## **Governance Structure for School Education in Punjab**

## What is the new system?

Under the Local Government Act 2013, District Education Authorities (DEAs) were established as a functional tier at the district-level in 2017 to replace the structure of district education officers.

#### What has changed?

The new system strengthens oversight of the provincial government. Previously, district level education officers reported directly to the district Nazim. The DEAs are now answerable to the School Education Department (SED) rather than local leaders

#### How is it better?

The new system allows for the recruitment of education sector specialists as heads of the DEAs in consultation with a board.

DEAs enjoy executive authority over decisions related to school upgradation, teacher rationalisation, and other school-specific issues.

By enhancing the role of districts in effective delivery of education, the new structure strengthens local ownership of education management

## District Management Structure for Education Delivery

The role of the District Coordination Officer (DCO) has been replaced by that of the Deputy Commissioner (DC).

The DC is the chairman of the DEA board and is involved in the DEA's financial and administrative functioning.

With support of the DEA, the DC also evaluates district performance and offers solutions to problems of service delivery.

**Deputy Commissioner** 

Each district has three District Education Officers (DEOs) – two for elementary and one for secondary schools.

DEOs report directly to the CEO and also provide transfers and posting recommendations to him/her.

DEOs manage the schools with support from a team of Deputy District and Assistant Education Officers.

**District Education Officer** 

Each Assistance Education Officer (AEO), operating at the tehsil level, is allocated an administrative unit -markaz - consisting of 10 to 15 schools.

The AEO is responsible for effective supervision of these respective schools. They also help teachers develop lesson plans and provide content-based training.

**Assistant Education Officer** 

DC CEO DEO DDEO AEO

The role of an Education District Officer (EDO) has been replaced by that of a Chief Education Officer (CEO).

The CEO is responsible for financial and administrative management of the DEA.

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** 

The Deputy District Education Officer (DDEO), with help of Assistant Education Officers (AEOs), manages primary and elementary schools at the sub-district tehsil level.

DDEOs ensure government policies are implemented at the school level 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



**District** 

**Markaz** 

Tehsil









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?

A des sup ded ger fro

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

2

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

3

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 <u>School</u> 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)



**Chief Minister** 

**Secretary** 

**Education** 

during their visits to the school

MEA - Collect real time data

Additional Secretary Education

Chief Education Officer









# **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. **Create a Balance** How can we **Excessive focus on indicators may put undue** Improve the Roadmap Approach? 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** The set of monitoring indicators give more weightage to infrastructure than







