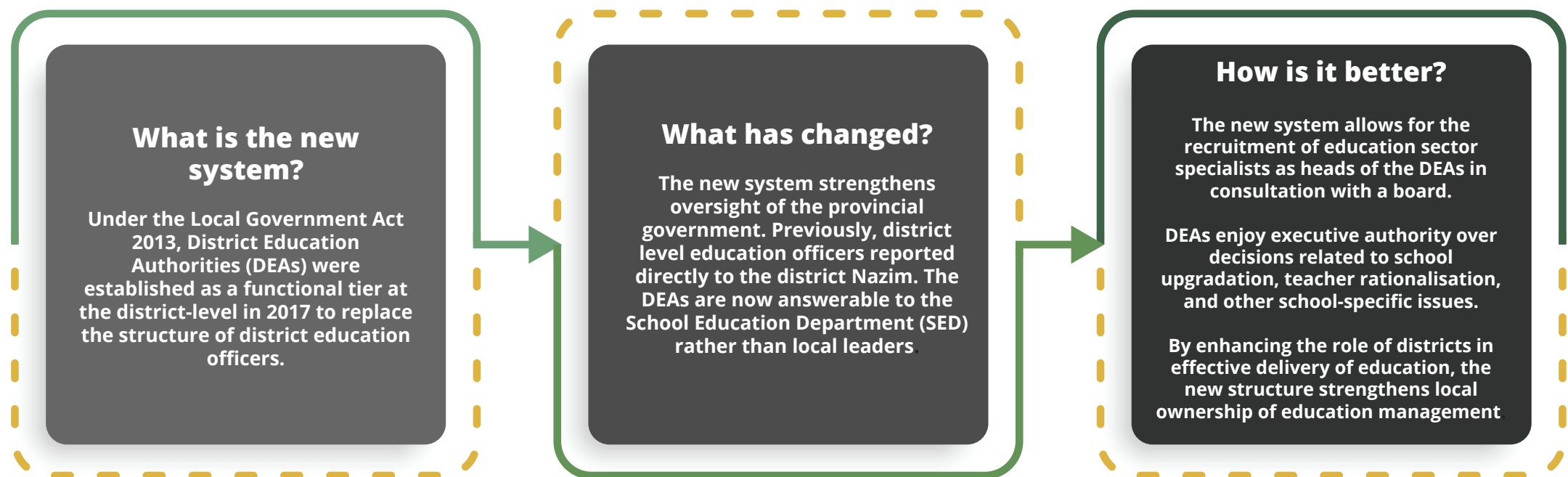
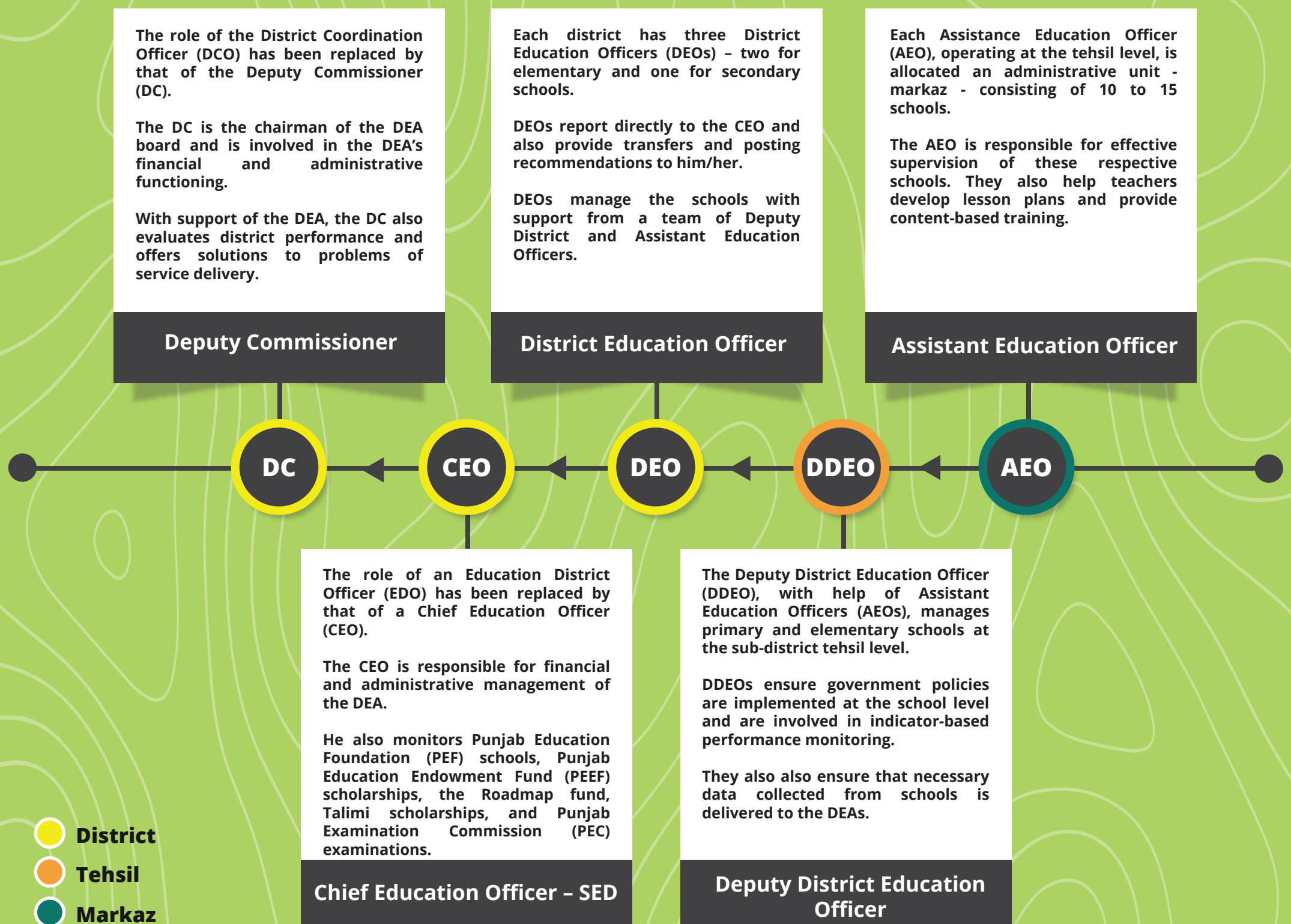


