Balochistan Education Sector Plan

2013 - 2018



Developed by:

PPIU, Education Department, Government of Balochistan

Table of Content

Executive Summary **1**
Chapter 1: Introduction **1**

2.1. Methodology **3**
2.1.1. Situation Analysis 3
2.1.2. Sector Plan Development 5
2.1.3. Orgnanisation of the document 5

Chapter 3: Balochistan Context **7**

3.1. Education Sector in Balochistan **11**

Chapter 4: Organization of Education in Balochistan **14**

4.1. The Levels **14**
4.1.1. Pre-primary 14
4.1.2. Primary 14
4.1.3. Middle 14
4.1.4. Secondary 14
4.1.5. Higher Secondary 15
4.1.6. Higher Education 15
4.1.7. Technical and Vocational Education & Training 16
4.2. Organisations **16**
4.2.1. Secondary Education Department 16
4.2.2. Department of Higher Education 17
4.2.3. BTEVTA 18
4.2.4. Department of Social Welfare 19
4.2.5. National Commission for Human Development (NCHD) 19
4.2.6. National Education Foundation (NEF) 20
4.2.7. Balochistan Education Foundation (BEF) 20
4.2.8. The Private Sector 20
4.2.9. Other Public Sector 20
4.2.10. Madrassas 20

Chapter 5: Framework of the BESP **21**

5.1. National Education Policy 2009 ..... **21**
5.2. Article 25A **21**
5.3. Poverty Reduction Strategy Paper **22**
5.4. Monitoring and Evaluation Process **23**
5.4.1. Oversight and Monitoring 23
5.4.2. Decentralisation 26
5.4.3. Dissemination 29
5.5. Stakeholders' Strategy **29**
5.6. Evaluation **32**
5.7. Risk Assessment ..... **32~~33~~**
5.8. Performance Assessment Framework **34**

Chapter 6: Cross Cutting Strategies: **36**

6.1. Coordination **36**

6.1.1 Recommendations 36
6.2. Standards 36
6.2.1. Recommendations 37
6.3. Development of Education Experts 38
6.3.1. Recommendations 38
6.4. Research Culture 38
6.4.1. Recommendations 38
6.5. Information Communication Technologies 38
6.6. Capacity Development 39

Chapter 7: Quality and Relevance in Education 40

7.1. Quality Education 40
7.1.1. Key Findings 40
7.1.2. Strategic Objective(s) 42
7.1.3. Goal(s) 42
7.1.4. Strategies 43
7.2. Curriculum 43
7.2.1. Current Situation 43
7.2.2. Strategic Objectives 43
7.2.3. Strategies 44
7.3. Textbooks 45
7.3.1. Current Situation 45
7.3.2. Strategic Objective(s) 45
7.3.3. Strategies 46
7.4. In Service Teacher Training 47
7.4.1. Current Situation 47
7.4.2. Strategic Objective(s) 48
7.4.3. Strategies 48
7.5. Pre-Service Teacher Training 49
7.5.1. Current Situation 49
7.5.2. Strategic Objectives 50
7.5.3. Strategies 50
7.6. Assessments 51
7.6.1. Current Situation 51
7.6.2. Strategic Objectives 51
7.6.3. Strategies 52
7.7. School Environment 53
7.7.1. Current Situation 53
7.7.2. Strategic Objective(s) 54
7.7.3. Strategies: 54
7.8. Relevance 56
7.8.1. Current Situation 56
7.8.2. Strategic Objectives 56
7.8.3. Strategies 57
7.9. Language and Education 57
7.9.1. Current Situation 57
7.9.2. Strategic Objectives: 58
7.9.3. Strategies 58
7.10. Early Learning Focus 60
7.10.1. Strategic Objective(s) 60
7.10.2. Strategies: 60
7.11. Pre-Primary Early Childhood Education 60

7.11.1. Current Situation 60
7.11.2. Strategic Objective(s) 60
7.11.3. Strategies 61

Chapter 8: Access and Equity 62

8.1. Access and Equity 62
8.1.1. Current Situation 62
8.1.2. Strategic Objective(s) 65
8.1.3. Overall Targets 65
8.1.4. Strategies: 66
8.2. Inclusive Education 68
8.2.1. Current Situation 69
8.2.2. Strategic Objective(s) 70
8.2.3. Strategies: 70
8.3. Disaster Risk Reduction 70
8.3.1. Current Situation 70
8.3.2. Strategic Objective(s) 71
8.3.3. Strategies 71

Chapter 9: Governance and Management 72

9.1. Governance and Management 72
9.1.1. Current Situation 72
9.1.2. Strategic Objective(s) 74
9.1.3. Strategies 75
9.1.4. Overall Targets 78

Chapter 10: Higher Education 79

10.1. Higher Education 79
10.1.1. Current Situation 79
10.1.2. Strategic Objective(s) 80
10.1.3. Strategies 80

Chapter 11: Adult Literacy and Alternate Learning Pathways 82

11.1. Adult Literacy 82
11.1.1. Current Situation 82
11.1.2. Strategic Objective 83
11.1.3. Strategies: 83

Chapter 12: Financing the BESP 85

12.1 Data Limitations: 86
12.2 Scale Factors 86
12.2.1 Enrolments 87
12.2.2 Resource Impact 88
12.2.3 Unit Costs 89
12.2.4 Alternate Learning Pathways 90
12.3 Non Scale factors 90
12.3.1 Quality Related 90

12.3.2 Research Studies 91
12.3.3 Capacity Development Plans 91
12.3.4 Inclusive Education 92
12.3.5 Disaster Risk Reduction 92
12.3.6 Higher Education 93
12.4 Costing Gaps 93

Annex 1: Results Matrices i

Annex 1.1 : Improving Quality Education i
Annex 1.1.1: Early Childhood Education xxix
Annex 1.2: Access and Equity xxxix
Annex 1.2.1 Inclusive Education xlv
Annex 1.2.2 Disaster Risk Reduction xlix
Annex 1.3 : Governance & Management li
Annex 1.4: Higher Education lxi
Annex 1.5: Alternate Learning Pathways lxxiii

Annex 2: Implementation Matrices lxxxviii

Annex 2.1 : Quality Education lxxxviii
Annex 2.1.1: Early Childhood Education cxviii
Annex 2.2: Access and Equity cxxvi
Annex 2.2.1: Inclusive Education cxxxv
Annex 2.2.2: Disaster Risk Reduction (DRR) cxli
Annex 2.3: Governance and Management cxliii
Annex 2.4: Higher Education clvi
Annex 2.5: Adult Literacy and ALP clxiii

Bibliography clxxiii

List of Tables

Table 3.1: Revenue Receipts of the Government of Balochistan
Table 3.2: Comparative Education Indicators Pakistan
Table 4.1: Residential and Cadet Colleges
Table 5.1: Indicators for Article 25A
Table 5.4: Performance Assessment Framework
Table 7.1: ASER Quality Results
Table 7.2: Quality Indicators for BESP
Table 7.3: Primary Schools Endowments
Table 8.1: Range of Annual Expenditures
Table 8.2: Indicators for Access and Equity
Table 9.2: Output Indicators for Governance
Table 12.1: Key Indicators for Costing
Table 12.2: Total Enrolment Increase
Table 12.3: Gender Parity Index (Enrolment)
Table 12.4: Break up of Enrolment Increase by Intervention
Table 12.5: Teacher-Student Ratio
Table 12.6: Alternate Learning Pathways Costs
Table 12.7: Standards
Table 12.8: Curriculum Dissemination
Table 12.9: Research Studies
Table 12.10: Capacity Development
Table 12.11: Inclusive Education
Table 12.12: Disaster Risk Reduction
Table 12.13: Costs for Higher Education
Table 12.14: Budgetary Impact of BESP (amount in Rs. billion)

List of Figures

Figure 3.1: Impact of Revised NFC
Figure 5.1: Oversight Mechanism for BESP
Figure 5.2: Stakeholder Analysis
Figure 5.3: Stakeholder Framework
Figure 6.1: Arrangement for Standards
Figure 7.1: PEACE Scores 2008
Figure 8.1: NER Trends 2004-11
Figure 8.2: Gender Enrolment Gap –Tehsil Wise
Figure 8.3: Average annual per student expenditure

Acronyms

ACO	Assistant Coordination Officer
B.A	Bachelor of Arts
B.Ed	Bachelor of Education
B.Sc	Bachelor of Science
BACT	Balochistan Academy for College Teacher
BEF	Balochistan Education Foundation
BEMIS	Balochistan Education Management Information System
BISE	Board of Intermediate and Secondary Education
BOC & EC	Bureau of Curriculum and Extension Centre
BPSC	Balochistan Public Service Commission
BTBB	Balochistan Text Book Board
BUITEMS	Balochistan University of Information, Technology, Engineering and Management Sciences
CBOs	Community Based Organizations
CPD	Continuous Professional Development
CT	Certificate of Teaching
DBS	Direct Budgetary Support
DEMIS	District Education Management Information System
ECE	Early Childhood Education
EDO (E)	Executive District Officer (Education)
EFA	Education for All
ESR	Education Sector Reform
FGD	Focused Group Discussion
GAT	Graduate Aptitude Test
GoB	Government of Balochistan
GDP	Gross Domestic Product
GIZ	German International Cooperation
GRE	Graduate Record Examination
HE	Higher Education
HEC	Higher Education Commission
ICT	Information & Communication Technology
M&E	Monitoring and Evaluation
M.Ed	Master of Education
MDGs	Millennium Development Goals
MTDF	Medium Term Development Framework
NFBES	Non-formal Basic Education School
NCHD	National Commission for Human Development
NEAS	National Education Assessment System
NEF	National Education Foundation
NEMIS	National Education Management Information System
NEP	National Education Policy
NER	Net Enrolment Rate
NFBE	Non formal Basic Education
NGO	Non Government Organization

NOC	No objection Certificate
NTBP	National Text book Policy
PFC	Provincial Finance Commission
PEAS	Provincial Education Assessment Centre
PhD	Doctor of Philosophy
PITE	Provincial Institute for Teacher Education
PIFRA	Project for Implementation of Financial Reporting and Auditing
PPIU	Policy Planning Implementation Unit
PRSP	Poverty Reduction Strategy Paper
PSDP	Public Sector Development Programme
PSLM	Pakistan Social and Living Measurement
PTC	Primary Teachers' Certificate
PTSMCs	Parents Teachers School Management Committee
SBKWU	Sardar Bahadur Khan Women University
SCSPEB	Society for Community Support for Primary Education in Balochistan
SITAN	Situation Analysis
SLO	Student Learning Outcomes
SNE	Schedule of New Expenditure
ToRs	Terms of Reference
TRC	Textbook Review committee
TTP	Teachers Training Programme
TVE	Technical and Vocational Education
UN	United Nations
UNESCO	United Nation Education Scientific Cultural Organization
UNICEF	United Nation International Children Fund
UOB	University of Balochistan
USAID	United States Agency for International Development
WB	World Bank

Executive Summary

Balochistan has a large number of out of school children, high dropout rates, wide gender disparities in education indicators and poor quality of teaching (and learning) in the classroom. These challenges require an organized response and the Balochistan Education Sector Plan (BESP) has been prepared as the instrument to manage the prioritization, planning, execution, monitoring and review of education policies and strategies. The document covers a five-year period with provisions for periodic (annual) revision based on monitoring of the implementation process. Provision for a midterm evaluation has also been included.

