

Vision 2025:

Discussion Document 1



**Ministry of Education
Islamabad**

Table of Contents

Table of Abbreviations	3
1. Executive Summary	4
2. Vision 2025 and its Rationale	5
3. The Process of Developing the Vision 2025 for Education	6
3.1 Introduction	6
3.2 The process	6
3.2.1 Stage I—April-July, 2005	7
3.2.2 Stage 2 — August-September, 2005	7
3.2.3 Stage 3—January-February, 2006	7
3.3 Visioning Discussion Document 1 (DD1)	8
3.3.1 Limitations	8
3.3.2 Overarching values guiding the visioning process	8
3.3.3 Instructions for the readers	9
3.3.3.1 District Education Officers	9
3.3.3.2 Provincial departments, federal officials, and other stakeholders	9
4. The Emerging Vision	10
4.1 What you should expect in this section	10
4.2 Emphases of learning and system wide efficiency	10
4.3 The Emerging Vision of Classrooms	11
4.3.1 Classrooms in Pakistani public schools in the year 2025	11
4.3.2 Further delineation of the emerging vision of the classrooms	11
4.4 The Emerging Vision of Schools/Communities/SMCs	12
4.4.1 Schools/Communities/SMCs in the year 2025	12
4.4.2 Further delineation of the emerging vision	13
4.5 The Emerging Vision of District, Provincial, and National Education Systems	14
4.5.1 District, Provincial, and National Education Systems in the year 2025	14
4.5.2 Further delineation of the emerging vision	15
4.6 The Emerging Vision of Professional Development Infrastructure	16
4.6.1 Professional Development Infrastructure in the year 2025	16
4.6.2 Further delineation of the emerging vision	16
5. The Way Ahead	17

Table of Abbreviations

ADO	Assistant District Officer
DD1	Discussion Document 1
DIPs	District Improvement Plans
DO	District Officer
EFA	Education for All
EMIS	Education Management Information Systems
ESR	Education Sector Reforms
GDP	Gross Development Product
MOE	Ministry of Education
NGOs	Non Government Organizations
NER	Net Enrolment Rate
RSU	Reform Support Units
SIPs	School Improvement Plans
UPE	Universal Primary Education

1. Executive Summary

The MoE is undertaking a visioning exercise designed to delineate a widely shared national understanding of what the education system will look like, and how it will function, in the year 2025. This visioning exercise is designed for completion in three major stages, each stage developing the vision document and culminating in the third stage where an elaborated vision for education, *Vision 2025*, will present a system that delivers quality education to the children of Pakistan. *Vision 2025* is not an unattainable dream, for it will be the product of a number of rigorous cost and financial analyses: *Vision 2025* will be financially possible.

The first of these stages has been completed. The discussion document “Vision 2025: Discussion Document 1 (DD1),” has been gleaned from the work done in 24 workshop sessions, 18 of which were conducted at the district level. The document is designed to elicit widespread participation in the visioning process and presents the nascent beginnings of *Vision 2025*.

In this document, you will be introduced to some basic ideas about vision, its importance and rationale, and the structure of the visioning process adopted by the MoE. It will also present some salient features of the emerging vision. The MoE invites you to contribute to this emerging vision by addressing the questions/issues offered in the “The Emerging Vision” section of this document. Your feedback will be incorporated into a second document, “Vision 2025: Discussion Document (2),” which will, in turn, be subjected to a rigorous costing/financing exercise, one in which many of you will be asked to participate. This final costing/financing exercise will yield *Vision 2025*. With *Vision 2025* in place, we will have the means by which to align our existing policies and to develop a number of strategic plans that will help us move from where we are now to where we want to be in the year 2025.

2. Vision 2025 and its Rationale

In January 2005, the MoE launched this visioning exercise aimed at delineating a widely shared understanding of what Pakistan's education system will look like and how it will function in the year 2025. Why a vision? Our existing policy frameworks¹ contain a number of exceptional goals and objectives, including an improved quality of elementary education² and competence of teachers³, the elimination of all types of disparities and imbalances in schooling⁴, and significantly an improved enrolment rates⁵. As such, they all contain the elements of a vision. The visioning exercise is designed to flesh out those elements/aspects of the system to actually make it work.