Governance Structure for School Education in Punjab



District Management Structure for Education Delivery





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 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.

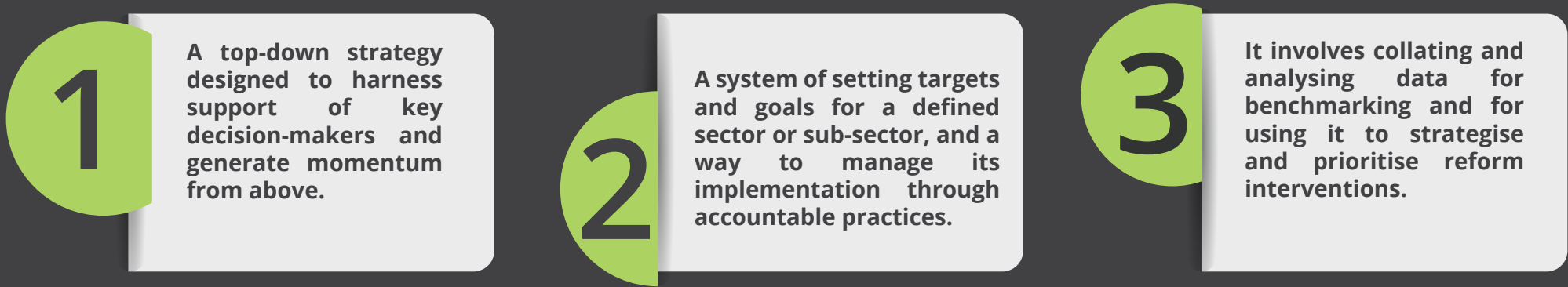


No direct interaction between the lower tiers of district management (AEOs) and the provincial monitoring unit (PMIU).