Monitoring of the sector plan has been placed under a high profile oversight body led by the Chief Secretary of the province. Technical level committees have also been envisaged. A set of indicators for monitoring have been developed and included in the Performance Assessment Framework. Ongoing review and prioritization has been envisaged in the document. Matrices with timelines, indicators and responsibilities have been developed for each area. All actions have been costed. These costs include the financial expenditure expected on greater access; improve quality and strengthened governance and management. Costs have been bifurcated into those that are linked to enrolment (scale) and those that are independent of enrolment. The latter include activities like standards development, capacity assessment and research studies. Total outlay for the five year plan comes to Rs. 61.359 billion PKR, with lower requirements in initial period and a gradual rise in the last three years of the plan.

Like all plans the BESP also faces a number of risks, these have been identified at the macro-level through a risk matrix. At the micro-level these have been included in the results matrix at the strategic objective and strategy level wherever a clear risk appeared. Risk mitigation strategies have been identified against all levels of risks-micro and macro.

A critical next step of decentralized units for implementation has been suggested which would require a local level prioritization. The latter will depend on the level of development of the area, the education endowments and needs. This prioritization will be undertaken by district level committees formed for implementation and oversight of the sector plan in each districts. These committees will be led by the district education officer and will include local non-government organizations. At the school level the task will be assigned to the Parents Teachers Schools Management Committees (PTSMCs).

The BESP derives its vision from the recently inserted Article 25A in the Constitution of the Islamic Republic of Pakistan which has made education for children between ages 5 and 16 a fundamental right. The Article allows provinces to legislate for implementation of the provisions as per their own circumstances. A draft law has already been prepared by the government and submitted to the Provincial Assembly.

The BESP is an important step towards achievement of the requirements of Article 25A. The Plan, in its targets, falls short of the requirements because of the huge challenges, which would require time and resources that go beyond the five year period of the current BESP.

Strategies developed for the sector plan target increased in take, reduced gender gaps and retention in the education sector. Additionally, to accelerate the achievement of the targets of Article 25A, the BESP also targets recovery of school age going out of school child through an 'alternate learning path' programme and literacy improvements. Higher education to the extent of undergraduate classes has also been included in the Plan with the primary focus of quality improvement.

Low access of children to school emerges as the biggest challenge in the province. It faces the most unique situation in Pakistan as a large number of settlements (approximately 10,000 out of a total of 22,000) are without schools. The situation has resulted from a number of factors which include poor communication infrastructure. More relevant, in case of education, has been the criterion for establishment of schools wherein a certain population density in a given radius permits setting up a school. In a low population density in area that covers 44% of Pakistan and contains only 5% of the population, large number of smaller settlements fails to qualify for a school.

The BESP strategies on access have three dimensions. These include horizontal expansion through building schools in settlements that have none, upgradation of a number of primary school to middle and middle to higher secondary, to allow, improved enrolment in existing schools with access capacity and reduction in drop outs. On the horizontal expansion requirements of teacher qualifications will be relaxed as many of these settlements may not have qualified teachers. Community based schools model has been recommended which also have minimal construction requirements of two to three rooms. Additionally, up-gradation of 800 primary and 100 middle schools has been recommended. Strengthening of community involvement in education has been proposed to assist with enrolment and retention.

The above strategies are supplemented with the development of a programme to bring out of school children back into the classrooms through an alternate learning path programme. This will take dropped out or left out children and fast track them through a level, primary or middle, and mainstream them into regular schools. Without an effective ALP the vision of achieving targets of Article 25A will remain elusive.

Low quality of education poses a threat to sustainability of all reform efforts as continued low faith in the sector will induce drop outs. The sector plan reviews and provides strategies for improvement of the teaching learning process in the classroom. At present all quality inputs (teachers, textbooks, examinations) used in the classroom induce rote learning. The education process is uninteresting and does not focus on cognitive development. Use of corporal punishment and discouragement of inquiry in schools, which function in hierarchies with the student

being at the lowest rung, define the classroom culture. Missing facilities in schools and buildings that do not cater to weather conditions further dampen the child's enthusiasm.

Strategies for quality improvement have been built around the inputs, processes and outputs of the various quality related factors. These include teachers, curriculum, textbooks, examinations, school environment and school language policy. The main, common strategy, across all has been standardization, and benchmarking, of the outputs required, the processes used and also the inputs. A holistic review of the current standards have been recommended with a view to shift away from the rote learning in the classroom towards development of critical analytical ability. Review of the current school language policy at all levels has also been included.

The BESP considers teaching in mother tongue at the primary level as critical to cognitive development of the child. It also looks at language related problems of higher classes where Urdu and English courses have been designed on unrealistic assumptions about children capacity. To undertake the changes the BESP recommends a comprehensive study that would help in preparation of a new language policy and plan for schools.

The strategies include a curriculum implementation framework, which will shift teaching and assessment from singular textbook focused to curriculum based over the long run. The CIF includes greater awareness on curriculum and its objectives among the education managers, teachers and community. Historically the document has remained confined to the curriculum developing authority and the textbook boards.

Three themes previously either not covered in the education sector, or only partially included, have been added in the BESP: Early Childhood Education and Care, Inclusive Education and Disaster Risk Reduction. As new areas the main thrust of the strategies has been on creation of awareness on these issues among implementers and the community. The path of teacher training has been suggested as the main conduit for spread of these concepts. For ECE an expansion programme has also been included which adds ECE classrooms and teachers to 3600 primary schools.

A cross cutting threat highlighted in the BESP is the dearth of quality education professionals. Pre-Service teacher education is the weakest link in the sector. The traditional courses run for nine months hardly prepare a teacher for the responsibilities in a classroom. Even within these nine months the training process has a number of weaknesses which include low focus on practicums and the poor quality of the instructors. The establishment of private universities that award degrees in education has further damaged quality as most of these have been accused of not enforcing attendance in classes and malpractices in the examinations.

A near absence of courses on textbooks, curriculum and assessments means teachers have little or no idea of these important inputs. Resultantly trained professionals to work on these areas are an exception who may normally have got a

degree from abroad or some good university in other parts of the country. The sector plan has recommended a complete revamping the pre-service teacher education structure in line with international benchmarks. It supports the work already started in the Pre-Step Teacher Education Project which is working on longer, two year and four year, programmes with a revised curriculum.

The BESP recommends a shift from the current model of in service teacher training also. A comprehensive continuous professional development programme has been proposed. Key features of include a comprehensive needs assessment through teachers competencies baseline study and development of CPD on the basis of its findings. The CPD would ensure periodic training for all teachers over the course of a career and a feedback and follow up mechanism hitherto missing in the training processes.

Capacity limitations also emerge as a cross cutting theme in the BESP and capacity development has been recommended for all organisations involved in education. These include the Directorate of Education, the Balochistan Textbook Board, the Board of Intermediate and Secondary Education, the Bureau of Curriculum and Extension Services and the Provincial Institute of Teachers Education.

A particular challenge will be the BOC. It has been entrusted the responsibility for curriculum review. Before 2009 the function lay with the Federal government. The shift has seen the provincial government unprepared for the task. For now, it has adopted the extant curriculum 2006 prepared by the erstwhile Federal Ministry of Education. The BESP recommends the capacity review of BOC with a view to prepare it for the next revision which may be due by 2018.

The final, and most difficult, challenge is of governance. Teacher absenteeism, failure to monitor learning and reduce dropouts result from a weak management system. Political interference in routine management decisions like transfers, posting and disciplinary proceedings has eroded the grasp of senior education managers. Teachers associations have also not evolved into professional organisations. They function as conduits of harmful political intervention in the sector. The sector plan, in deviation from traditional government plans, recommends engagement of the political leadership into a dialogue on education to shift their interference in administrative matters to support of critical reforms.

Management, as a subset of governance, suffers from methods employed as well as quality of the managers. The BESP considers both problems. Firstly, the decision making process does not adequately take into account data based information, generally most decision are about inputs: teachers' attendance, transfers and postings, textbooks etc. Output and impact are neither measured adequately nor used in decision making. Important indicators like learning outcomes, gross enrolment ratio and net enrolment ratio do not drive the management of the education sector. In response the lack of demand the Balochistan Education Management Information System does not collect data for, and consequently

generate, these indicators. Data based decision making, and planning, lacks in the system.

The Balochistan Education Management Information System (BEMIS) has been functional for more than twenty years but its data is not used in routine. Partially the non-usage is due to absence of training of data use but to an extent the low credibility of BEMIS data also plays a role. The BESP makes recommendations for both improvements on the demand side by increasing awareness and understanding of users, and supply side. For the latter the scope of BEMIS has to be expanded to include all education institutions like private schools and madrassas, qualitative data on learning outcomes and personnel information on teacher deployment. Strategies also include approaches to ensure data quality. A critical shift has been recommended for decision making and planning based on output level indicators. This will require revival of the diagnostic assessment mechanism of the Provincial Education Assessment Centre (PEAC) that has become dysfunctional since 2008. The learning outcome and related data generated by PEAC will have to be added to BEMIS reports. The sector plan also recommends a tracer study to develop a baseline for outcomes of education for those who either get dropped out from or complete their school education.