If we mean to achieve these goals and objectives, there is a need to understand the present system and to envisage how it may be changed and improved. For example, ask someone who wants to build a house for himself, and he might express the desire to have spacious and airy rooms, a nice kitchen, a lawn, and so on. However, without a blueprint or a map prepared by an architect that tells them exactly what it will look like (inside and outside), this house will never be built.

Just as a house has various connected components in it, so does the education system. We have classrooms nested into schools that are in turn nested into districts. The districts are part and parcel of the provincial education system that unite in the federation of Pakistan. We need to *envision* how these components of the system will function when they interact with each other.

If we want more children to learn better in classrooms and for this to be standardized across the country, then we need to know what these classrooms will look like, how teachers interact with the students, how the students will interact with each other, and how those "classrooms" interact with the parents whose children are in school. If we want schools that foster and support such effective classrooms, we need to know what these schools look like, how they function, how they relate to the community, and how they relate to the larger education system. If we want our teachers to be professionals engaged in improving their skills, we need to know what a needs-based professional development delivery system looks like and how it operates, so that

***Vision:** a description of what the education system will look like and how it will function in the year 2025 such that quality education is provided to all children in a manner that is financially feasible. Understood in this sense, vision reflects something well beyond where we are now, yet something we have the potential to achieve, given the accuracy of the assumptions supporting the vision. These assumptions include the fact of population growth, economic growth, and education expenditure as a percent of the GDP.*

¹ National Education Policy 1998-2010, Education Sector Reforms 2002-2006, Education For All-National Plan of Action 2001-2015, Perspective Plan 2001-2011, Accelerating Economic Growth and Reducing Poverty (PRSP), and the Local Government Devolution Plan 2000.

² NEP Elementary Education, Policy Provisions 5.3.1.

³ NEP Elementary Education, Policy Provisions 5.3.4.

⁴ NEP Elementary Education, Policy Provisions 5.3.7.

⁵ NEP, ESR, EFA

teachers get the professional development they need on a regular basis. If we want educational professionals throughout the system to be promoted on merit, we need to know what the necessary performance appraisal system should look like. If we want districts that can deliver cost-effective services to schools in support of the genuine learning going on in their classrooms, we need to envision these districts including their governance structures as well as education departments. If we want highly efficient provincial education departments that are organizations that can successfully coordinate system-wide, learning-driven reform, we need to envision them as well. If we want a national education system that ensures that every child in Pakistan will become a responsible citizen and a productive member of a growing economy, we must know what it looks like and how it functions. And, if we strive to achieve such guiding vision, we also need to know that we can afford it.

Without such a vision, reform:

- tends to go off in multiple directions: “improved quality of elementary education” can mean many things to many people;
- tends not to be coordinated: if two donors understand “improved quality of elementary education” differently, they would be more inclined to compete than coordinate;
- tends not to be systemic: vision tells us how the elements of the “reformed” system relate to each other, and therefore, how best to go about systemic reform; and
- tends not to be demand-driven, without a widely shared understanding – widespread ownership – of where various reform efforts should be heading, reform becomes supply-driven (donor-driven).

A better-developed vision will allow us to examine, align, and unify our policies and plans.

3. The Process of Developing the Vision 2025 for Education

3.1 Introduction

A widely owned and affordable national vision for education needs a long time to develop. The process must ensure collection of input from a wide range of stakeholders and the consolidation of these inputs into a series of progressively refined vision documents. It must also ensure the evaluation of the vision emerging on the basis of these inputs in financial terms to ascertain its affordability.

In this section, the salient features of the process are highlighted. The section will describe the preliminary stages, followed by an enumeration of the overarching values that guide the development of vision in all these stages. A reflective reading of this document is important to develop this process of visioning that the MoE has initiated. To this end, a set of suggestions is provided to the reader toward the end of this section.

3.2 The process

The visioning process consists of three stages. Each stage produces a document, and each successive document is an improved version of the earlier one, hence a step further towards a refined vision for education in Pakistan in the year 2025. Given

below is a detailed description of the various stages along with the associated time frames:

Stage I	Initial Visioning Workshops resulting in Discussion Document 1 [The document in your hands].	Apr.-Jul., 2005
Stage II	Feedback workshops on Discussion Document 1 resulting in Discussion Document 2.	Aug.-Sept., 2005
Stage III	Workshops to cost the vision resulting in the Final Vision Document	March 2006

3.2.1 Stage I—April-July, 2005

The MoE, supported by ESRA, conducted a number of visioning exercises (April-May, 2005) designed to (a) get people to understand and own the notion of a vision: what a vision is, what it is not, and why a vision is important, and finally how to go about crafting one; and (b) get people to craft the beginnings of a vision. Specifically, the participants of these workshops were asked to describe a fully functional classroom/school/community, and highly efficient delivery apparatus at district, provincial, and national education levels with particular emphasis on planning, management, and professional development.

