduced some major reforms in education sector in Khyber Pakhtunkhwa which has brought visible improvement in the education sector. Our government in Khyber Pakhtunkhwa in previous tenure had completed number of revolutionary projects in education sector, increased education sector budget, provided missing facilities in government schools and also enrolled out of school children to revitalize this key sector. Number of steps are being taken for the betterment of education sector in Khyber Pakhtunkhwa by PTI Government in previous tenure.

I am here to implement the vision of Prime Minister Imran Khan for Education and I will try my best to translate that vision into a reality. I will try my best to improve the education sector, to improve the quality of education in government schools and to make Education Department a role model for all other provinces.

Executive Summary

During the last five years, the KP government laid the foundations for transformational change. Compared to 2013, more children now attend school, availing a better education, in schools that are more functional. Student attendance has increased by 7 percentage points, more than 40,000 teachers have been recruited on merit, teacher attendance has gone up to 90% and there has been a 50% increase in the number of schools with all basic facilities. However, our ultimate vision for KP is much more ambitious.

We envision adequate number of qualified teachers at the heart of a well-managed and accountable education system, operating modern, well equipped schools, and leaving no village, town or city underserved. We envision a system that is owned and driven by actively participating communities. Our aim is to build a public school system that equips primary-aged children with skills to become independent learners and produces secondary graduates with skills on par with regional and global standards. We will include and utilize the private sector and communities in this transformation, empowering parents to make informed choices about their children's education.

We are still far from achieving this vision. More than half the children enrolled in primary schools struggle with basic reading, writing and mathematical concepts. Over the next 5 years, our target is to double learning levels in primary schools ensuring children get basic literacy and numeracy skills. This will be the KP government's core priority. One million children remain out of school at primary age. We aim to cut that number in half. And lastly, kachi grade or early childhood education – with 800,000 students enrolled across KP – needs to become a more meaningful experience for our younger children. Over the next five years, we will completely transform 10,000 kachi classrooms into modern, pre-school nurseries.

Supply of secondary schools is another serious challenge for the government. Data shows that limited supply of secondary school prompts substantial drop outs after primary schooling, especially among girls. We

aim to increase secondary school capacity by 500,000 seats, while reforming quality, one grade at a time, over the next five years. However, our most important initiative on secondary schooling will be reforming the matriculation exam. We aim to move away from the traditional exam that encourages and rewards rote learning towards an examination that tests understanding and application of concepts.

To achieve these outcomes, the government will partner with the private sector, expanding existing partnerships and forging new ones. We will also implement a regulatory regime that encourages investment in the education sector. One of the biggest areas of investment in the next five years will be teachers: the teaching pool needs to increase by more than 70,000 teachers. In addition to that, we will invest in recruiting 7,000 young school leaders and managers to bolster current management capacity. For public accountability, the KP government is committed to ensure that an accurate view of each school's performance will be communicated to the general public through an easy-to-understand star-rating system. In parallel, public feedback on the performance of our schools will be recorded and addressed through a dedicated education hotline.

We also realise the importance of ensuring KP's newly merged districts do not lag behind other districts of KP in any respect. The government will ensure that institutional mechanisms in KP are extended to the newly merged districts and are tailored to their context. Aside from that, the government will run special schemes to ensure the provision of play grounds/play areas in schools and ensuring that IT education and awareness is embedded into the public-school system across KP.

This reform agenda reflects the government's priorities, our vision and ambition. With strong leadership, effective prioritization of resources and political will, we aim to achieve not only this but much more in our five year term. We are determined, that by the end of our five year term, we will have brought about a true transformation in KP's education system.

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Goals and interventions

This government's vision for education in Pakhtunkhwa is to create a system where every **child learns, and every school is a source of pride for our communities.**

We will focus our efforts in seven key areas:

1. Reforming Primary Education
2. Closing the gap in Secondary Education
3. Partnering with the Private Sector
4. Improving Education Management in the Districts
5. Engaging the Community
6. Special Reforms for the newly merged districts
7. Selected Special Initiatives

Specifically, we are committing to:

Reform Primary Education

1. Ensure that every child in school in Khyber Pakhtunkhwa demonstrates basic competencies in language and mathematics, by doubling average student scores, in independent assessments of literacy and numeracy.
2. Enhance access to primary schooling across Khyber Pakhtunkhwa by halving the approximately 1 million 5-9 year olds who are out of school
3. Transform pre-primary education for the 800,000 children in kachi and develop an early childhood education programme, with at least 10,000 new kachi classrooms by 2023

Close the Gap in Secondary Education

1. Get more boys and girls to go through secondary school, by adding half a million seats.
2. Raise the standards of teaching and learning in secondary schools – a new standardised Grade 8 assessment will be launched in 2019-20, with a target to double test scores by 2023
3. Reform the matriculation exam to get it on par with international standards – a new matriculation exam will be developed, producing skilled graduates.