Another critical shortcoming is the lack of linkages across organisations. Currently the Directorate of Schools considers only access issues as part of its mandate. It is indifferent to quality inputs from the supply side organisations like the textbook board, the examination board, the BOC and PITE. Each organisation works almost as a standalone function. The BESP makes two recommendations in this context: the need for the Directorate of Schools to take a central position for all educational matters access, equity and quality and a structured coordination across all organisations. The demand and feedback must come from the Directorate and responded to by the supply side organisations.

At an individual level management capacities also suffer. Teachers posted as managers overnight do not necessarily have the capacity. Without specialized training the deficits will continue. The BESP recommends specialized management cadre and trainings as part of professional development for these managers. The DOC has been included as one of the organisations that need capacity review and development.

The areas of literacy and college education have also been added. In literacy the main focus has been on youth. Functional literacy recommendations have been made. In higher education only the undergraduate level has been focused with a singular strategy: shift from the two year undergraduate programme to the 4 year programme now recommended by the Higher Education Commission (HEC). At present only one college has been suggested for upgradation as a pilot. Eventually it will shift to the remaining undergraduate programmes.

Chapter 1: Introduction

The Balochistan Education Sector Plan (BESP) has been developed by the Policy and Planning Implementation Unit (PPIU) on the basis of a detailed 'Situation Analysis' undertaken from July 2011 to January 2012 with the assistance of the United Nations Children Fund (UNICEF) and United Nations Education Scientific and Cultural Organization (UNESCO). The document has been produced under the leadership of the Government of Balochistan and the Policy Planning and Implementation Unit (PPIU) acted as the coordinator for the entire process. Officials of the Government of Balochistan organized under various thematic groups prepared the policy options, strategies and finally the activities for implementation of prioritized areas. These groups had earlier also contributed to the 'Situation Analysis'.

The Department of Education sees the BESP as the first step in a holistic reform effort envisioned by the Government of Balochistan. Successful implementation will lay the foundations for critical changes in the education sector and the provincial socio-economic development in the long run.

The Plan has been prepared in the backdrop of the 18th Amendment to the constitution of the Islamic Republic of Pakistan. The amendment has divested the federal government of all control of education in the provinces. A landmark change has been declaration of education as a fundamental right under Article 25A that requires 'compulsory free education for all children between the ages of 5 and 16' to be provided. The Article has a substantive impact on the future direction of education reforms and provides the guide for school education reforms in the BESP. Ostensibly an access focused insertion into the Constitution the target envisaged in Article 25A cannot be achieved, and sustained, without meaningful improvements in quality in tandem with efforts to increase education opportunities for all children in the province. In addition to the vision provided by Article 25A, the BESP basis its strategies on EFA/MDGs and other international commitments of Pakistan as well as the National Education Policy 2009. It subsumes the Balochistan Action Plan prepared in 2010 as an interim policy document.

The BESP deviates from previous efforts in its emphasis on quality as a factor of sustainability and equity. Without improvements in education quality the gaps in educational outcomes between the elite and the rest will continue to grow. Low expectations from public sector education cause drop outs and have lately induced a growth of low fee private schools. The latter have better functionality, on average, in terms of teacher availability and regularity but the classroom practices do not differ from the public schools. Educational outcomes of the children of these schools do not promise to be substantially different than the public schools unless the classroom teaching and learning process changes.

The Sector Plan recognizes the importance of the private sector given its increasing scale and includes it in the reform process under the leadership of the government. The responsibility for quality education for all children in Balochistan lies with the

state and therefore the role of the provincial government cannot be obviated in education policy and planning.

The Sector Plan caters to the diversity in Balochistan and allows strategies to be developed and adapted as per local conditions. The province has a multiethnic and multilingual population, thinly spread over a vast piece of land with different levels of development which makes flexibility (or adaptability) critical to the reform implementation process.

The BESP hinges on the following broad based strategies:

1. Quality and relevance as fundamental elements of sustainable education reform.
2. Equity as a critical cross cutting factor.
3. Inclusion of communities and children left out of the education process.
4. Multiple approaches within the province based on:
    a. Level of functionality of the education system in various parts of the province.
    b. Development
    c. Demography
5. A process to diffuse the provincial plan into district plans.
6. A multi-tiered monitoring process to oversee implementation of the Sector Plan.

The BESP includes school education, higher education (excluding universities), and literacy and non-formal education. Issues of access, equity, quality and relevance and governance and management have been included across each sub-sector. School education occupies the maximum space due to its scale. We can remove this if nothing comes up.

The Plan has been developed as a 5 year document to be reviewed on an annual rolling basis. To avoid duplication the Plan borrows from other ongoing reforms undertaken by different development partners and the government. The development partners provided valuable professional support through directly developing sub sector plans or allowing the Plan to borrow from their work. Save the Children (UK) assisted in development of the ECE component, the pre-service section bases completely on the work of the USAID funded Pre-Step Project and the community schools concept has been adapted from the World Bank funded programme run by the Balochistan Education Foundation (BEF). The cooperation manifested in the plan preparation, under the leadership of the Government of Balochistan, promises effective coordination in implementation of the BESP.

The process of plan development has ensured ownership and comprehension of critical mass of offices of the strategies included. The set of offices, form all organisations, will provide the support into implementation and dissemination of the BESP.

Chapter 2: Background and Methodology

The Government of Balochistan decided to develop an education sector plan in early 2011. The purpose was to create an instrument for organizing reforms into an interlinked, structured whole. The instrument would assist coordinated implementation, feedback on impact of the reforms through a monitoring process and the flexibility to adjust to implementation, design or environmental factors based on periodic review. The sector plan is expected to guide the reform process for a long period as a living and mutable instrument.

2.1. Methodology

Development of the current sector plan document has been the result of a two step process:

1. Situation Analysis of the Education Sector
2. Development of a Sector Plan on the basis of the Situation Analysis

The sector plan itself consists of identification of issues, development and prioritization of strategies and finally costing.

2.1.1. Situation Analysis

The objectives of the Situation Analysis were:

i. Present a comprehensive picture of the education sector in Balochistan in terms of the inputs, processes, outputs and outcomes
ii. Highlight the key gaps and strengths of the sector including capacity issues.
iii. Identify the internal and external threats and opportunities.
iv. Develop a set of draft policy options.
v. Assist in evaluating priority areas for reforms.

This 'Situation Analysis' was jointly conducted by UNICEF and UNESCO as the latter initiated the research process and then UNICEF completed it. The analysis was based on a widely consultative process as follows:

I. Focus Group Discussions conducted within thematic groups formed for different areas of the education sector.
II. SWOT workshops conducted with all the concerned organizations.
III. Interviews and Focus Group Discussions with District Education Officers, Head teachers, teachers, students, community members, local NGOs and head of Madrassas in 10 districts.
IV. Visits to educational institutions.

These tools were used at both the Quetta based provincial level consultations as well as district levels.

Thematic Groups consisting of officials of different organizations in the education sector were formed to inform the process (these groups continued into the sector plan development and will form part of the implementation process). Each group was headed by a focal person of the most directly relevant organization. The following groups headed by organizations mentioned contributed to the development of the situation analysis report:

I.	Curriculum:	Bureau of Curriculum and Extension Centre (BOC&EC)
II.	Textbooks:	Balochistan Textbooks Board (BTBB).
III.	Teacher Education:	Provincial Institute of Teacher Education (PITE).
IV.	Assessment:	Balochistan Board of Intermediate and Secondary Education (BISE)
V.	Higher Education:	Directorate of Higher Education
VI.	Access and Equity:	Directorate of Schools
VII.	Finance and Budgeting:	Department of Finance
VIII.	Technical and Vocational Education:	Directorate of Technical Education

Thematic group on Literacy and ALP was not formed because of the very limited number of persons involved. Focal person for Literacy and ALP was included in groups on Access and Equity and Finance and Budgeting. PPIU officials were present in all thematic meetings. Basic policy tools like *'problem tree'* and *'objective tree'* were used and in the next phase the groups are expected to develop log frame matrices for their respective areas.

SWOTS were conducted in the following organizations:

i. Directorate of Schools (DOS)
ii. Directorate of Colleges (DOC)
iii. Directorate of Technical Education (DTE)
iv. Board of Intermediate and secondary education (BISE)
v. Provincial Institute for Teacher Education (PITE)
vi. Balochistan Text Book Board (BTBB)
vii. Bureau of Curriculum and Extension Centre (BOC&EC)
viii. Balochistan Education Management Information System (BEMIS)
ix. TVE, Labour and Man Power Department
x. Policy Planning and Implementation Unit (PPIU)

In addition to the above, interviews were conducted with Secretaries of School Education, Social Welfare, Labour and Manpower and Additional Secretary Higher Education.

A total of *10 districts were visited* to meet with district level officials, teachers, students and the community. The teams also visited schools in the winter zone[1]. District visited were Quetta, Sibi, Jaffarabad, Jhal Magsi, Khuzdar, Lasbela, Gawadar, Turbat, Loralai and Pishin.

A *Visioning Exercise* was also conducted through a large group representing commerce, trade and industry, political parties, private education institutions, minorities, religious elite and educationists. This exercise provided guidance in developing a future vision of education in the province.

In addition to consultations *secondary information* was collected from the Department of Finance and other organizations. A number of other secondary sources were also utilized and the UNESCO Situation Analysis was heavily relied upon as a secondary source, especially, for Literacy and ALP and Technical and Vocational Education (TVE). Selected textbooks, examinations and curricula of English, Science and Mathematics were also reviewed.