The active participation of stakeholders at the district, provincial, and national levels in these workshops⁶ generated a wide range of ideas about the vision of system-wide efficiency and learning in Pakistan in the year 2025. The documents generated by these workshops were examined and consolidated into *Vision 2025: Discussion Document 1 (DD1)*, which will be sent to every district office in the country, every provincial education department, federal level stakeholders, and a host of non-government, donor, public, and private sector stakeholders in Pakistan.

3.2.2 Stage 2 — August-September, 2005

A second series of workshops will be conducted (August-September, 2005) to allow the stakeholders to comment on, and/or respond to *Vision 2025: Discussion Document (1)*. The feedback from these visioning exercises will be analyzed (August-October, 2005) and put into a second discussion document: *Vision 2025: Discussion Document (2)*. At this point, however, it is critical to link this feedback to relevant aspects of Pakistan’s existing policy framework such that the latter become part of the vision. Also, at this point the issues of affordability and optimal usage of resources need to be brought to the fore. *Vision 2025: Discussion Document (2)* will then raise questions in this regard so that stakeholders come prepared for the third and final round of visioning exercises: Feedback and Costing Workshops.

3.2.3 Stage 3—January-February, 2006

These Feedback and Costing Workshops (January-February, 2006) will be supported by a demographically driven enrolment input, cost projection policy options model to enable stakeholders from around the country to examine the cost implications of a variety of scenarios or policy options. For instance, can Pakistan afford a NER of 95

⁶ These workshops were conducted at the district, provincial and national levels across the country.

per cent by the year 2025? If so, what will a well-supplied school look like? Will every child be sitting at a desk and chair or on a mat? Will every school have a boundary wall? How many children will, on average, be sitting in each class, 25 or 50? All of these policy options, and a number of others, have budgetary and cost implications. Given realistic assumptions about population growth, economic growth, and the share of the education sector in the GDP, the parameters of an affordable education system will be determined for the future.

The information gathered from these feedback and costing workshops will be used to prepare the final vision document (March 2006). Finally, visioning needs to be institutionalized. For this, the MoE aims to set up Reform Support Units to carry this process forward and include more and more sectors like technical and vocational education.

3.3 Visioning Discussion Document 1 (DD1)

The document in your hands is Discussion Document 1 (DD1), which is a culmination of stage 1 of the visioning process. Therefore, while you read DD1, you should not expect it to present a comprehensive account of a realistic long-term vision for education in Pakistan. This section describes some of the limitations of this document. It then provides the reader with some useful comments on how to read the document..

3.3.1 Limitations

First, the DD1 reflects views of education stakeholders as articulated in 24 workshops. Even though a vision document reflects the views of key provincial and national stakeholders, the MoE wishes to make it more inclusive of the views of other stakeholders at different levels of the system. The MoE aims to reach out to each district by soliciting feedback into this document and engaging them in the visioning process.

Second, the DD1 reflects these stakeholders' initial impressions regarding certain aspects of the system: the classroom, schools/community, districts, and provincial/national-level roles and responsibilities, planning, management, and professional development. It is imperative to build a larger picture that gradually takes into its fold tertiary education, pre-school education, the curriculum, technical and vocational schooling, and non-formal education.

Finally, we need to realize that vision is never fully realized. Circumstances change over time and new needs arise that may cause the projected visions to alter. The education system needs to grow and develop much like the people within it to respond to the changing needs for which there has to be visioning as an ongoing exercise. To this end, *Vision 2025* will need to be supported by a mechanism that revisits it periodically in order to update it in accordance with the changes in circumstance, knowledge, needs and aspirations of the nation.