Partner with the Private Sector

1. The Government of Khyber Pakhtunkhwa will support the development of a vibrant private sector in the education landscape, which complements public sector delivery and expands and improves existing public private partnerships.
2. We have set a target for over 300,000 students to be enrolled through public-private partnerships and 1,000 new schools opened through private sector collaboration.

Improve Education Management in the Districts

1. Motivate and train teachers and school leaders to lead better schools. As part of this, over the next five years, we will recruit an additional 65,000 teachers and 7,000 school leaders to oversee the running of schools.
2. Strengthen and empower district education management and deploy improved evidence-based performance management.
3. Every district will have a high-calibre head of education. In addition, we will boost the capacity of District Education Managers, introducing a three year minimum tenure so they can grow in expertise and are rooted within their roles
4. Making every school a "good" school – schools will be rated, against a transparent set of criteria, including a seat for every child, basic facilities, a minimum of four teachers and a minimum standard of teaching and learning. By 2023 at least ¾ of all public schools will meet the requirements for 'good' schools.

Engaging the community

1. Implement a school rating programme, enabling communities to hold schools accountable. The Education Department will report school performance to parents and the general public, based on the standards for performance as a 'good' school. Every schools' individual rating will be displayed in an easy-to-understand way, outside the school.
2. Reform will be supported by public accountability. To support this, we will launch an education hotline to empower parents to take an active role in their child's education. The Education Department will monitor the resolution of calls, with a target of resolving at least 80% of concerns.

Special Reforms for Newly Merged Districts

1. A special package of reforms will be offered to newly merged districts to ensure children receive a quality of education on par with those in the rest of Pakhtunkhwa province. Reforms include the provision of missing infrastructure and teachers, and extending the Independent Monitoring Unit monitoring and accountability routines to the merged districts, so progress can be tracked and the right support given.

Special Initiatives

1. 'Pakhtunkhwa Champions' sports development programme launched to promote sport in schools. Under the Education Adviser's leadership 5,000 new play areas will be established in schools across the province, including new cricket, hockey and football fields.
2. An IT innovation scheme will be introduced to encourage cost-effective IT innovation in Khyber Pakhtunkhwa's education system. The scheme will include an IT innovation fund.
3. Green Schools programme – the Department will play its part in environmental stewardship for the next generation by planting 5,000,000 trees by 2021.

Universal access to quality education

Policy Area 1: Reforming primary education

The most important area for the KP government over the next five years is primary education. Without a secure grounding in learning fundamentals, children struggle to progress with learning. An overwhelming body of research shows the importance of primary schools in developing the skills children need to continue to learn and excel later in life. The KP government aims to transform the standard of learning in 21,000 primary schools in KP. This will involve ensuring that all children come to school, and do so at the right age. Once enrolled we will ensure a relentless focus on the quality of education, including putting literacy and numeracy, the building blocks of learning, into place. As early childhood is important in developing basic skills we will also improve the kachi classroom experience over the next five years.

Objective 1: Ensure that every child in Khyber Pakhtunkhwa demonstrates basic competencies in languages and mathematics

Current data shows that quality of learning in primary grades is generally low and of varying quality across regions. Data from Grade 2 assessments, focused on basic literacy and numeracy outcomes, show that on average, children scored 39% across English, Urdu and math. Latest ASER data shows for instance that only 47% of grade 3 students in KP can do basic subtraction. Similarly, only 43% of grade 5 students can read a simple story in Urdu.

The basic objective for the Khyber Pakhtunkhwa government during the next five years will be to ensure that children acquire *at least* a fundamental level of literacy and numeracy at the appropriate age. But the overall ambition for primary school education goes beyond just basic literacy and numeracy; the aim will be to ensure that by the end of primary school, children are proficient readers who have acquired an appropriate level of knowledge and understanding in core subjects – moving from learning to read, to reading to learn. For this to be achieved, two shifts need to happen:

1. Children in public primary schools will be able to demonstrate core literacy and numeracy competencies by the end of grade 3
2. By the end of primary school, children will be able to demonstrate reading proficiency along with knowledge and understanding across a prioritized set of (SLOs) in Urdu, English, Maths and Science

Key metrics and targets:

Objective	Metric	Target
Grade 3 competencies	Independent grade 3 assessments testing core literacy and numeracy competencies	75% average student scores
Knowledge and understanding across grade 5 SLOs	Universal grade 5 assessment	TBD ¹
Reading proficiency at grade 5	ASER ² scores on reading proficiency in grade 5 across English and Math	TBD ³

¹ Target for this will be decided after baseline grade 5 exam in March 2019

² Currently the only testing of reading proficiency in grade 5 is through ASER, the government may decide to conduct its own sample-based assessment in the future

³ Target to be decided after baseline in March 2019 through ASER, or other assessment in 2019

Key interventions:

To ensure students in early primary develop core literacy and numeracy skills, the following interventions will be made:

- Younger children need dedicated support to master the basics, and this can be hard to deliver in a multi-grade environment where teachers are simultaneously teaching more complex skills or subjects. Dedicated teachers will, therefore, be provided for Grades 1 and 2. These teachers will be re-allocated from within the existing pool of teachers posted to individual schools. The implementation of this will vary from case to case. For instance, in a school with three teachers, two teachers may be allocated for the most part to Grades 1 and 2 while one teacher teaches Grades 3, 4 and 5 with light support from the other two. The rationale behind this is to concentrate available teaching time towards early years, to support children to take their first steps in securing vital basic skills.
- Prioritize teaching and learning in Grades 1, 2 and 3 towards learning objectives critical to literacy and numeracy rather than teaching the entire curriculum.
- Develop scripted lessons to facilitate literacy and numeracy teaching in Grades 1, 2 and 3.
- Regularly assess student learning through tablet-based testing to inform policy and drive a sense of accountability for student learning in the system.
- Assess the overall progress of the system through sample-based Grade 3 assessments to measure performance against targets

To ensure learning objectives at Grade 5 are met, the following interventions will be made:

- Refocus teaching towards a prioritized set of learning outcomes in Grades 4 and 5 across English, Urdu, Mathematics and Science with a special emphasis on reading proficiency in languages.
- Develop scripted lesson plans aimed at improving reading competency and comprehension in English and Urdu.
- Introduce and drive use of formative assessments to improve in-class teaching on prioritized learning objectives.
- Pivot existing Grade 5 assessment content to align with the student learning targets set out in this blueprint.
- Improve the conduct of current Grade 5 assessments.

Objective 2: Extend access to education across KP ensuring 90% participation for 5-9 year olds

While much has been achieved in improving access, gaps still exist and there are disparities in access to primary education by gender and region. Access is a problem for the province partly for reasons of geography. The Out-of-School Children Census conducted by the Elementary and Secondary Education Department (E&SED) in 2017 identified lack of physical access to school as a critical issue in Khyber Pakhtunkhwa and identified specific geographic pockets where the problem exists. In addition, there are issues in the supply of schools for girls. For example, in a recent household survey of more than 4,000 households across all districts of the province, 16% of parents of school-aged girls cited “no school nearby” as the reason for their daughters being out-of-school. In the same survey, only 7% of parents of out-of-school boys cited the same reason.

Children enrol in school in Khyber Pakhtunkhwa very late. Nearly 26% of respondents from the recent household survey said their reason for not sending a school-age child to school was that they felt they were too young⁴. While this results in low primary participation in 5-9 year old children, international evidence shows that late enrolment may hamper a child’s ability to excel in school later.

As we take steps to level out gender and geography gaps in enrolment and access, we are also determined to address other factors critical to ensuring that we can meet our responsibility under Article 25a of the Constitution, to provide free and compulsory education to all children between the ages of 5 to 16 years. This includes education to minority groups, and to children with disabilities and special needs. This year was the first in which the government collected comprehensive data on participation rates for children with special needs or disabilities, through the annual household survey, and on the challenges they face in accessing inclusive education. The recent, 2018 Household Survey, suggested that based on the Washington Group questions, 4% of the school-going population have some sort of disability or special need. As this is information self-reported, it is likely to be an under-estimate. Currently the system is not optimally designed, as responsibility for supporting families of children with disabilities and special needs sits outside the remit of the E&SED. By altering the government structure to bring this back into E&SED, we intend to

⁴ The survey was only focused on ages 5 - 16

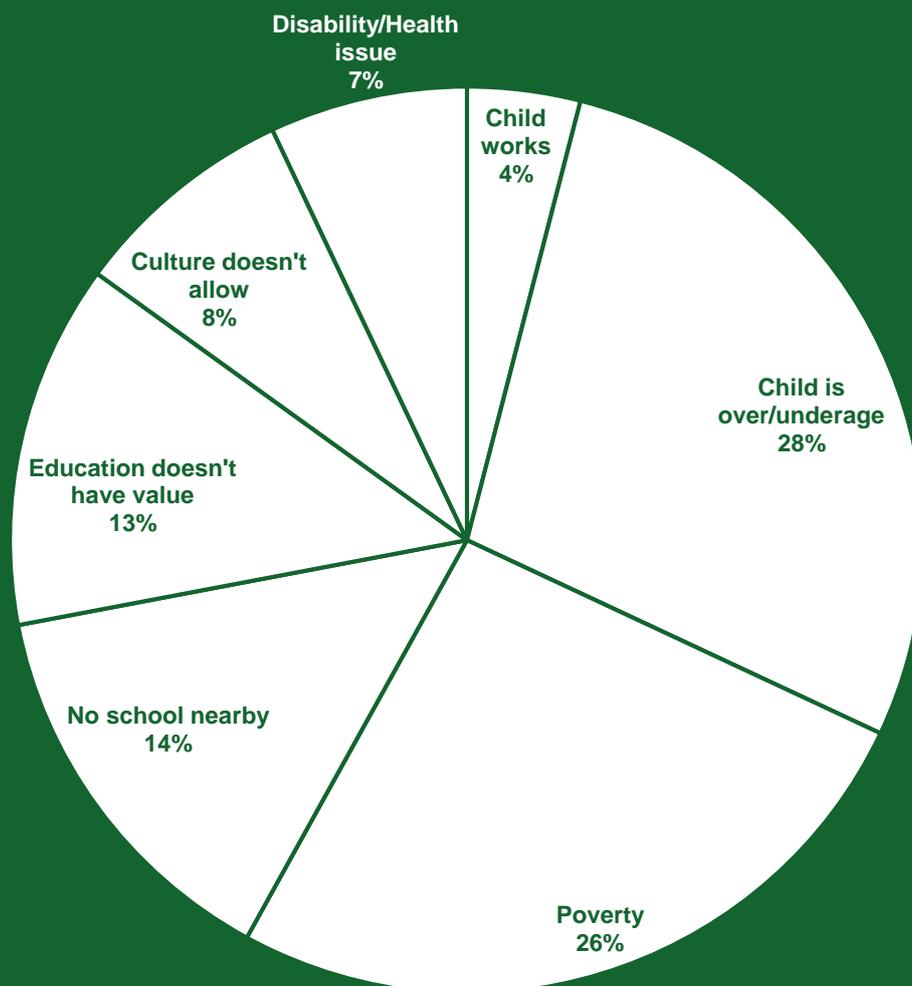
empower the Department to fund and make appropriate provision for this group of children, and hold them accountable for ensuring access, participation, inclusive mainstream (and specialist) provision, and quality teaching.