2.1.2. Sector Plan Development

Sector Plan development process rode on the thematic groups (also referred to as working groups during the process) already formed under the Situation Analysis process. The findings were discussed in each group and recommendations were made, followed by strategies development. Each working group prioritized the areas internally and group members jointly prepared the log frames which form the basis of the current document including the 'Results' and 'Implementation' matrices in the annexures.

A three day prioritization was not based on any quantifiable formula as an attempt at quantification produced anomalous results. The professional knowledge of the members of the working groups was utilized to prioritise strategies. Workshop was also conducted in addition to the work of the individual working groups.

2.1.3. Orgnanisation of the document

The document has been organized into three sets of chapters. The first set explains the background of the BESP, the context, the methodology and implementation and monitoring framework. The last mentioned include a stakeholders' inclusion strategy and a Performance Assessment Framework (PAF). The next set of chapters, forming the crux of the BESP, pertains to approach for each sub sector, preceded by a chapter on overarching or cross cutting strategies. The last chapter explains the finance situation in the province and the costing outlays for various subsectors.

[1] Balochistan has two school zones. The summer zones have long vacations in June, July and August and the winter zones in December, January and February.

The best way to understand the sector plan development process is to read the entire Situation Analysis Report before going through the sector plan. However, for convenience of readers and users of the document each chapter on area specific strategies begins with a summarized version of the current situation derived from the 'Situation Analysis Report'. This is followed by one, or more than one, strategic objectives and then strategies. For most of the chapters the rationale and implementation approach for the strategies has been explained. The same have been captured in the two sets of log frame matrices annexed to the document: the 'results matrix' and the 'implementation matrix'. The former provides strategies, actions, process and output level indicators and a set of assumption and risks. The latter defines the organizations responsible for each action the time frame and cost for activities over the five years planned period.

Chapter 3: Balochistan Context

Balochistan stands out as a unique area in Pakistan as its demography, terrain and natural economic endowments contrast with the highly populated, riverine and agro-rich provinces of Khyber Pakhtunkhwa, Sindh and Punjab[2]. The province has the weakest socio-economic indicators in the country with high levels of poverty and minimal industrialization. It has also been a late entrant to political development as Balochistan was given politically representative institutions only in 1970 while other provinces had elected assemblies even before independence in 1947. The challenge to political, social and economic development (including educational reform) efforts gets more complicated by the multiethnic and multilingual populace.

Forty four percent of Pakistan consists of Balochistan while the province hosts only 5 percent of the country's population. The latter is spread around the province in 22,000 settlements that range from the city of Quetta to a sprinkling of small hamlets having less than 500 houses. The unique demographic status means that an effective development effort will entail a higher per capita expenditure as compared to the other provinces. Historically the need has not been recognized at the national level until the 7th National Finance Commission (NFC) Award in 2009[3].

The population consists of Balochs as the majority followed by Pashtuns. Linguistically Balochs are divided between Brahvi speaking and Balochi speaking. Other ethnic groups include Punjabis and Urdu speaking mainly in urban areas with the majority in Quetta, Hazara originating from the 'Hazarajats' of Afghanistan and small pockets of other ethnic groups. The bulk of the latter ethnic groups are in Quetta city, the capital of the province. The current geographic and ethnic composition of the province results from British rule in the area. The region's strategic importance increased during the 'Great Game' between Imperial Russia and British Empire in the 19th century. Pashtun area of the province was acquired from Afghanistan as a result of a treaty with the latter in 1895[4]. As Balochistan was converted into a province therefore the administrative considerations of the decision divided Balochs in Punjab, Sindh and Balochistan. Both Sindh and Punjab still contain substantive populations of ethnically Baloch people.

The capital city Quetta was developed by the British in the 19th century as a garrison town to sustain its military stationed in Balochistan. Railways and postal services were extended to link to province to the rest of India. To run the services and also establish business Parsis, Punjabis, Urdu speakers from the Central and United Provinces of India, Anglo Indians and Bohra Memon communities from Gujarat were invited. This laid the basis for the city as an eclectic society as the Pashtuns, who

[2] This chapter has been reproduced from the 'Situation Analysis Report'

[3] The NFC determines the formula for sharing of federally collected taxes, among the provinces.

[4] The Treaty of Gandhamak 1895.

originally owned the land, and Balochs mixed with these new arrivals. Hazara migrated to Balochistan in the 19th century to escape persecution in Afghanistan where they were harassed by the government because of their Shiite faith and also a general racist attitude. The Hazara are mainly settled in Quetta although some communities can be found in the Loralai district. Today the Hazara are considered to be educationally the most progressive community in the province.

A small, educated Hindu community also continues to live in Quetta while other areas of the province also have persons from the Hindu faith. Balochistan also houses one of the oldest and holiest of Hindu Temples in the subcontinent: the 'Hinglaj'. It is located in Lasbela District, close to the Arabian Sea.

The development process in Balochistan lags the rest of the country as the province has high levels of poverty and the weakest education and health indicators (PSLM 2010-11 and Indicator Household Survey 2010-11). In 2011 the province recorded the highest incidence for polio cases in the world: a total of 62 out of a worldwide 169 (UNICEF Report).

The weak indicators fail to reflect the exceptional economic endowments of the province. Balochistan has the following main economic assets[5]':

i. Minerals
ii. Fisheries
iii. Livestock and agriculture
iv. Location

Balochistan is rich in minerals with '50% of the national prospective geology for minerals'. Main minerals include gas, coals, chromites, marble copper, iron and gold[6]. Despite the potential it contributes only 20% of the national GDP from minerals.

The case for fisheries is similar. Two thirds of the coastal belt of the country falls within Balochistan. Fisheries is the mainstay of the population in the area yet it contributes less than 1/6th of the national value addition in fisheries

Livestock has been a mainstay of life in Balochistan for centuries and defines many of the traditions, cultural products and even folklore. Agriculture and livestock employ 65% of the labour force. The agriculture sector is relatively smaller as only 5% of the province is covered by the Indus basin. The sector experienced a drought in 1998-2004, which continues to have some impact.

Location forms the fourth main asset of the province. It abuts all provinces of the country and shares a 900km and 1000km border with Iran and Afghanistan

[5] "Balochistan Economic Report"; World Bank 2009.

[6] *Ibid*

respectively. The province has the potential to be a conduit of trade between South Asia, Central Asia and the Middle East. At present though the instability in Afghanistan, general regional politics and poor infrastructure and insecurity prevent optimal use of the potential. Unfortunately the 'advantage of geographical location' has benefitted clandestine illicit activities more than legitimate trade. The borders with Afghanistan and Iran are porous and cannot be strictly protected from activities like smuggling which adversely affects the economy of the province.

The economic growth has also suffered due to unrest in some parts of the province which has to make big investment on restoring the law and order situation. Obviously it frustrates the efforts for boosting the economy.

The province has a very small industrial sector and only 10% of the provincial GDP is owed to the sector. Poor communications and transport infrastructure exacerbate the backwardness. While the province has the largest road network in the country of 22,000 kilometers of 'metal and shingle' road (40% of the total in the country) most of these are in a dilapidated condition due to poor maintenance.

Balochistan has the lowest labour productivity in the country at 1/4th of Khyber Pakhtunkhwa and Punjab and 1/3rd of Sindh. Local industry, mainly in the Hub area, employs labour from Karachi while the bulk of mine workers, especially in coal, belong to the Swat and Shangla districts of Khyber Pakhtunkhwa[7].

Low economic activity, especially, in value addition sectors also lowers the domestic revenue potential and therefore the government depends heavily on financial flows from the federal government, especially, the NFC award. As mentioned earlier the 7th NFC award recognized the factor of 'inverse population' as one of the variables for distribution of funds in the federation. Resultantly the province has seen an almost threefold increase in its budget. Another addition to the budgetary sources has been the agreement by the Federal government to pay arrears of 'Gas Development Surcharge' and a third source is the transfer of the 'General Sales Tax on services' to the provinces. At present, the federal government is collecting the tax on behalf of the provinces and distributing and many details of the process for assessment and collection in the future are unclear.

[7] *Ibid*

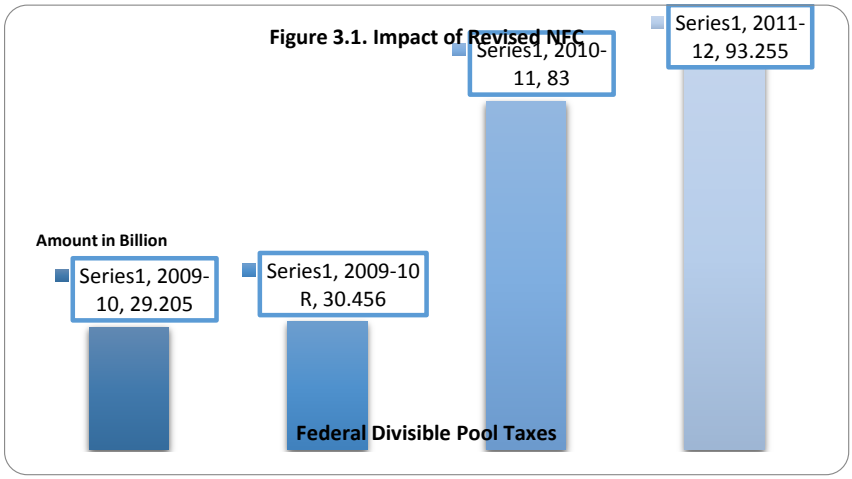
Table 3.1 shows the increase of federal transfers, under NFC, from about 29 billion in 2009-10 to Rs. 93 billion in 2011-12. Another ten billion rupees have been paid as arrears of 'Gas Development Surcharge'.