3.3.2 Overarching values guiding the visioning process

The entire visioning exercise is being guided by an overarching set of values. The first is that the entire education system needs to be oriented around learning, most critically, classroom learning. Everything that everyone does--The Federal Minister of Education, an Executive District Officer, or a Head Teacher--has to be geared to improve classroom learning for all students. If the education system wants more and

more children to learn more and more, this kind of learning must take place within a system that is itself a learning organization.

The second overarching value is efficiency, in particular, the efficient use of valuable resources. There are never enough resources to do everything we may want to do, which tells us that resources have to be used wisely so that the system delivers the goods it was designed for.

The third value is affordability. In order for the visioning process to be successful, the vision needs to be affordable. Indeed, the assumptions we make over population growth, economic growth, and education's share in various government budgets may butt up against the margins, but if we treat them as realistic assumptions, and adjust our vision over time to the emerging realities, the goals may be entirely achievable.

3.3.3 Instructions for the readers

The DD1 will be sent to government officials in every district and provincial education office in the country: federal government officials, education experts and practitioners, and the donor community who will be asked to read through the discussion document paying particular attention to the next section, 'The Emerging Vision,' where a number of questions/issues are raised.

3.3.3.1 District Education Officers

Over the course of the next three to four weeks, you are requested to work with your staff and other key stakeholders to address the questions/issues that are raised in the following section: the emerging vision. Your responses to the issues/questions should be recorded.

You are requested to nominate two people to attend the next round of workshops scheduled to begin in August-September 2005. During these workshops, two district representatives will share your responses to the questions/issues raised in this document which will then find their way into the next discussion document: Vision 2025: Discussion Document (2).

3.3.3.2 Provincial departments, federal officials, and other stakeholders

Over the course of the next three to four weeks, we ask that you work with your colleagues and other key stakeholders to address the questions/issues that are raised in the following section. Your responses to the questions/issues should be recorded. You will be asked to attend the next round of workshops, scheduled to begin in August-September 2005 where you will be asked to share your responses to the questions/issues raised in this document. These responses will find their way into the next discussion document: Vision 2025: Discussion Document (2).

4. The Emerging Vision

4.1 What you should expect in this section

What follows is the emerging vision of classrooms, schools, and the district, provincial, and national education systems that support them. Since this is a discussion document, a set of questions is provided at the end of each description for the above-mentioned components of the education system. Readers are expected to respond to these questions in order to refine and elaborate the emerging vision.

Before the reader embarks on the descriptions, it is important to be acquainted with aspects of the vision emphasized in this initial document. As part of the emerging vision, the document places more emphasis on systemic learning and efficiency and less on the structural features of the system. These emphases and their rationale for the emerging vision are elaborated below.

4.2 Emphases of learning and system wide efficiency

This document does not focus on describing the actual structure of the educational system as envisioned in the year 2025 by participants in the visioning exercises. It was considered more appropriate to focus more on the elements that would make the structure functional in order to provide quality education to all the children of Pakistan. Thus, the document steers clear of widespread discussions over the structure of the system—the roles, responsibilities, and relationships of *everyone* in the system. It is expected that by focusing on the ways and means of facilitating widespread learning and improving system-wide efficiency, vital structural elements of the vision will emerge.

There is an emphasis on learning that will take place not only in a classroom, but one that is endemic to the system⁷. It is expected that to maximize children learning in the classroom, the educational system needs to ensure that teachers keep themselves updated with their subjects and with new ways of teaching it. To provide children and teachers with an environment in which their learning is maximized, the head teacher must learn how to do his/her job well. To ensure such schools within the districts, the concerned district officials need to learn how best they can use the resources at the district level to provide assistance to the schools. In sum, learning needs to take place across the system at the same level, and up and down the system at various levels.

Significant emphasis is placed on efficiency to make sure that resources get to where they are most needed, and that they are used to the fullest extent. During the visioning workshops, concern over the efficiency of the system often led people to consider structural changes. For example, the frequent transfer of education personnel is a practice that introduces a great deal of inefficiency into the system. Upon reflection, workshop

⁷ Here the concept of learning is not limited to the conventional teaching-learning interaction in the classroom, but looks at an ongoing process with education staff continuously demanding and using information to update their skills and knowledge and in order to redesign their priorities according to the changing needs of the education sector.

participants realized that this could be drastically reduced if the personnel were hired and removed by the educational authority within which they were working.