To improve access outcomes at the primary level, three shifts need to happen:

1. Increase in supply of schools to ensure no area remains underserved
2. Children in Khyber Pakhtunkhwa will start school at the right age
3. Khyber Pakhtunkhwa's education system will be inclusive, with E&SED taking over responsibility for delivery of education to children with disabilities and those with special needs

Distribution of reasons for out of school children (5-16 years)

% of respondents providing mentioned reason



Key metrics and targets:

Objective	Metric	Target
Overall enrolment objective for 5-9 year olds	Participation rate	90% 5-9 participation rate
Increased supply	Reasons for being out of school – Decrease in % that are out of school due to no school being nearby	Less than 5%

Key interventions:

To ensure supply is increased until no area remains underserved, the government will:

- Collect periodic data from multiple sources to understand gaps in the current supply and demand for primary education.
- Leverage public-private partnerships to set up schools where government schools do not exist, or are overcrowded. GIS and other data will be deployed to ensure compliance.
- Improve utilization of existing infrastructure by repurposing boys' schools as girls' schools or vice versa, according to local need.
- Provide transport to existing schools, where needed and feasible. This will be achieved in partnership with local governments.
- To ensure children in KP come to school at the right age, we will:
 - Trial opening kindergartens (Kachi and Grade 1) in villages through public private partnerships and community involvement. To ensure effectiveness, this intervention will be launched in areas where the nearest primary school is at least one kilometre away. If successful after evaluation, the intervention will be scaled up.
 - Trial vaccination/basic health support for young children who are in school in areas with poor access to primary health services.
 - Trial additional cash transfer through BISP to encourage early enrolment.
 - Initiate mass communications to advocate sending children to school at the right age.
- To support children with special needs in schools, the government will set up a separate wing within the E&SED, charged with implementing interventions to support children with special needs in schools. These include basic training for teachers, developing specialized teaching and learning materials, and distribution of hearing or visual aids etc.

High-level implementation plan to increase supply

To implement these interventions successfully, we need to ensure effective use of resources, backed by data, and supported by ongoing monitoring and evaluation. Data will be used to support prioritisation of areas which require additional school supply, evidence-based intervention design, allocation of adequate financial resources, the right service delivery mechanism and effective monitoring and evaluation to prove and improve impact.



To ensure that implementation is effective, the most important factor will be the prioritisation of areas to roll out the different interventions. The following process could be adopted by implementation teams to prioritise locations:

- Use household survey data to identify districts with highest population of OOSC
- Use the OOSC census 2017 along with IMU's monthly monitoring data to identify tehsils and if possible, villages where relevant access gaps exist
- Use geospatial information in IMU data to conduct final sense check
- Physically verify shortlisted sites for interventions through ASDEOs/IMU

All interventions will be rolled out using a phased approach whereby pilots will be conducted during year 1 of the blueprint in districts which have been prioritised against a set of rigorous criteria, such as the above-mentioned process. Where necessary, scale up of the interventions will be based on results of in-depth evaluation of impact.