Table 3.1 Revenue Receipts of the Government of Balochistan

	BE 2009-10	RE 2009-10[R]	BE 2010-11	BE 2011-12
Federal Divisible Pool Taxes	29.205	30.456	83	93.255
Straight Transfers & Federal Grants	26.204	36.274	16.398	13.41
Grants to Balochistan (Arrears of GDS 2003-2009)	0	0	2	2
Grants to Balochistan (Arrears of GDS prior 1991 - AHBP)	0	0	10	10
Balochistan's Own Receipts	3.646	2.454	4.129	4.85
Balochistan's Share in GST on Services	0	0	0	4.85
Total	59.055	69.184	115.527	128.365

Source: White Paper on Budget 2010-11 and Budget 2011-12

The net impact of NFC, which decides the sharing formula for the 'Federal Divisible Pool[8]' is also shown in figure 3.1 below:



Source: White Paper on Budget 2010-11 and Budget 2011-12

[8] Under the Constitution of Pakistan the most elastic taxes of income tax, custom duties and central excise can be collected by the federal government. Revenues from these taxes plus sales tax form the federal divisible pool whose revenues are divided between the federal government and the provinces under a formula decided by the constitutionally stipulated National Finance Commission.

The impact of the increase in NFC has not yet materialized into a concomitant increase in investment in the social sector. It has been mostly absorbed in increase of development funds for legislators and payments to federal security agencies on 'internal security' duty in the province. The situation continues to constrain the development potential of the province despite a favorable NFC which does not bode well because, as already mentioned, it lags behind rest of the country.

A cross-cutting problem for the entire development effort, including education, is governance. A difficult security situation created by a mix of armed conflict and organized crime is exacerbated by perceptions of corruption in the government. This impacts effectiveness in implementation and also raises pessimism in the population.

Also Balochistan has experienced several emergencies during the recent past- 2007 floods in Makran region, 2008 earthquake in Quetta, Pishin and Ziarat, 2010 floods in Jafarabad, Naseerabad and at least 6 other districts that have severely affected education in general and the population already marginalized in particular. These natural disasters created a situation of disruptive chaos particularly in education and health sectors. Almost all schools in Ziarat, Jafarabad and Naseerabad districts were demolished due to earthquake and flood. However, the majority of the schools have been reconstructed and rehabilitated with the efforts of Government and donors on a war footing.

3.1. Education Sector in Balochistan

Education, like other social sectors, is not an exception. Balochistan has the lowest literacy rate, highest gender gaps and weakest access indicators in the country as shown in Tables 3.2. The quality of education also remains poor and the exponential growth of private schools in the province indicates the low levels of confidence in public sector schooling. Balochistan has also not been the 'most favoured' province of the donors. This is partially due to the security situation but in case of the larger donors the provincial policy of not accepting any loans has also reduced 'investment' in all sectors from the donors. The policy may shrink funds for the time being but it will reduce potential expenditure burden in future.

Table 3.2: Comparative Education Indicators Pakistan

	Gender	Punjab	Sindh	KPK	Balochistan
Pop. that ever attended school	M	72	72	71	61
	F	53	47	35	20
Pop. that completed primary or above	M	60	62	57	48
	F	44	40	26	13
GER Primary (6-10)	M	103	91	100	92
	F	92	71	76	54
NER Primary (6-10)	M	73	68	71	68
	F	68	55	56	40
NER Middle (11-13)	M	38	39	40	34
	F	32	32	25	13

NER Secondary (14-15)	M	24	26	23	21
	F	21	20	14	4
Literacy Rate 15+	M	67	71	65	56
	F	47	43	28	15

Source: PSLM 2010-11

In recent years the government has increased its interest and seriousness in development of the education sector. A reform environment has been created and important reforms have been initiated in all sectors, especially schools and higher education. Technical and vocational education has only recently begun a review and reform process while Literacy and ALP remains the most neglected portion of the sector.

The department of education has undertaken serious reform over the last two years. A Policy, Planning and Implementation Unit (PPIU) has been set up to coordinate the reforms. Over the last year the Department of Education developed a 'Balochistan Action Plan' that serves as the interim education policy for the province till the development of full-fledged sector plan. The decision to develop a sector plan was taken last year and an initial situation analysis was conducted with assistance of UNESCO. It generated an interest for UNICEF to help Balochistan government to develop an Education Sector Plan embracing all the sub sectors Early Childhood Education to Higher Education and Technical and Vocational Education.

A number of other initiatives have also been undertaken. Education for All (EFA) Provincial Plan and District EFA plans for all 30 districts along with Early Childhood Education (ECE) Provincial Plans for 8 districts were prepared and launched by the Government. Community schools development programme was expanded by the Balochistan Education Foundation (BEF) and private schools have been included as partners.

Community Support Process (CSP) was successfully used in the opening of new girls' schools on the demand of communities. Under this process the community was strongly involved in the management of the schools. This success has encouraged the government to adopt this process in all its future interventions. The Parent Teacher School Management Committees, established through a democratic process efficiently managed their schools and now the government has decided to revive these organizations to improve the management of schools.

The school education is already free and the Government provides textbooks to all the students free of cost. The government is introducing ECE in the schools with financial assistance of UNICEF and EKN. The government has successfully approached the sister provinces to accommodate students from Balochistan in their institutions of Higher Education and professional collages.

While gaps remain the province has made some strides in education also. Over the last twenty years enrolments have continued to increase, especially, for girls. Balochistan also has five public universities out of which one serves exclusively the

females, one informational technology and management sciences, one engineering university and one university at Uthal caters to marine and live stock requirements.

The province continues to face challenges in the sector despite the progress. Access to all children and improved quality both remain elusive at this point. Both these objectives will need to be pursued simultaneously though the emphasis would vary across the province depending on the current level of facilities available. In places with no schools the access will be the main target but for others quality has to be more seriously pursued than in the past.

Chapter 4: Organization of Education in Balochistan

Management of the education sector in Balochistan spreads across a number of organisations: The Department of Secondary Education, the Department of Higher Education, the Department of Social Welfare and the Balochistan Technical Education and Vocational Training Authority (BTEVTA) (consisting of four departments). The 7 autonomous universities have not been included in the current sector plan although the 'Situation Analysis' report contains a discussion of the issues of these institutions.

In addition to institutions run by the above departments, the federal government and a number of other public sector organisations also own and manage schools. A growing private sector has become a significant stakeholder in education. Madrassas also contribute significantly to the education sector and need to be included in education reforms and management.

4.1. The Levels

Education in the province is divided into the school sector, the higher education, technical and vocational education and the literacy and non-formal sector. The school sector has the following levels:

4.1.1. Pre-primary

The pre-primary consists mostly of the 'kachi' class of unadmitted children. A few select public sector schools run the 'reformed kachi' classes which run these on the basis of the new national curriculum of ECE developed on the modern concepts of the Early Childhood Education.

4.1.2. Primary

Primary section consists of grades 1 to 5. The bulk of these schools are exclusively primary while 955 of the 961 of the middle and 648 of the 663 high schools also have primary sections.

4.1.3. Middle

Middle schools consist of grades 6-8 and 660 of the 663 secondary schools include middle sections.

4.1.4. Secondary

Secondary schools are up to grade 10 with grades 9 and 10 forming the secondary level. These are important years of career choice and progression for the students. At this level students opt for the arts and science streams and sit for public examinations which have a bearing on their future career options.

4.1.5. Higher Secondary

There is only one higher secondary school in the province run under the provincial Secondary Education department. Although the curriculum for the level is part of the overall school curriculum (traditionally prepared by the Federal Ministry of Education and now transferred to the provincial government) the majority of higher secondary classes are conducted in colleges run by the Higher Education Department. Additionally the higher secondary level also exist in the 'elite public schools' run by the Higher Education Department. These 'elite public schools' are divided into 3 Balochistan Residential Colleges (BRCs) and 4 Cadet Colleges.

Table 4.1: Residential and Cadet Colleges

Name of Institution	Enrolment
Cadet College Mastung	310
Cadet College Pishin	101
Cadet College Jafferabad	260
Cadet College Qillasaifullah	146
Residential College Khuzdar	361
Residential College Kech	250
Residential College Loralai	452

Source: Department of Higher Education 2011

Both these set of institutions have classes from grades 6 to 12, have English as the medium of instruction and provide residential facilities to students.

4.1.6. Higher Education

Higher Education sector consists of a number of organisations: the Higher Education Commission of the Federal Government, the Higher Education Department with its colleges and the autonomous Universities. Additionally there are private colleges, as well as, universities.

Administratively universities are autonomous bodies chartered by the provincial assembly. Governor Balochistan is the chancellor for all public sector universities. Higher Education Commission (HEC) develops policy for the sector and provides the bulk of funds to the public sector universities. Private Universities receive the charter from Balochistan Assembly and are recognized by the HEC. Private Colleges are affiliated with the University of Balochistan. Colleges are administratively controlled by the Department of Higher Education of the Government of Balochistan. These include 'Intermediate' and 'Degree' colleges. The former only run higher secondary classes of grades 11 and 12 while the latter also teach undergraduate students (B.A and B.Sc).

The department is overseen by a Minister and headed by the Secretary Higher Education. Until recently, the sector was managed by a single education department that also looked after secondary education.

Curriculum for undergraduate classes in colleges is developed and prescribed by the University of Balochistan, which also conducts the external examinations. Intermediate follows the school curriculum (hitherto developed by the Ministry of Education) and the Board of Intermediate and Secondary Education (BISE) is the external examination body.

Higher Education Commission (HEC) has an important role in the sector. Formed in 2001 the Commission has made significant contribution to university improvement in the country, including Balochistan. HEC is responsible for national standards, provides grants to the universities and also guides policies on quality. Before the18th Constitutional Amendment the HEC was also responsible for curriculum development. The situation on curriculum remains unclear at present.

4.1.7. Technical and Vocational Education & Training

Balochistan has the lowest labour productivity among all the provinces[9]. While labour productivity is a function of general as well as specialized education and TVE plays an important role. There are 3 polytechnic colleges in the province and about 18 vocational training institutions.

4.2. Organisations

The central organization for each sector is the Secretariat which oversees the work of the various institutions attached to it. The Sector Plan includes three secretariats and the organisations functioning under them, the Department of Secondary Education, the Department for Higher Education and the Department for Social Welfare. In addition to these departments a number of autonomous bodies also undertake education service delivery. Their mandates have also been explained here.

