

EEBI - Policy Brief

Effective Budgetary Allocations for In-service Teacher Training



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Social and Policy Sciences**

Setting the Context

A teacher plays an important role in improving the quality of education and student's learning outcomes. There are 1.22 million teachers in 225,135 schools in Pakistan. Out of the total teaching force 0.68 millions teachers (60% male and 40% female) are in 164,162 public sector schools (including other public sector schools).

Regular teacher education and training helps in improving the quality of learning outcomes in educational institutions. Provincial governments are largely responsible for pre and in-service teacher training and education. There are 176 Teacher Training Institutions in Pakistan which include 148 in public sector and 28 in private sector. In these training institutions there are students 651,822 (99.2% in public sector). There are 33 (18.7% of total TTIs in Pakistan) TTIs in Khyber Pakhtunkhwa (KP) province. Out of total TTIs in KP 27 are public sector institutions which include 14 for male teachers, 9 for female teachers and 4 institutions are for both male and female. There are only 6 private sector TTIs in KP. In the KP, the teacher training system comprises of Directorate of Curriculum and Teacher Education, separate male and female Regional Institute for Teachers Education in each district and Provincial Institute for Teachers Education (PITE) Peshawar.

Policy Priorities

In the National Education Policy, 2009 there are 22 policy actions that pertain to teacher recruitment and education. Few salient policy actions are mentioned here:

Minimum qualification of Bachelors degree, with a B.Ed., for teaching at the elementary level. A Masters level for the secondary and higher secondary, with a B.Ed. by 2018.

Teacher training arrangements, accreditation and certification procedures shall be standardized and institutionalized

Professional development of teachers on three-year cyclic basis

In-service training shall cover a wide range of areas

Institutionalized and standardized in-service teacher training regime

In-service TTIs to build capacities for school development plans

Special short course language courses for teachers in rural areas

A separate cadre of specialized teacher trainers shall be developed

The above policy actions highlight that government has planned to improve standards by increasing the threshold of minimum qualification for teaching at elementary and secondary levels. Another significant point is the high priority that government has assigned to the in-service teacher training programs.

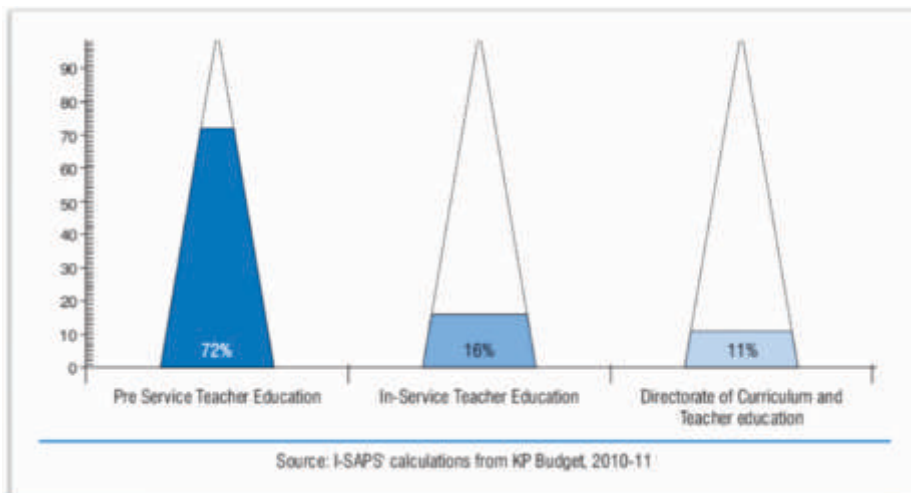
The Issue

Considering the above mentioned policy priorities the in-service teacher training budget becomes more important because it improves capacities of existing teaching force thus contributing towards system improvement. However, when we review the budgetary allocations in KP it is evident that in 2010-11 the allocations were not in line with the policy priorities.

In the 2010-11 the provincial government allocated Rs. 225.36 million for teacher training and education, which makes almost 2.15 percent of total provincial education budget. Almost 83 percent (Rs. 222.52 million) of the total allocation for teacher training comprises current budget. Khyber Pakhtunkhwa government has been increasing budget for teacher education and training for the past two years. Allocation for teacher education has gone-up from Rs. 140.9 million in 2008-09 to Rs. 225.36 million in 2010-11.

Funds for teacher training has been consistently increasing over past few years however the allocation of these funds at the functional or sub-category level is at times not consistent with policy priorities. During 2010-11 out of total allocations for teacher education and training in KP, around 72 percent budget was allocated for pre-service training, 11 percent for Directorate of Curriculum and Teacher education whereas only 16 percent budget was allocated for in-service teacher training which is the policy priority.

Distribution of Teacher Education and Training Budget



Moreover, utilization of pre-service teacher training budget has always been higher than the utilization of in-service teacher training budget. There is dire need to not only increase allocations but also improve utilization of in-service teacher training budget.

Recommendation

The above situation highlights the need for allocating resources in accordance with the national and provincial policy priorities. Considering the importance of in-service teacher training programs, Khyber Pakhtunkhwa should allocate more resources or at least 50% of its teacher education and training budget for in-service teacher training.

I-SAPS, in collaboration with DFID, is working to improve the effectiveness of public spending in the education sector under its Effective Education Budget Initiative (EEBI).

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