Objective 3: Pioneer world-class early childhood in our schools

Kachi grade in Khyber Pakhtunkhwa's schools has a current cumulative enrolment of ~800,000 students. This is the largest grade level in terms of its enrolment, but the least structured in terms of instruction and learning. The challenge at this level is further complicated due to the range of ages of the children being taught in kachi classes and the wide variety of social and cultural contexts. Because high-quality early years education is, by its nature, tailored to the specific developmental needs of young children, this is a particularly difficult issue to address within the current system and where multi-grade/multi-age classrooms are often a norm. It may take the Government of Khyber Pakhtunkhwa longer than five years to successfully implement a full early childhood education curriculum and system, but in the next five years we will focus on putting the right groundwork in place:

- 1. Transform 10,000 kachi classrooms into modern pre-school nurseries.**
- 2. Structure and improve teaching and learning in kachi grade.**

Key metrics and targets:

Objective	Metric	Target
10,000 transformed pre-school nurseries	Absolute number of classrooms revamped as per specifications	10,000
No. of kachi classrooms with dedicated teachers	Absolute number of classrooms with dedicated teachers	10,000
Basic teaching and learning material present and used in kachi classrooms	Absolute number of classrooms with teaching and learning materials	21,000

Key Interventions:

To transform 10,000 kachi classrooms, we will:

- Ensure each of the 10,000 schools selected for this programme have a dedicated room for kachi grade. For this purpose, schools where adequate number of rooms exist will be prioritized.
- Ensure each kachi classroom is built to specifications, suitable for meeting the needs of younger children, and furnished with appropriate resources.
- To make sure each of the 10,000 kachi classrooms has a dedicated teacher, the KP government will:
 - + Provide new teachers in schools where a kachi teacher is not already available.
 - + Develop professional standards and a professional development curriculum for kachi teachers and deliver training to them through the existing Continuous Professional Development Programme.
 - + To ensure each kachi classroom has basic teaching and learning material we will:
 - Compile and notify a list of essential teaching and learning materials needed in kachi classroom.
 - Start monitoring, to ensure availability of standard teaching and learning materials in kachi classrooms.

Policy Area 2: Closing the gap in Secondary Education

Secondary education in Pakistan has seen little improvement during the past few decades. Reform effort has largely – and rightly – focused on primary schooling. However, we believe it is time to invest in improvements to secondary schools in parallel to our primary school reform, so that we create an end-to-end system where children matriculate with knowledge and skills they need to succeed in later life. The current secondary school system faces major capacity constraints in terms of the number of total seats available and in the quality of learning that children going through secondary schooling receive. Our aim for the next five years will be to increase the capacity of our system to enrol more children and improve the standard of teaching and learning simultaneously. To achieve the step-change we feel necessary to improve academic standards and performance, we will change our matriculation exams, moving away from the traditional rote learning approach, to test students on the higher order skills they will need to excel in future academic or vocational careers.

Objective 1: Increase the capacity of the secondary school system in KP

Approximately one⁵ million 10-16-year-old children are currently out of school in KP. There are various reasons why these children do not attend schools. One of the main reasons is lack of supply – with the system not currently having capacity to enrol these children.

With limited resources at its disposal, the Government of Khyber Pakhtunkhwa will need innovation to increase the supply of secondary schools. Current data shows that there are only 2,247 girls' secondary schools in the entire province, compared to 3,323 boys' secondary schools. Furthermore, the ratio of girls' secondary schools to girls' primary schools in Khyber Pakhtunkhwa is approximately 1:4 with significant variations across different regions in the province (e.g. for Kohistan, this ratio is nearly 1:12). This means there just aren't enough schools currently for girls graduating primary education to continue to secondary. Similar constraints exist in the supply for boys, but the regional disparity is lower (e.g. the ratio of boys' secondary school to boys' primary school is 1:5 in Kohistan).

1. Increase secondary school capacity by 500,000 seats

Metrics and targets:

Objective	Metric	Target
Increase capacity of secondary schools in KP	<ul style="list-style-type: none"> No. of additional secondary schools within the public school system No. of additional secondary schools through public private partnerships 	TBD ⁶

Key interventions:

To increase the capacity of secondary schools in KP, the government will:

- Upgrade existing primary schools to secondary schools with the required infrastructure. The decisions for upgrading will be based on available data against the relevant indicators.
- Double shift existing secondary schools to better utilize the available infrastructure. Acknowledging that double shifting has historically been a difficult intervention to implement in Pakistan, the government will pilot this programme, trialling several different models during the first year, to establish what works, before wider scale-up.
- Open new secondary schools through public private partnerships.

Objective 2: Improve quality of teaching and learning in secondary schools

While much has been done to reform the quality of education in primary grades, the same cannot be said of secondary schooling. However, the reforms in primary grade learning in KP over the past few years have laid the foundation needed to start working on quality of secondary schools. Professional development programmes, assessment systems and governance mechanisms required to impact quality of teaching and learning have been put in place at the primary level. While this provides a roadmap of sorts for improvements in quality in primary schools, expanding all these interventions at scale to secondary schools will be a challenge in terms of resources and time.

⁵ Source: Household survey conducted under KESP

⁶ The E&SED will set targets after a detailed needs analysis.

Keeping this in mind, government will follow a phased approach towards reform in secondary schools. Specifically, the objective of the reform effort will be to:

- 1. Introduce a new standardized grade 8 assessment to baseline learning levels in secondary schools**
- 2. Run a grade-by grade quality drive starting from grade 6 in 2019-20.**

Metrics and targets:

Objective	Metric	Target
Improve quality of teaching and learning in secondary schools	Student scores on standardized grade 8 test	TBD ⁷

Key interventions:

To introduce a new standardized assessment, the government of KP will:

- Adapt existing assessments such as PISA/TIMSS/NEAS to the KP context and roll out the sample-based assessment by March 2019.