4.2.1. Secondary Education Department

The Department has the responsibility for education of all school age children in the province and carries the burden of implementation of Article 25A on behalf of the state. It administers over 10, 000 schools and 48,000 teachers through its district formations under the Directorate of Secondary Education. In addition to the Directorate the department supervises the Bureau of Curriculum and Extension Centre (BOC & EC), Provincial Institute of Teacher Education (PITE) and the Balochistan Textbook Board (BTBB).

4.2.1.1. Directorate of Schools

The Directorate of Schools (DoS) is responsible for all public sector schools and issue ancillary to this mandate. These include management of the teacher cadre and the administrative and financial matters related to them. It has field formations headed by district field officers. It is the executing arm of the Department and responsible for service delivery to the students and the community.

[9] Balochistan Economic Report 2009.

4.2.1.2. Balochistan Education Management Information System (BEMIS)

BEMIS, based in DOS, is responsible for collection, collation and analysis of data on education. It conducts an annual school census of public schools under the provincial education department.

4.2.1.3. Provincial Institute for Teacher Education (PITE)

Provincial Institute of Teacher Education is responsible for in service teacher training. Over the last few years it has focused mainly on the primary level teachers as the BOC &ES has taken over teacher training for middle and above level teachers. PITE normally have personnel from the teaching cadre as staff members.

4.2.1.4. Bureau of Curriculum and Extension Services (BOC & EC)

The Bureau of Curriculum and Extension Centre (BOC&EC) was created for research on curriculum in 1971. After curriculum became a federal subject in 1976 its mandate shifted to represent the provincial government in the curriculum review process. The Bureau under the rubric of the Extension Centre conducts teacher training as well. It is administratively responsible for the *eleven public sector pre-service teacher education colleges* in the province. BOC also houses the *Provincial Education Assessment Centre (PEACE)* responsible for diagnostic assessments of the sector. The Bureau has its own cadre of personnel.

4.2.1.5. Balochistan Textbook Board (BTBB)

Balochistan Textbook Board was set up in 1977 to publish and print textbooks for school children of the province. It functions as an autonomous body under a special statute. The Board has its own cadre but officers from other branches of the provincial education set up are also posted in BTBB.

4.2.1.6. Policy Planning and Implementation Unit (PPIU)

Set up in 2009 this specialized unit has the role of coordination of the reforms in the sector. It is currently also involved in the management of the 'Aghaz I Haqooq I Balochistan' package[10].

4.2.2. Department of Higher Education

The Department of Higher Education administers public sector colleges in the province. These include one College of Technical Education, one Polytechnic Institute, one Commerce College, three Residential and four Cadet Colleges. The last

[10] The package funded by the federal government was provided to assuage the unemployment situation in Balochistan. The 5000 graduate degree holders selected under the package are contract employees posted as teachers after initial training in the Balochistan Academy for College Teachers.

two types mentioned have classes from grades 6 to 12. All colleges also have the intermediate level, grades 11 and 12. Substantive overlap exists between the secondary and higher education departments as they both depend on the services of the Balochistan Textbook Board, Bureau of Curriculum and Extension Services and the Board of Intermediate and Secondary Education as all of these cover grades 1 to 12. While the former two organisations are under the Department of Secondary Education, the BISE falls under the administrative control of the Department for Higher Education. The BISE conducts examinations for grades 9 through 12. This forms the second overlap with Department of Secondary Education. Additional, potential overlaps exist in the teacher training department as the BOC controls pre-service education and the PITE has the mandate for in service training of teachers at the school level.

4.2.2.1. Directorate of Colleges (DOC)

Directorate of Colleges is responsible for day to day functioning of the public sector colleges in the province. Managed by personnel selected from the cadre of college teachers (known as the college cadre) it is responsible for administrative and financial decisions for the sector. It also represents the provincial government in the Examination board of the University of Balochistan.

4.2.2.2. Board of Intermediate and Secondary Education (BISE)

Board of Intermediate and Secondary Education is responsible for public examinations conducted at the secondary and post secondary levels. It has a core staff of its own but also borrows officers from other parts of the provincial education sector. It is heavily dependent on teachers who are selected as examiners and examination supervisors. Given the large size of the province and the difficult transport situation two new boards have been proposed to be setup.

4.2.2.3. Balochistan Academy for College Teachers |BACT)

Balochistan Academy for College Teachers was set up in 2004 with the mandate of professional development of college teachers. It has imparted training to all the college teachers who have been appointed under the Aghaz I Haqooq Balochistan package, an intervention of the federal government. It has also undertaken the capacity building of college principal and vice principals besides training of college teachers in instructional techniques and service rules. It has minimal staff as it is still in the inception stage.

4.2.3. BTEVTA

BTEVTA was established under BTEVTA Ordinance, 2006 issued on 9th September, 2006 with the view to provide over all umbrella management, policy planning/ guidance, technical and financial assistance to streamline, upgrade and strengthen the TVET institutions of Balochistan, working under the aegis of below appearing

Allied BTEVTA Departments and establish new institutes as per Technical Need Assessments (TNAs):

a) The Labour and Manpower Department
b) The Higher Education Department
c) The Industries and Commerce Department
d) The Social Welfare and Women Development Department

The original concept envisaged that all TVET institutes of Balochistan would be placed under the administrative control of B-TEVTA. However, it was eventually decided that Secretary Labour and Manpower would coordinate with allied departments and ensure that the TVET institutes in Balochistan work in a coherent manner under a uniform set of nationally and internationally acceptable standards, while the respective Departments would continue to look after the administrative affairs / training activities of their respective centres under intimation to Secretary BTEVTA. An Act for BTEVTA has been passed by the Provincial Assembly in April, 2011.

4.2.4. Department of Social Welfare

The Department of Social Welfare has the mandate for Literacy and Non-formal Education, which it implements through its Directorate of Literacy and Non-Formal Education.

4.2.4.1. Directorate of Literacy

Directorate of Literacy and Non-formal Education was established in Balochistan in 1991. Before this date the few literacy programmes in the province were administratively controlled by the Department of Education while the funding was received from the Federal Government. Initially the Directorate was set up through UNICEF's support. The latter offered small funding for 1 year in shape of salaries, furniture and a centre of development (for females) in 3 districts namely Sibi, Quetta and Loralai. In 1993 the government approved it as a regular directorate. It has oscillated between the Department of Education and the Social Welfare Department over the last 10 years. Its main development activities have been funded by the Federal Education Sector Reform (ESR) since 2003 and continue to be dependent on this source of funding.

4.2.5. National Commission for Human Development (NCHD)

The NCHD was formed under the last military government as a non government organization funded by the federal government. In Balochistan it played a critical role in setting up satellite schools in remote areas and literacy centres in all districts. Its monitoring processes supported the work of the Directorate of Literacy and ALP. After the 18th Constitutional Amendment the role of the organization has been questioned, specifically, the continuation of federal funding. While an interim

solution has been reached through ad hoc funding by the federal government the final status remains unclear.

4.2.6. National Education Foundation (NEF)

Another federal government organization, the NEF, is responsible for setting up non formal schools in the province. Schools set up under the ALP prepare out of school children for return to regular institutions through a fast track primary programme. The main problem of NEF has been an absence of linkage with the formal province run sector and hence it has not been possible to gauge the impact of its work.

4.2.7. Balochistan Education Foundation (BEF)

The Balochistan Education Foundation (BEF) supports community and private schools through a 'public private partnership' process. BEF has opened 197 Fellowship schools with the assistance of the private sector and subsidizes another 500 schools that meet its criteria. The BEF has also developed community schools in areas with no schools. At present about 649 such schools function in the province[11].

4.2.8. The Private Sector

Private sector has increased its investment in education in the province over the last decade. The number of privately owned education institutions continues to grow, especially, in urban areas. The maximum growth is in the school sector but private institutions have been set up at all levels including University and vocational training.

At the school level the private sector cannot be viewed as a monolith. Very few of the schools (4 to 5 in Quetta only) can be categorized as elite institutions. The bulk of the remaining schools cater to families that can only afford low fees.

4.2.9. Other Public Sector

The federal government, local governments and other public sector organisations also run schools in the province, although these are very few in numbers.

4.2.10. Madrassas

According to data provided by Government of Balochistan's Home Department a total of 1095 madrassas exist in the province with an enrolment of about 85,000 students[12]. The madrassas have been further divided into sub sets based on sectarian affiliations. The largest number belongs to the 'Deobandi' School of Thought.

---

[11] *Balochistan Education Support Project*

[12] Home Department, Government of Balochistan 2009

Chapter 5: Framework of the BESP

The framework of BESP has been based on a number of documents and concepts. These include the National Education Policy 2009, the Education for All (EFA) and Millennium Development Goals (MDG) targets. An important addition has been inclusion of Article 25A of the Constitution that has made school education a fundamental right. The Article subsumes the EFA and MDG targets and if implemented effectively, promises to transform the education policy framework in Pakistan. The BESP has set its sights on long term achievement of the target while keeping the 25A framework as the basic guideline.

5.1. National Education Policy 2009

National Education Policy was prepared in 2009 by the erstwhile Federal Ministry of Education. Theoretically it is the extant national policy although its status remains unclear after the 18th Constitutional Amendment that has devolved education to the provinces. The policy itself was prepared through a widespread consultative process with involvement of stakeholders from all over Pakistan. All the provincial governments were involved. The BESP has used the policy recommendations of the NEP as the basis for strategy development as most of them were seen as appropriate responses to the diagnosis of the Situation Analysis.

5.2. Article 25A

Article 25A of the Constitution considers education for children aged 5 to 16 into the list of 'Fundamental Rights'.

The Article provides space for implementation through allowing the provinces and the federal government to legislate as per local needs and limitations. The law for implementation of the article needs to consider three critical areas:

1. Definition of free education.
2. Accountability mechanism for the statute.
3. Practical timelines.

Definition of free education has implications for financial resources, while accountability mechanisms have to be within the socio-political realities and implementation capacity of the state. Implementation of the law cannot be undertaken in the short term and a future statute may include a realistic timeframe to allow for adjustment of resource allocation and capacity of the government.

The current draft law developed by the Department of Education defines 'free' comprehensively and includes "stationary, school meal and transport". It also favours persuasion as a critical tool for implementation and, understandably, takes a relatively soft approach to accountability. It does not place any timeline on implementation.

