Seven Priorities of NEP 2009 and Score Cards

The Pakistan Education Task Force is a major effort to improve access and quality in Pakistan's schools through successful implementation of the National Education Policy.

The government has articulated a good set of aspirations and policies for the system, but effective implementation is needed to see real change in educational achievement.

In order to assist in the implementation of the National Education Policy, the Pakistan Education Task Force has identified 7 priorities of the NEP that underpin successful reforms. These priorities focus on increasing accountability and building capacity.

Greater Accountability	• Set clear Standards for;:
	  • Outcomes in language, English, Math and science
	  • Schools (what does a good school look like)
	  • District (what does a good district look like)

	• Develop and implement simple and clear processes to monitor performance against the standards, including 1) student assessments, 2) school reviews and 3 district reviews, and publish the results
	• Increase the number of good school places by providing state support and funding to not-for-profit providers, low-cost for – profit providers and madrassas, as long as they can deliver the standards and curriculum above

Greater Capacity	• Based on the standards, Provide:
	  • more high-quality low- cost teacher development
	  • more high- quality textbooks, teacher guides and curriculum materials

	• Build the capacity at every level (school, district, province, federal government) to deliver this strategy
	• Provide basic facilities in every school .

The NEP-7 Scorecard
In order to monitor the implementation of the NEP 7, the Task Force has developed a scorecard which outlines the main actions to be taken under each priority area and shows the current state of implementation progress in each province.

The Scorecard will be updated every three months in consultation with the provinces and the Ministry of Education.
The NEP 7 Scorecard is designed to:
- **Clarify** exactly what needs to be done
- **Monitor progress** during implementation
- **Increase accountability** for progress

Pakistan Education Scorecard (Provinces)

		Punjab	Sindh	KPK	Balochistan
Standards	• Curriculum standards for student learning and progress • Standards for school performance • Standards for school district performance	❑ ❑ ❑	❑ ❑ ❑	❑ ❑ ❑	❑ ❑ ❑
Monitoring	• Provincial assessments of students in primary school • Provincial assessments of students in secondary school • Objective monitoring of school performance • Objective monitoring of school district performance • Management and publishing of performance data	❑ ❑ ❑ ❑ ❑	❑ ❑ ❑ ❑ ❑	❑ ❑ ❑ ❑ ❑	❑ ❑ ❑ ❑ ❑
Empowerment	• Clear expectation for parents of school • Accessible means for parents to give feedback on schools	❑ ❑	❑ ❑	❑ ❑	❑ ❑
Teaching	• Provision of all students with good textbooks • Provision of all Teachers with good teacher guides • Provision of good training for every teacher • Merit-based selection of teachers	❑ ❑ ❑ ❑	❑ ❑ ❑ ❑	❑ ❑ ❑ ❑	❑ ❑ ❑ ❑
Public-Private Partnership	• 10% of education budget to low-cost non-government school • 1% education budget to NGO support of government schools	❑ ❑	❑ ❑	❑ ❑	❑ ❑
Capacity	• Capacity development of school heads • Capacity development for district education managers • Capacity development for provincial leaders	❑ ❑ ❑	❑ ❑ ❑	❑ ❑ ❑	❑ ❑ ❑
Facilities	• Provision of basic facilities in every school	❑	❑	❑	❑

Scoring system for the NEP 7

	Levels	Criteria for grading
1	This item is not implemented in Accordance with the scorecard criteria, and there is no plan to implement/ improve it	• The item is not implemented: or implementation is significantly different form the scorecard criteria (e.g. assessments are in place. But they test only a small sample of students) • There is no plan: or the plan is incomplete
2	This item is not implemented in accordance with the scorecard criteria, but there is a plan to deliver it	This is a plan in place with all of the following • Sufficient detail to guide Implementation • A timeline with Milestones identified • Name leaders with their precise roles and responsibilities
3	Implementation of this ítem is underway, But is still in early phases	• The item has an approved budget • A full-time team is working to implement this item • Significant implementation activities are underway (e.g. recruitment of staff. Writing of standards. • Development of systems • Rollout or launch of the item has not yet begun
4	Implementation of this item is between 20% and 80% complete	• Program is operational but is not yet at scale • Program can demonstrate impact at the school level • Rollout, launch or mass communication of this item is underway (e.g. testing is underway: standards are being communicated)
5	I Implementation of this item is complete	• This item has been largely implemented in line with the scorecard criteria and covers at least 80% of the target school population • The focus has now shifted to improvement and refinement