To run a grade-by-grade quality drive in secondary schools the government will:

- Improve standards of teaching and learning in line with the reform at primary level. The process will focus on making sustainable improvements to quality one grade per academic year instead of trying to drive the process in all grades in all middle and secondary grades simultaneously. Starting with grade 6, in the next academic year, the government will reform quality in all secondary grades by the end of this term.

Objective 3: Reform the matriculation exam

One of the core aspects of our secondary reform is to revamp the matriculation exam. Our vision is to introduce an exam which prompts a move away from rote learning to learning with understanding and towards application.

Although we believe that reforming the matriculation exam is central to improving the system, these changes will be designed and implemented over the next five years. This gradual approach will ensure that students and teachers get time to adapt to the new system and adjust teaching and learning practices accordingly.

- 1. Tests students on modern 21st century skills ensuring that qualifying students are prepared for future academic and vocational careers.**
- 2. Challenges teachers to help students move away from rote memorization towards developing an understanding of concepts that they can apply in practical life.**

⁷ The E&SED will set targets after baseline grade 8 test is conducted in March 2019.

Reforming education service delivery in Khyber Pakhtunkhwa

Policy Area 3: Leveraging the private sector

37% of the total children in school in the province currently attend private schools, making the private sector a major stakeholder in the overall education system in KP. Ensuring the private sector thrives and supports the public-school system is, therefore, a necessary part of this government's education strategy for the next five years.

Objective 1: Ensure favourable regulatory conditions for high-quality low-cost private schools to thrive

The existing public-school system faces capacity constraints in terms of both number of teachers and the number of classrooms available to teach those children who are already enrolled. With approximately two million children still out of school, this capacity gap becomes even larger. It is imperative for the government to support the growth of the private sector in parallel with growth in the public-school system. To do this, we will support private investment in education, especially for the low-cost education sector. In this regard, the aim will be to:

- 1. Facilitate private sector growth through the already established Private School Regulatory Authority. The government will also consider measures such as access to finance and bringing in further investment in the education sector.**

Objective 2: Expand and improve existing public-private partnerships

Partnerships with the private sector will be crucial in delivering this ambitious reform agenda. This is because across many of the interventions we will implement, it is quicker and costs less to mobilize the private sector for delivery than going through traditional public sector channels. There are numerous successful examples from many international reform efforts across the developed and developing world. But, more importantly, this has already been successfully tried within Pakistan with good results especially with regards to improving access⁸. In KP, private partnerships are managed by Elementary and Secondary Education Foundation (E&SEF). With nearly 250,000 children enrolled through these partnerships, the previous KP government has already taken the first steps. However, to expand further, institutional arrangements need to be reviewed. In addition to E&SEF a PPP node exists within the Department that can be employed to procure services from the private sector. In the next five years we aim to:

Targets and metrics

Objective	Metric	Target
Targets for E&SEF	<ul style="list-style-type: none">- Develop and implement E&SEF institutional development plan- Absolute no. of additional students enrolled through E&SEF programmes	<ul style="list-style-type: none">- Process completed- 300,000 children enrolled

⁸ Private partnership management bodies exist and perform in both Sindh and Punjab

Policy Area 4: Improving Education Management at the grassroots

The most important layer of education service delivery is teachers. A lot has been done in KP over the past 5 years to build the cadre of qualified teachers and support them with training. Over the next 5 years, we will augment this, focusing on ensuring each school is provided with adequate number of qualified teachers. We also aim to improve district level education management, increasing the number of managers in the education system whilst ensuring high-calibre individuals are posted to key positions in the sector.

Objective 9: Provide quality teachers and managers in schools

Teachers are at the heart of any education system. They are the force that will drive the improvements in learning outcomes across the Khyber Pakhtunkhwa in the next five years. A lot has already been done by the previous Khyber Pakhtunkhwa government to provide a foundation from which to effect transformational change during the next five years. However, the system still faces a critical shortage of teachers. Estimates put the deficit in the number of teachers to be as high as ~65,000 across the province (excluding the merged districts).

Another gap that the government aims to close during this term is in school leadership. While primary schools have designated heads there has not been any attempt to develop a specific leadership cadre for primary schools and while many initiatives have been tried in the past, school leadership and management still remains one of the weakest links in the chain. Considering that all international and local evidence points towards the importance of school leadership, the existing gap is a big challenge.