The next section provides the emerging vision of classrooms, schools/school communities/SMCs⁸, in the district, provincial, and national education systems. Following is a set of observations and questions. The observations set the context for the questions. The questions are provided to the readers to help elaborate the emerging vision further.

4.3 The Emerging Vision of Classrooms

4.3.1 Classrooms in Pakistani public schools in the year 2025

By the year 2025, quality teaching and learning will be going on in every classroom. All classrooms will support genuine learning⁹ and will, therefore, be sufficiently equipped according to a widely agreed upon minimum standards of provision. Pupil-class ratios will not be higher than 25:1. Repetition and drop out rates will be minimal largely because of the quality teaching and learning going on in every classroom. The classroom will have a well-trained and highly motivated teacher, an academic well versed in the subject(s) s/he teaches; who is also a professional educationist skilled in a number of modern pedagogical techniques that foster inquiry, interaction, and problem solving among all students regardless of their learning styles. Teachers will assess their pupils on a continuous basis, helping them to reflect on what they did right, what they did wrong, and how they could best learn from their mistakes. The development needs of such a professional will be met on a regular basis through access to a needs-based professional development infrastructure.

4.3.2 Further delineation of the emerging vision of the classrooms

This emerging vision raises a number of questions. For example, you can see that it speaks of well-trained highly motivated teachers facilitating genuine learning. These well-trained highly motivated teachers are not readily available at the present. These teachers, as imagined by the emerging vision, are a product of the system as it would be in the year 2025. There are still some aspects of the emerging vision that need detailed working out, for instance, how to produce this quality of educationist. We ask you to participate in a description and a deliberation of how this may become possible. In other words:

- What aspects of the system, in your view, would ensure that teachers actively seek out the training they need in order to better perform their duties as a professional educator?
- The emerging vision imagines teachers as maximizing children learning through a variety of modern teaching techniques. Only ongoing and need-based professional

⁸ Parent teacher school associations are called SMCs (School Management Committees) in Sindh, PTSMCs, Parent Teacher School Management Committees in Balochistan, and School Councils in the Punjab. In the NWFP and the Islamabad Capital Territory, they are called Parent Teacher Associations.

⁹ By genuine learning we mean the kind of learning that enables children to gain full knowledge of the subject, but also one that builds their capacity to use that knowledge in novel settings to solve problems. Learning has to be about children applying the material being taught who then own and incorporate it into their being.

development can prepare teachers to do this. How would the system ensure that the training these teachers get through on-going professional development is the training that they actually need?

- Professional development makes sense only if it is applied in practice. How would the system ensure that the training these teachers receive is used in daily teaching-learning interactions?

The vision imagines the teachers to be highly motivated to eliminate the present dismal state of teacher absenteeism. The questions to be asked are:

- How do you think the system will ensure that teachers remain highly motivated? What means within the system can ensure that they are in school every day?

Finally, these classrooms have a number of cost implications. Well-trained teachers need to have higher salaries, a pupil-class ratio of 25-to-1 requires more teachers (all of whom have to be trained and paid) and a well-equipped classroom costs more than an ill-equipped one. These costs will be assessed during the last phase of this visioning exercise.

4.4 The Emerging Vision of Schools/Communities/SMCs

4.4.1 Schools/Communities/SMCs in the year 2025

These schools will be characterized by widespread learning, not just by the students, but also by the teachers, administrators, SMCs, and parents about their respective roles. All such learning will be directed toward improving student achievement. All schools will be adequately equipped to foster such widespread and continuous learning. There will be no schools without buildings, no one-teacher schools, no multi-grade teaching. Every school in need of a boundary wall will have one, and there will be a sufficient number of toilets. Each school will have electricity and access to running water.

Teachers will interact with other teachers from within the school and from neighbouring schools in order to learn from each other's experiences and knowledge. Head Teachers will be trained professionals chosen from a cadre of professionals in educational administration and management. To become a Head Teacher (or any other higher-level education administrator), teachers will be required to pass a set number of accredited professional development courses that prepare them for the position being pursued (for example, Head Teacher, Learning Coordinator, ADO, etc.). Accordingly, professional development and career advancement will be interconnected. The changing needs of professional development for school administrators will be met by accessing a needs-based professional development infrastructure. All staff will be hired, promoted, and retained on the basis of qualifications and performance.