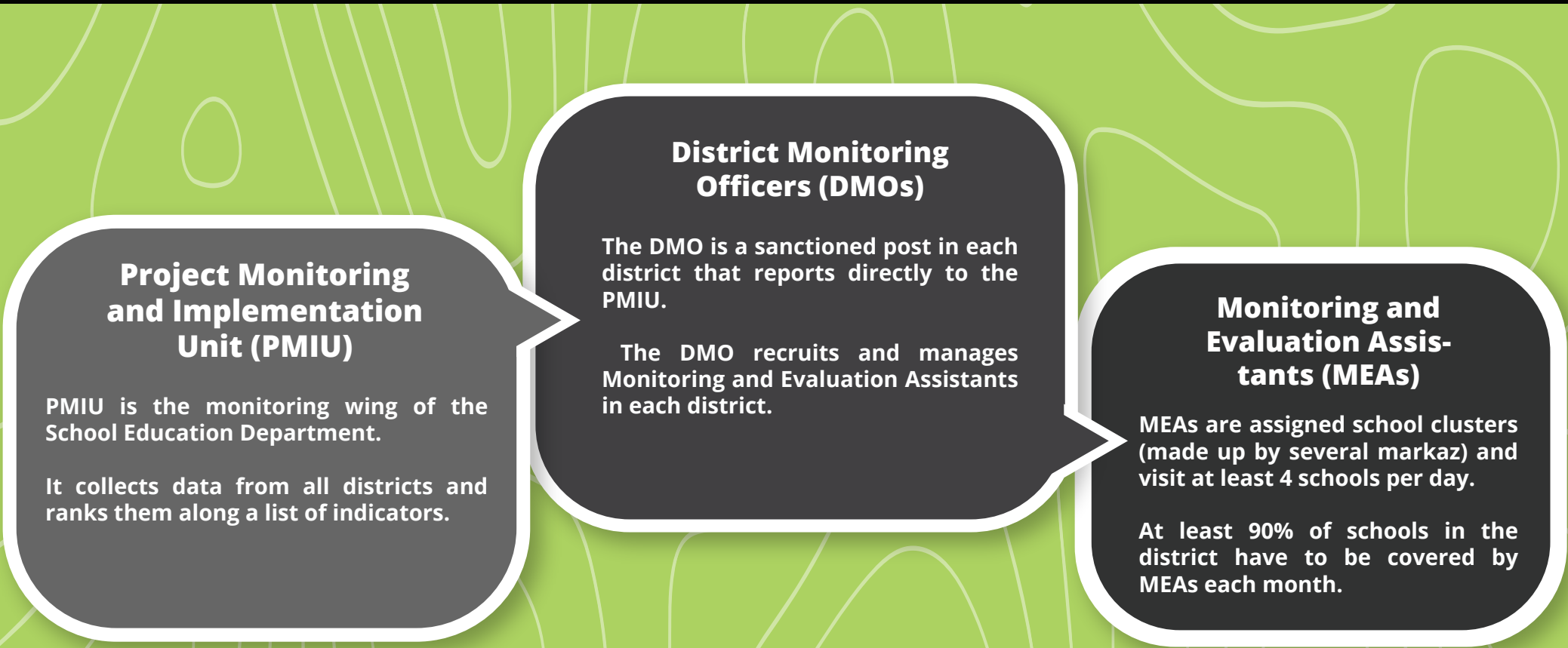
Information first travels up the hierarchy to the CEO and is then passed on to PMIU, creating inefficiencies.