For the next five years, the KP government will aim to achieve the following objectives:

1. **Facilitate private sector growth through the already established Private School Regulatory Authority. The government will also consider measures such as access to finance and bringing in further investment in the education sector.**
2. **Expand and improve existing public private partnerships**

Metrics and targets

Objective	Metric	Target
Every primary school has five teachers	- % of primary schools with at least five teachers present	- >90% schools with at least five teachers
	- No. of teachers recruited	- 300,000 children enrolled
School leadership	No. of school leaders recruited on merit	7,000 leaders recruited

Objective 10: District level education leadership

Since 2014, the IMU has mainstreamed data-driven decision-making and evidence-based planning and management. At sub-district, district and provincial levels, data is being used to improve problem-identification and resolution, to support low performing schools, to set and achieve education delivery targets and to manage financial and human resources.

These developments provide the foundation for transformational change. However, the leadership at the district level i.e. the District Education Officers (DEOs) will be critical to the success of this agenda. The capability of current DEOs varies greatly from district to district. In addition, unexpected postings and transfers tend to complicate issues and mean DEOs do not have long enough in post to develop the necessary relationships and local expertise.

To resolve these challenges, the KP government will aim to:

1. **Pilot postings of PCS officers as DEOs in select districts.**
2. **Ensure only the best quality officers get posted as DEOs through changing the selection criteria and procedure.**
3. **Ensure no management positions remain vacant.**
4. **Ensure that the minimum tenure of education managers is three years.**

Objective 11: Make every school a “good” school

The ultimate vision of this government is to make every school into an institution that the local community can be proud of. To establish this dynamic, there needs to be a relationship of trust between the school and the community. A big part of establishing trust is ensuring each school delivers a basic standard of services. To this end, the government’s aim will be to:

1. **Set a standard in terms of**
 - a. **Student learning**
 - b. **The number and presence of teachers**
 - c. **School buildings and outlook**
 - d. **School facilities including furniture**
2. **Use the current sources of data coming from IMU and other institutions to monitor each school’s performance against the standard and ensure compliance.**

Key metrics and targets

Objective	Metric	Target
Every school is a good school	% of schools scoring above target score on School Status Index (modified)	75% of schools above target

Policy Area 5: Engaging the community

World-class education systems are not solely built by governments, education managers, or educators, they have their roots in the communities that house each school. We want parents and communities to feel that, rather than just being informed about education for children in Khyber Pakhtunkhwa, they are actively involved in improving the system.

Objective 12: Rolling out a school rating system

An engaged community is key for public accountability of the education system. With the new local government system coming in, public accountability becomes even more important. However, engaging the community at scale has proven to be challenging in Pakistan. While there are parent teacher associations attached to every school, the level of engagement remains low and the impact on student learning outcomes remains unclear. We believe the key to engage our communities at scale is providing the public accurate, frequent and easy to understand information on school performance. Our aim will be to:

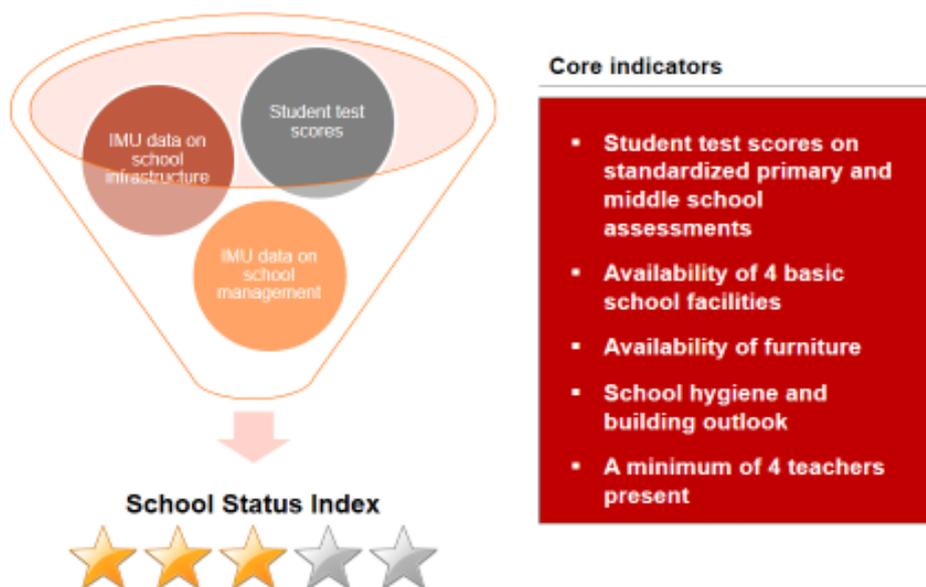
1. Rate each school on a 5-star scale using available data and school score on School Status Index. Use IMU to ensure rating is up to date, accurate and displayed clearly outside every school.
2. Position local governments, as part of their objectives, to drive accountability for school performance ratings.

Key metric and target

Objective	Metric	Target
Roll out of a school rating system	Number of schools with rating displayed clearly outside schools	100% of schools

Exhibit: School rating system

The school rating system will be based on the school status index



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Objective 13: Launch the Khyber Pakhtunkhwa Education Hotline

Parents are the most important stakeholders within communities when it comes to education reform. Parents are uniquely placed to hold schools to account for the effectiveness of provision of education, as they are the ones who have insight into the quality of instruction that their children receive, school facilities and management. International

evidence shows that where parents take an active role in teaching and learning, including through actively holding schools to account, student attendance and achievement improves.