Technical Notes for ASER Pakistan 2010 Data Reporting and Interpretation

Following considerations have guided the process of reporting and interpreting ASER 2010 data. It would be useful to read through the notes before moving to the findings and analysis of ASER 2010.

* **Learning Levels:** We have information on the children of 6-16 age groups, both in and out of school children. Those enrolled are spread across Classes 1-10. Data tables and graphs provide information according to grade, age, schooling status. While interpreting the data, we focus on the learning level of Class 3 children in case of Reading and English Comprehension. The assessment tools cover competencies and texts up to Class 2 standards of the National Curriculum for Mathematics and English.
    * In the case of reporting quality of learning in languages (Urdu/Sindhi/English), it is useful to look at how well children who have completed grade 2 and promoted to Class 3 perform on the curricular standards set for Class 2. Reporting is also done for Class 5.
    * In case of reporting arithmetic learning, Class 4 is taken as indicative as the assessment tool covers up to Class 3 curriculum standards. Reporting is also done for Class 5.

* **Comparison between Public Schools and Private Schools:** Participation of private education providers and quality of private schools has been part of the national debates on education. Therefore, ASER 2010 makes a comparison between learning levels of students in public schools and those who are attending private schools based on ASER Survey done at household level. The data should be interpreted cautiously mindful of the varying overall proportion of private education provision at national, provincial and district levels. For instance, a district may show that 80%private school students have better reading levels as opposed to 25% government school students. However, this may be the case because only 1% students are going to private schools in that particular district.

Scope of ASER Survey and Analysis 2008 & 2010		
Field of Information	ASER 2008-Pilot – Rural	ASER 2010 - Rural
Sample Coverage	11 districts of Punjab, Sindh and ICT	32 districts from KPK, Sindh, Punjab, Balochistan, Gilgit Baltistan, FATA & ICT
Age Band	Enrollment and learning level for primary education were reported for 5-9 yrs of age. Similarly, 10-12 yrs of age group was taken for secondary education.	National Education Policy 2009 has changed the official age for primary education is changed to 6 -10 years while also changing the next levels of education accordingly (Policy Action 2, p.36.). Therefore, ASER findings are also reported according to the changed age bands.
Learning Level-Reading	Reading tools were given in 3 languages namely Sindhi, Urdu and English. A child was assessed for reading in the language of his/her preference.	Reading tools were given in Urdu and Sindhi only. Pashtu tool was also designed however, ASER team was advised not to pilot and administer, since books in Pashtu have recently been introduced.
Learning Level – English Reading and Comprehension	Not included as a separate assessment aspect. Every child was not assessed for his/her reading ability in English. It was only an option in which reading tool was made available.	English reading and comprehension included as a stand-alone area for assessment. All sample children in 6-16 yrs group were assessed for learning level in English as a language.
Early Years of Schooling (Pre-Schooling)	Information collected on number of children enrolled in pre-school.	ECE target in National Education Policy 2009 is 100% by 2020. However, in EFA -National Plan of Education (2001-2015), ECE target is stated as 50%. Specific information on status, enrollment and type of pre - school provision.
Mothers' Literacy	Literates were marked as those mothers who had attended school.	Literacy level was determined by testing their ability to read a simple para (Grade 1 standard) in Urdu or Sindhi.
Private tuitions	Not included	Information collected on children taking any type of paid tuition.
School Profile Information	Collected only for government schools, 1 school per village.	Collected information on both public and private schools functioning in the village, 2 schools per village.

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