Monitoring Punjab's Schools under the Roadmap Approach

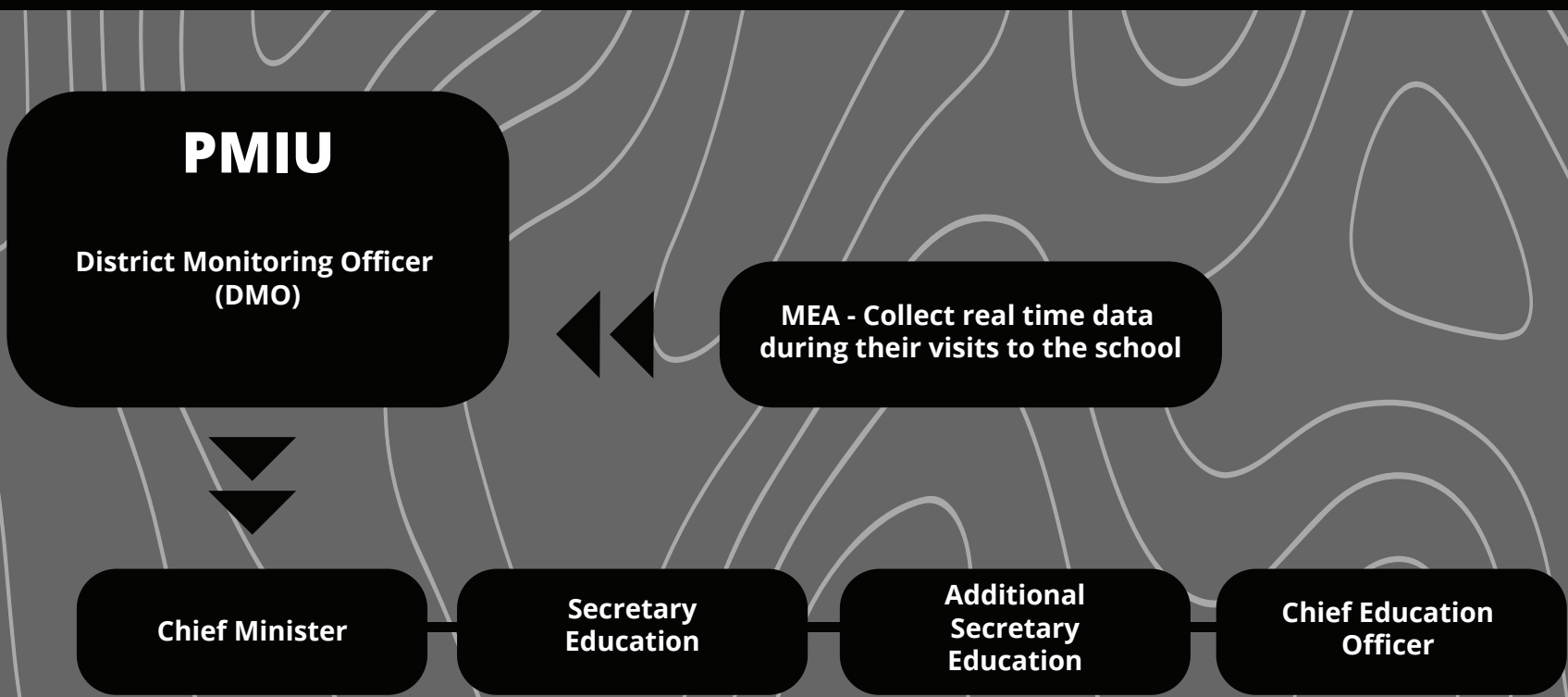
What is the Roadmap Approach?



How is it executed?



Who executes it?



How can we Improve the Roadmap Approach?

1

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 satisfaction) may lead to an inaccurate assessment of school performance.

2

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.

3

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.

4

Reduce Discretion in Assessment

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

5

Emphasise Learning Outcomes

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