The overall well being of the school will be in the hands of the SMC, members of which will be well trained to carry out their particular roles and responsibilities. The Head Teacher will regularly report to the SMC.

Ongoing school improvement will be driven by the development and implementation of School Improvement Plans (SIP). Schools and school communities in an open, highly participatory, and well-informed manner will develop these plans regularly. This will ensure that the plans and the decisions leading up to them (e.g., setting priorities, weighing the importance of needs, and making tradeoffs) are widely owned and reflect the best information and knowledge available. Feedback on school improvement, school performance, and school finance will be done on a regular basis before the SMC. This process will be institutionalized.

There will be sufficient funds to run the school and to drive a meaningful school improvement programme. The SIPs will be an essential part of a rational budgeting process that will trigger the resources needed to implement them. This does not mean that each school will get all the funds it needs all the time, but that every school can expect to get enough to run the school and achieve school improvement. All funds will flow in a timely manner.

Each school will be well managed with the mechanisms to ensure that all of the resources available to the school--teachers, administrators, materials and equipment, money, community support--are used efficiently and effectively toward improved student achievement.

Schools will have performance standards: a certain percentage of the students must pass standardized exams at the end of the academic year. Those schools that perform well will be acknowledged and those that don't will be targeted for higher-level support (coming from the Tehsil or District) that will facilitate the reflection and learning needed to improve overall school performance.

4.4.2 Further delineation of the emerging vision

You have just read a description of what schools/SMCs/communities will look like and how they will function in the year 2025. It is an emerging vision: it needs to be further elaborated. It is envisioned that all School Improvement Plans and the decisions leading up to their development (setting priorities and making tradeoffs) will be well informed and widely owned.

- Describe the mechanisms needed to ensure that these decisions and plans are well informed.
- Delineate a school/community-level mechanism that will ensure that SIPs and the decisions leading up to their development especially those regarding priorities and tradeoffs are widely owned. If the SIP development process took place in a community forum, would that ensure widespread ownership? If so, how would that community forum operate? Would it be institutionalized? How would the system ensure that all stakeholders have a say and that their say is given serious consideration?

It is also envisioned that each school is well managed: the mechanisms will be in place to ensure that all of the resources available to the school--teachers, administrators, materials

and equipment, money, community support--are used efficiently and effectively toward improved student outcomes.

- Describe the mechanisms needed to ensure that the school is well managed, where the resources are used efficiently and effectively toward improved student performance.

4.5 The Emerging Vision of Education System

4.5.1 Vision of the Education Systems in the year 2025

This section contains the common features of the visions developed by the participants at the district, provincial and national levels. A hierarchy of education systems (district, province, and national) will support the schools described in the previous section. Each of these levels will be characterized by knowledge based institutions where all personnel will be trained to run an education system that supports and fosters genuine learning for all children in every classroom. Politically motivated transfers will be eliminated, and all personnel will be hired, promoted, and retained because of their qualification and performance. All personnel will have access to a needs-based professional development infrastructure. Career advancement will be linked, in part, to professional development: anyone wishing to move up in the system will be required to pass a series of professional development courses from an accredited institution.

Systemic improvement will be driven by the development and implementation of Improvement Plans that are designed to improve the quality levels of schools, districts, and provinces that will receive resources based upon needs that are evident to maintain the minimum standards within given means and resources. There will be mechanisms to periodically upgrade these minimum standards. Accordingly, these Improvement Plans will also reflect relevant portions of lower level Improvement Plans (i.e., District Improvement Plans will, in large part, be a culmination of its schools School Improvement Plans). These plans and the critical decisions leading up to them--priorities and tradeoffs--will be developed in a way that ensures that they are widely owned and well informed.

Each level within the larger education system will have a viable Education Management Information System (EMIS), one that supports information-based planning and the efficient management of the education system. All data will be reliable, accurate, relevant and therefore available on a timely basis. Education officials will report back regularly to education stakeholders on systemic improvement in performance and finance. In this regard, stakeholders will receive School, District, Provincial, and National Report Cards that describe how funds for each school, department and district have been spent, how well each school/system is performing, and how each school, department and level compares to each other across a number of relevant performance and expenditure indicators.