The article covers areas of access and quality (and relevance). A possible indicator framework for its implementation has been shown in Table 5.1 below. It clarifies the potential of 25A beyond the mere increase in enrolment.

Table 5.1: Indicators for Article 25A

Indicator	Current (%)	Target
NER Primary	56	≈100
NER Middle	25	≈100
NER Secondary	14	≈100
Survival Rate Primary	45	≈100
Survival Rate Middle	75	≈100
Survival Rate Secondary	92	≈100
Transition Rate Kachi to Primary	64	≈100
Transition Rate Primary to Middle	0.23	≈100
Transition Rate Middle to Secondary	0.47	≈100

Source: PSLM 2010-11 and BEMIS

Table 5.1 reveals that the scope of the article transcends mere access. The sector plan follows a similar span with the recognition that achievement of the targets of Article 25A will take much longer than the 5 year period covered under the present BESP.

The implications of the article include not only transition of the current approach to education service delivery but also re-order the complete public policy paradigm in the country. Resource requirements in terms of both access and quality will be met only through some crowding out in other sectors and more effective domestic resource mobilization at both the federal and the provincial level. It should also be a factor in future negotiations of the National Finance Commission (NFC).

5.3. Poverty Reduction Strategy Paper

The 'Poverty Reduction Strategy Paper" PRSP II prepared by the government of Pakistan also prioritises human development with education as a foremost priority. BESP is in line with the priorities of PRSP II which relies on the National Education Policy 2009 for its vision in the sector. The document places particular importance on governance, implementation and monitoring, community involvement, reduced gender disparities and increased financing. BESP covers all these aspects.

5.4. Monitoring and Evaluation Process

BESP will be implemented as a rolling plan reviewed annually. Operational plans will be prepared for each financial year in consultation with the P&D and Finance departments and relevant donor partners. It will be reviewed at various levels with the highest oversight body headed by the Chief Secretary. If the standing committee on education is set up in the provincial assembly then the latter will form the highest oversight forum.

Implementation of the sector plan will require political support and capacity development to ensure a transition from the current approach to service delivery. The implementation process includes strategies that will co-opt political and community oversight apart from inclusion of other key stakeholders. The Plan also provides for capacity assessment and development processes for the various organisations. The Implementation Strategy for BESP has three main strands:

1. Oversight and Monitoring
2. Dissemination
3. Decentralisation

5.4.1. Oversight and Monitoring

A multi-tiered oversight and monitoring mechanism will be developed that will include a high level oversight committee, a technical committee and a donors' coordination process.

The oversight mechanism will be of a two-tiered committee model supported by the Policy Planning and Implementation Unit (PPIU) as the secretariat for monitoring and reporting. The **high level oversight committee** will review performance periodically on the basis of the Performance Assessment Framework (PAF) included in the sector plan. The high level committee will consist of:

1. Chief Secretary
2. Secretary Secondary Education
3. Secretary Higher Education
4. Secretary Social Welfare
5. Secretary Labour and Manpower
6. Secretary Finance
7. Secretary P&D
8. Two Vice Chancellors
9. Director Colleges
10. Director Schools
11. Focal Person PPIU (Secretary)
12. Two members from civil society (at least one from the business community)

The committee will meet twice a year to review progress.

The second **technical level committee** (Donor-Government Group) at the secondary education level will be headed by Secretary Secondary Education (and in case of Higher Education the respective secretary). The composition of the committee will be as follows:

1. Secretary Education
2. Focal Person PPIU
3. Director Schools
4. Chairman Balochistan Textbook Board
5. Chairman BISE
6. Director BOC&EC
7. Director PITE
8. Director BACT
9. Donors
10. Members from civil society, academia etc

The number and members for serial number 10 will be decided by the rest of the committee in its inaugural meeting. This committee will review performance as well as processes involved in implementation. It will meet at least once per quarter to review progress. And will also function as the donor-government joint group for coordination and monitoring.

The committee will be headed by the Secretary Education with one co-chair from the donors group. The terms of reference will be finalised through mutual discussion and agreement.

The highest oversight body will be the Provincial Standing Committee on Education of Provincial Assembly as and when it is formed.

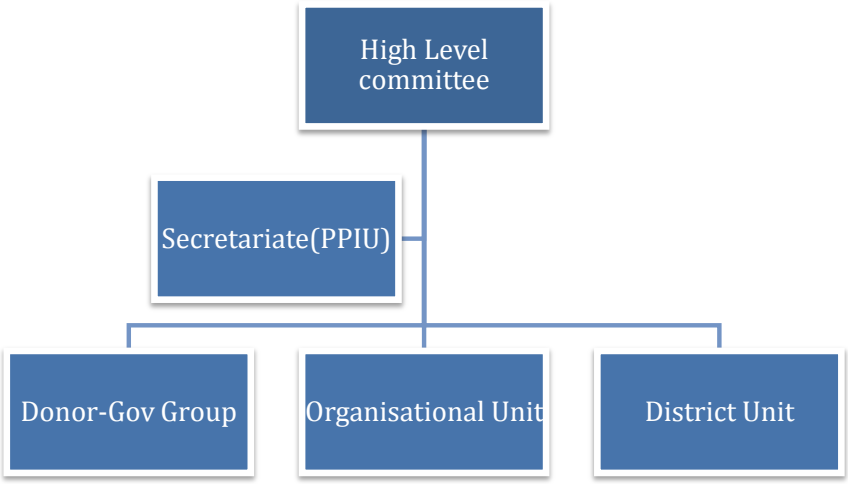


Figure 5.1: Oversight Mechanism for BESP

An important concomitant of the monitoring process will be capacity development of PPIU on a fast track basis as it will function as the secretariat to all of the above committees and as the coordinators of the implementation process. Initially co-opted support from the market may be provided by a donor partner but eventually internal capacity will have to be developed. PPIU will ensure implementation of the Sector Plan in the districts and the specialized agencies at the provincial headquarters. It will develop capacity to disseminate targets and review progress on the basis of identified indicators. Ideally this should place the services of BEMIS at PPIU's disposal.

Each organisation will be responsible for implementation and monitoring of its own components as shown in the matrices in the annex and figure 5.1. A focal person will be nominated by each agency (i.e BTBB, BOC&ES etc.) for coordinating with the PPIU and reporting on progress against activities and indicators for its component.

Similarly at district level committee headed by the EDO will be formed (see figure 5.1).

Implementation Plan Development

'Annual Implementation Plans (AIP) ' will be developed at the district level as well as individual organisations like the Balochistan Textbook Board, the Bureau of Curriculum, BISE , Directorate of Education and Directorate of Higher Education. These will be derived from priorities set through internal discussions and final approval of the technical committee. PPIU will collate the plan at the provincial level, which will be used for monitoring by the technical and high level committees. Annual Implementation Plans will be derived from the results and implementation matrices of the sector plan and will have the following components:

a) Annual Strategic Objective (derived from the sector plan objectives)
b) Sub Sector objectives for the year
c) Main activities
d) Sub activities, to be identified by each level of implementation for the given year
e) Monitoring indicators (derived from the overall indicators framework
f) Budget
g) Timelines for the specific year
h) Annual Targets
i) Implementation modality

5.4.2. Decentralisation

Even more critically, implementation of the sector plan needs to cascade to districts and eventually lower tiers. The process will be headed by the District Education Officer as the focal person working with other EFOs and head teachers. Training and orientation will be provided to administrators and head teachers on details of the sector plan. The process of will be continuous (at least once in a year after the initial phase). A monitoring and reporting process will be developed in each district using the indicators for each sub sector included in the log frames provided in the sector plan (districts, in consultation with PPIU, may develop a set of district specific indication a adapted from the strategies level indication. As already mentional each district will prepare its own prioritisation and Annual Implementation Plan. However, prior to the AIP districts will review the provincial sector plan to indicate their priorities in terms of objectives and strategies over the five years of the plan period. These will depend on the initial educational status of each district. For example a district with low access and high gender disparity may prioritise these areas for quality initially. A more 'settled' district my focus more on quality.

Districts will have their own monitoring and implementation mechanisms and

District Education Authorities (DEA) will function as the oversight bodies for implementation plans. Office of the District Education Officer will be strengthened to function as the secretariat for implementation and monitoring of the district level plans.

5.4.2.1. Monitoring Indicators

Two sets of indicators have been developed for the BESP: operational and macro as given in the Performance Assessment Framework. Additionally indicators for sub activities will be prepared for the AIPs at the organisational and district levels. Individual implementing agency and the districts will use the sub activities indicators. PPIU will monitor progress against identified targets and activities given in the 'Results Matrices' and 'Implementation Matrices' in Annex 1 and Annex 2 respectively and agreed annually with the districts and individual organisation for prioritisation in the AIPs.

Level	Indicators Used	Source of Indicator
High Level Committee	Global- Macro	Global indicators in the BESP
Technical Committee	Activity Level	From the results matrix of the BESP and AIPs
Organisation	Activity and Sub Activity level	AIPs indicators
District	Sub Activity level	District 5 implementation framework and AIPs

The PPIU will function as the central focal point for monitoring and will use the implementation indicators given in the BESP as well as those in the AIPs. PPIU will also prepare progress against the 'global indicators' for the high-level oversight committee.

