Governance Structure for School Education in Punjab



District Management Structure for Education Delivery



District Tehsil Markaz

He also monitors Punjab Education Foundation (PEF) schools, Punjab **Education Endowment Fund (PEEF)** scholarships, the Roadmap fund, Talimi scholarships, and Punjab Examination Commission (PEC) examinations.

Chief Education Officer – SED

and are involved in indicator-based performance monitoring.

They also also ensure that necessary data collected from schools is delivered to the DEAs.

Deputy District Education Officer











Districts receive a fixed lump sum budget.

All expenses have to be met by this initial allocation. This reduces the DC's ability to respond to emergencies.



Authority to give approvals for transfers and postings now lies with the DC, instead of the School Education Department.

DC is responsible for multiple departments and focus on education is diluted.



DEA is not well represented by members of the local education sector.

This hampers DEA's ability to perform one of its key functions i.e. resolve issues at the local level, creating inefficiencies.

Delivery Challenges under the New Governance Structure



DDEOs and AEOs are not adequately empowered



No direct interaction

to manage schools.

With limited authority, officials at the local level are unable to address school concerns. Officials also face capacity constraints and cannot respond effectively when needed to. of district management (AEOs) and the provincial monitoring unit (PMIU).

Information first travels up the hierarchy to the CEO and is then passed on to PMIU, creating inefficiencies.









Monitoring Punjab's Schools under the Roadmap Approach

What is the Roadmap Approach?

A top-down strategy designed to harness support of key decision-makers and generate momentum from above.



A system of setting targets and goals for a defined sector or sub-sector, and a way to manage its implementation through accountable practices.

It involves collating and analysing data for benchmarking and for using it to strategise and prioritise reform interventions.

How is it executed?

Project Monitoring and Implementation Unit (PMIU)

PMIU is the monitoring wing of the **School Education Department.**

It collects data from all districts and ranks them along a list of indicators.

District Monitoring Officers (DMOs)

The DMO is a sanctioned post in each district that reports directly to the PMIU.

The DMO recruits and manages Monitoring and Evaluation Assistants in each district.

Monitoring and Evaluation Assistants (MEAs)

MEAs are assigned school clusters (made up by several markaz) and visit at least 4 schools per day.

At least 90% of schools in the district have to be covered by MEAs each month.

Who executes it?

PMIU

District Monitoring Officer (DMO)

MEA - Collect real time data











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Focus on the Demand Side

The approach is focused on monitoring supply side indicators based on administrative data (e.g. teacher absenteeism). Lack of focus on the demand side (e.g. students' and parents' level of satisfac-tion) may lead to an inaccurate assessment of school performance.

Use a Bottoms Up Approach

District level targets imposed in a top-down manner may fail to account for contextual realities at the district and school level.

How can we Improve the Roadmap Approach?

Create a Balance

Excessive focus on indicators may put undue pressure on teachers to overemphasise meeting roadmap targets rather than the actual process of learning.

Reduce Discretion in Assessment

While the data on the indicators is objective, MEAs assess school performance subjectively, categorizing it as 'poor', 'average', or 'good'.

Emphasise Learning Outcomes

3

The set of monitoring indicators give more weightage to infrastructure than learning.











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