Each department and level of the education sector--schools, districts, provinces and federal levels and their sub-departments--will be well managed, ensuring that all resources--funds, materials, equipment, support services, personnel--are appropriately

spent for earmarked activities in a timely manner. There will be sufficient funds to manage each system effectively (and meet its learning outcomes targets) and to drive meaningful system improvement.

The roles and responsibilities of the SMCs, the district education structures, the provincial education departments, and the national education system, will be clearly defined and the distribution of authority throughout the entire public education sector will promote value for money for learning and efficiency. If administrative efficiency requires that schools should hire their own support staff, then this will be the case. If districts need ready access to funds in order to finance the timely implementation of their improvement plans, then those funds will be in a district bank account. Responsibility and authority will go hand in hand, and all will be held accountable for performance.

4.5.2 Further delineation of the emerging vision

People throughout the system, including teachers, will be selected, promoted, and retained on the basis of qualifications and performance. If this is to be so, the emerging vision assumes the presence of career ladders and effective performance appraisal systems as an integral part of the system, since these elements ensure that the promotion of all staff is based upon qualification and merit.

In order for people to be promoted on the basis of qualification, there needs to be a career ladder where each higher position (Teacher, Head Teacher, ADO, DO, and others) require a better qualifications: skills acquired through the successful completion of certain professional development courses and, maybe, years of experience carrying out certain responsibilities.

- What would a career ladder look like for teachers?
- What would a career ladder look like for educational managers and administrators?

For people to be promoted on the basis of performance, you need an appraisal system comprised of criteria for every job within the system and the ways and means of measuring or assessing people's performance.

- What would a performance appraisal system look like for teachers, Head Teachers, and various district officials? Should they be assessed for how well they teach, or how they run the school? Or should they be assessed for how well their students perform on end-of-grade exams?
- What should happen if people don't perform?

It is easy to say that the required resources will be spent where they are needed and that they will be efficiently used to support system wide learning. Experience suggests that it is much harder to ensure that this actually happens, whether at the district, provincial, or national level.

- Delineate those aspects of the vision that ensure that much needed resources go where they need to go and are spent in accordance with the development plans.

It is envisioned that all four major levels of the system school/community, district, province, and national will operate in a collaborative, mutually supporting, and highly effective manner.

- How will such a vision be achieved? What aspects of the present system need to be abolished to achieve the vision? What aspects of the future vision need to be put in place?

In 2025, there will be sufficient funds to drive systemic improvement and management. Various levels of the system (including schools) can expect to get much, if not all, of what they budget for.

- Elaborate upon those aspects of the vision that make this happen.

4.6 The Emerging Vision of Professional Development Infrastructure

4.6.1 Professional Development Infrastructure in the year 2025

The emerging vision of professional development is related to the visions already delineated in the previous sections. As mentioned earlier, if teachers and administrators are to be hired, promoted, and retained on the basis of qualifications and performance, then the system needs to implement both career ladders and effective and transparent performance appraisal systems. With these in place, there will be a significant demand in place for ongoing needs-based professional development where teachers and administrators will want to attend professional development courses that help them perform better and gain the qualifications necessary to advance in the system.

4.6.2 Further delineation of the emerging vision

With this in mind, what would a professional development infrastructure look like?

Reflect upon the following as you think about this aspect of the emerging vision. When people talk about the ways and means of addressing the professional development needs of teachers and administrators, they describe elaborate schemes that involve various institutions (universities, teacher training colleges, NGOs, master teachers, learning coordinators, et cetera.). Yet, when you look at the country's physicians, professors, engineers, and lawyers, no such schemes are needed: they obtain the professional development they need to do their jobs as best they can. Do teachers really need these elaborate schemes, or can they be more like physicians? If so, how is this possible?

5. The Way Ahead

This document describes the salient features of the emerging vision along with discussion questions and observations. Readers are invited to respond to the questions. If *Vision 2025* is to guide our education reform efforts over the course of the next twenty years, it must be a truly national vision, one that is owned by education stakeholders throughout the country, regardless of whether they work at the federal, provincial, district, or local level, what their political affiliations are, and whether they are a public, private, or non-governmental entity. Your participation in this exercise is vital.

Following your feedback, the MoE will organize Feedback Workshops on Discussion Document 1. Feedback will be incorporated into this document, resulting in Discussion Document 2 by the end of September 2005. Finally, workshops will be held to cost the vision, resulting in the Final Vision Document by the end of March 2006.