Considering the importance of feedback from parents and the community in general, the government will:

- 1. Launch and advertise the Khyber Pakhtunkhwa Education Hotline. We envision this to be a well-staffed high capacity call center to record public feedback.**
- 2. Develop a complaint resolution system channeling complaints and feedback to relevant managers in the field and monitoring resolution.**

Key metrics and targets

Objective	Metric	Target
Launch the hotline and complaint resolution system	Hotline launch completion	Process completed
Complaint resolution	% of complaints resolved within reasonable time	80%
No. of weekly complaints	Absolute number of complaints registered	TBD

KP Government's Special initiatives

Policy Area 6: Special reforms for newly merged districts

The integration of FATA will bring with it a unique set of challenges and it is vital that government makes specialised provision and commitments that speak directly to the state of education in these districts. To this end, the government's priority over the next few years will be to ensure standards of service delivery in these districts are on par with the rest of the province.

Objective 14: Special reforms for newly merged districts

A key issue is the lack of reliable data within the province, which makes it hard to accurately baseline the state of education and provision of services. However, using the data that has been collected and speaking to a range of stakeholders it is clear that the main challenges lie in access, quality of provision (and teacher supply) and the foundational systems for managing education in merged districts, including data collection.

Regardless of the accuracy of available data, it is clear that, overall, the participation rate in these merged districts lags far behind the rest of Khyber Pakhtunkhwa. The 2015 EMIS put the net enrolment rate of 44% at the primary level 49% for boys and 37% for girls, and just 9% at the secondary level. While there are issues relating to both supply and demand, the supply is scarce and needs to be urgently addressed to get children into school and learning well.

Where children do go to school dropout rates are high. At the primary level there is a 68% dropout rate overall from children between kachi and Grade 5 (61% for boys and 77% for girls). Where children do make the transition to middle/secondary provision, again there are high levels of dropout between Grades 6-10, averaging at 65% overall (68% boys and 70% girls). What this means is that only 16% of boys finish primary school, and 5% of girls.

The high dropout rates for basic primary education are caused by a number of factors. FATA's education sector plan 2015-2020 cites overcrowded classrooms, teacher absenteeism, inadequate facilities, inappropriate language of instruction and particularly in the case of girls, safety risks as the main reasons for dropout. It is clear that when faced with poor quality of education, parents do not find education to be a worthwhile investment, especially in terms of opportunity costs. Even in primary school, learning outcomes are low (more than half of the 16% of boys and 5% of girls who complete primary school cannot sufficiently read and write).

Lastly, essential to driving improvements in the system is having information to assess the status quo and on which to base decision-making. Currently the newly-merged districts have no means of collecting data on which to base policy, other than an annual census, which is school-based and limited. Moreover, while there is a small cadre of education managers, there are no systems for regular school monitoring, and limited resources to ensure full coverage in each district, resulting in low-accountability.

The unavailability of data and management capabilities has also made the planning process extremely challenging. Despite these challenges, the government has a clear vision of system-level targets. The core agenda will be to:

- 1. Extend IMU monitoring to newly merged districts.**
- 2. Provide more schools across each district, according to need, delivered through innovative PPPs, new builds and semi-permanent pre-fabricated facilities to improve access and provide conducive learning environments.**
- 3. Drive a complete overhaul in the existing higher secondary schools in newly merged districts within the next six months ensuring all modern facilities such as laboratories and libraries are available.**
- 4. Upgrade and expand current facilities to meet the needs of students, ensuring full provision of basic facilities in every school in the merged districts.**
- 5. Increase the number of teachers across the newly merged districts, based on need.**
- 6. Expand current education management structures in line with the rest of KP. This will involve creating new positions and recruiting qualified management professionals from within the merged districts.**
- 7. Expand quality campaign initiatives to cover newly merged districts.**

Key metrics and targets

Objective	Metric	Target
Student learning	% student scores on standardized tests	TBD
Student enrolment	Participation rate	TBD
Basic infrastructure	% of schools with all basic facilities available	80%
Education management	Process – education management in newly merged districts on par with old KP districts	Process complete

Policy Area 7: Education Advisor to Chief Minister’s special initiatives

Since taking office, the Education Adviser has taken a hands-on approach towards management of the education system. He has selected several initiatives that he will personally drive. These initiatives will supplement the overall policy direction that the government of Khyber Pakhtunkhwa has set through this document.

The adviser’s special initiatives include:

- Establishing 5,000 play areas in primary schools for young children.
- Ensuring provision of computer labs and IT tools in KP’s high schools.
- Conducting a tree plantation drive through schools with the target of planting 5,000,000 trees by 2023.
- Introducing measures to create social awareness in KP’s schools through:
 - Holding workshop sessions in all higher secondary schools to raise awareness on different current issues. The first session of this series on human rights will be conducted in all selected schools within the next 6 months.

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