The following set of indicators has been prepared for the BESP's Peformance Assessment Framework:

Performance Assessment Framework			
Indicator	**Base Value**	**Final Value**	**Source**
Net Intake Rate (NIR)			
ECE	51%	65%	BEMIS and NIPS
Primary	60%	70%	BEMIS and NIPS
Middle	39%	45%	BEMIS and NIPS
Secondary	18%	25%	BEMIS and NIPS
Transition Rates			
ECE to Primary	58%	60%	BEMIS and NIPS
Primary to Middle	68%	74%	BEMIS and NIPS
Middle to Secondary	81%	92%	BEMIS and NIPS

Survival Rates			
Primary	45%	50%	BEMIS and NIPS
Middle	79%	85%	BEMIS and NIPS
Secondary	93%	95%	BEMIS and NIPS
Other Indicators			
NER (Primary)5-9 exl Katchi	32%	42%	PSLM
NER (Middle)	24%	32%	PSLM
NER (Secondary)	13%	18%	PSLM
Student Learning Outcomes (Science, Math and Languages)	N.A	N.A	To be derived from PEAC
Early Reading Ability	N.A	N.A	PEAC and Reading Project
Gender Parity Index (GPI)			
GPI (ECE) Public	0.64	0.93	BEMIS
GPI (Primary) Public	0.70	0.78	BEMIS
GPI (Middle) Public	0.57	0.62	BEMIS
GPI (Secondary) Public	0.56	0.63	BEMIS

The first three set of indicators (NIR, Transition Rates and Survival Rates) have been developed using BEMIS data and assumptions for private sector and madrassa enrolments used for costing (see chapter 12 for details). Also for age related population data from the National Institute of Population Studies (NIPS) has been used.

Net enrolment ratio values have been taken from the Pakistan Social and Living Measurements Survey (PSLM) and Gender parity index has been taken from BEMIS data utilised in costing.

Student Learning Outcomes and early reading ability indicators have also been added through no values assigned at this point because these are not available at present. The last assessment for SLOs was conducted in 2008 and since them the Provincial Education Assessment Centre. As the BESP calls for its revival and revamping it is expected that the assessment will be carried out soon and made a part of the PAF. Early reading indicator has been added in anticipation of the Readings Project to be initiated in the province and for which and MOU has already been signed between the Government of Balochistan and USAID. The project is expected to undertake a baseline study. The same will be added to PAF.

As data quality improves the indicators may be strengthened and more detailed sub indicators be added to the PAF.

At the Global level BESP follows indicators already highlighted for Article 25A of the Constitution of Pakistan. These have been included in PAF.

In addition to the above indicators ***financial outlays and expenditure*** will also be reported to these committees as part of the monitoring regime.

5.4.3. Dissemination

The concepts, targets and indicators of the Sector Plan will be disseminated to teachers, students, head teachers, administrators, civil society, political leadership and media. Multiple tools will be used to ensure the concepts reach grass root level.

5.5. Stakeholders' Strategy

A stakeholder mapping was completed on the basis of two components: stakeholders with 'power' and/or 'interest' to influence the education sector.

Figure 5.2 explains the framework.

Figure 5.2: Stakeholder Analysis

		Power	
		Low	High
Interest	Low	1	2
	High	3	4

The four quadrants of the figure show the level of influence (or potential influence) of each stakeholder. The most influential being the stakeholders in quadrant 4 with a high interest-high power combination followed by 3, 2 and 1.

The objectives of the stakeholders' analysis were:

1. To identify the likely impacts of policies and plan;

2. To assess the existing or potential conflicts of interest;
3. To take account of the impacts and various interest when designing policy options, implementation strategies and development actions.

The framework has been used to identify critical stakeholders for the BESP as follows:

1. High power-High Interest: these become immediate partners in BESP implementation and need to be managed closely
2. High power-Low interest: These need to be engaged and satisfied to invoke their interest in the process as they are important potential influencers.
3. Low Power-High Interest: These must be informed on an ongoing basis even if, at this point of time, their lack of power means lower influence.

Almost all those stakeholders with interest, rights, resources, powers and abilities who can influence the plan have been involved during the process and analyzed for figure 5.3.

Figure 5.3: Stakeholder Framework

Interest (←)

Powers (↑)		High(H)	Low(L)
	High(H)	Education Departments; Specifically PPIU	Finance Department; P&D Department; District management; Legislators; Politicians; Teacher Associations; Media; Private institutions; Teacher training institutes, Donors
(↓)	Low(L)	Parents, PTSMCs, Beneficiaries Students, BOC, PITE, BTTB, BISE & BACT; CBOs, Public service commission, Head teachers Teachers	General community, NGOs, Publishers,

During the course of interaction with educationist, teachers, administrators and community members it was found that each group has diverse ideas towards education and its reforms. The low internal efficiency of the existing multifaceted education system and low quality delivery to the market effect the cognitive development of children and youth of the society and impede the economic growth of the country.

Professionals in education despite being the potential benefactors of reforms have no authority and powers to play a proactive role in the transformation process. Middle level management (Directorates & District) are mainly concerned with the efficiency of the system but face resource and powers limitations. However, both the stakeholders are strong proponent of educational reforms.

Legislators, Finance and P&D departments, “where the powers lie” have reservations with the competing demands of public expenditures and resource constraint. Their response has been weak which reveals a careful approach as to not over burden the exchequer. In case of legislators a coalition of champions has not been developed to support reforms in the provincial assembly even as individual political figures continue to strive for educational improvements.

Students, teachers, parents, PTSMCs and private institutions are the direct educational beneficiaries of the reforms who have no authority to play a proactive role in reform process but their keen interest includes the benefits drawn from purposeful quality education e.g. social and financial benefits. The weakness flows from a general disempowerment of the society and therefore the inability to impact policy and practice of the state. Sprouting of private schools has been a response to low confidence in the public sector. The latter are also emerging as a key stakeholder in education service delivery.

Based on the above and other detail discussion in figure 5.3 has been produced for the stakeholders strategy for the sector plan.

In order to win support for the reform process the implementation process for the BESP will need to adopt the following stakeholders' strategy:

1. Include all members of quadrant 2 in dissemination. Specifically target for dissemination and deliberations the following groups:
    a. Political parties
    b. Teachers' Associations
    c. P&D and Finance
2. Support strengthening of the members of quadrant two through specific reforms and actions envisaged in the sector plan.

Effective success of these stakeholders strategies imperative implementation of the sector plan.

5.6. Evaluation

A mid term evaluation has also been included in the BESP. This will be undertaken by an external team preferably hired in consultation with the technical team by the Department of Education. The Evaluation will cover all four corners of sector plan implementation: process, operations, impact and outcome.

The evaluation will be utilised for course correction and even rethinking , if required. An end of plan evaluation will be used to develop the next five year plan. This will be undertaken in the last six months of the plan period.

5.7. Risk Assessment

Balochistan has serious security problems which limit mobility that may be required for reform. The situation also poaches a large chunk of government funds which leaves a smaller share for other sectors, including education. As a country emerging into a

democratic process the understanding of evolution of education issues in the political arena is limited. The ownership of education reform at the political level with understanding is a pre-requisite to successful implementation of the BESP. It has been built into the implementation process of the Plan.

A major source of resistance to all change will be the teachers associations and their inclusion in the reform process is imperative. While these are some of the overarching risks strategy and strategic objective level risks have been highlighted in the results matrix in Annex 1, wherever a need was felt.

In the matrix below, wider, macro level risks and risk mitigation strategies have been given.

Risk Analysis Matrix		
Risk	Level of Risk	Mitigation Strategy
Security Situation **in certain parts of the province prevents ease of movement**	High	i. The risks do not entail school closures but does impact monitoring efforts. These will have to be improved through use of technology and using staff belonging to the local areas
Weak Political ownership**: While the present Chief Minister and Education Advisor strongly support BESP political leadership in different areas may not be aware**	Medium	i. BESP includes strategies on engagement of community and political leaders at all levels through dissemination and awareness campaign. Local political leaders will be included in the decentralized oversight bodies at the district levels. ii. Strong ownership obtained from Chief Minister and Education Advisor iii. BESP recommends setting up of the Education Committee of the Provincial Assembly which will have representation from all political parties (as per constitutional requirements)
Lack of Funding: **Government funds are constrained by a ballooning salary bill due to the new formula for pay raises and the incremental budgeting**	Medium	i. Salaries for new recruits should be on the old formula which does not lead to automatic increases overtime. ii. Finance and Planning departments have been included in the process of BESP development and have senior representation in the oversight body

procedures that resist major changes in financing. Also donor commitments are not clear.		iii. Donors have been included during BESP development and are also part of the oversight mechanism. iv. Strong ownership obtained from Chief Minister and Chief Secretary.
Low Demand for Improvements: **While there is a desire for better education it has not been translated into sustained campaigns from society and media.**	Medium	i. BESP recommends involvement of stakeholders through a stakeholder's analysis which include media, civil society and opinion makers. ii. BESP also has provision for advocacy seminars to help society articulate demand for quality education
Resistance for Teacher's Association: **Teachers associations as politically powerful organisations will resist change**	High	i. BESP development process involved engagement with teachers' associations. ii. Strategies for engagement with and re-orientation of teachers' associations have been included in the BESP.

5.8. Performance Assessment Framework

Decision-makers at all levels need to quantify the variation in education system performance, identify factors that influence it and ultimately articulate policies that will achieve better results in a variety of settings. Some of this variation is due to differences in education system performance. Differences in the design, content and management of education systems translate into differences in a range of socially valued outcomes such as quality of education, responsiveness or fairness. Performance of sub-components of system, such as by levels, Primary, secondary or formal or non formal and also by thematic areas such as access and equity, curriculum implementation and learning achievements also need to be assessed.

It is believed that a meaningful, comparable, convincing and operational framework for assessing education system performance is vital for the work of top level management, development agencies and donors.

The basic framework model is simple but comprehensive. It requires the implementers of education sector plan (ESP), and/or others responsible for development, to analyze and respond realistically and collaboratively to four essential questions. They are:

1. What are the essential competencies (efficiency) and outcomes (impact) after the completion of the plan?
2. What are the performance indicators that define those outcomes?
3. What are the most effective ways to achieve the plan objectives? And,

4. What are the most effective ways to document the performance and achievements (monitoring) and provide feedback (performance evaluation) that direct stakeholders benefitted as a result of plan implementation?

The model given below has been suggested for use by the highest oversight bodies. The indicators are high level (output level) while other indicators for routine monitoring have been included in the relevant log frame indicators in Annex 1.

Chapter 6: Cross Cutting Strategies:

The cross cutting issues discussed in this section impact all sub-sectors in the Plan. Some of the recommendations in this section have also been repeated (as per need) in the relevant section later in the document.

6.1. Coordination

All education sub-sectors have strong interdependence but no formal mechanism, or informal culture, of coordination exists for the various organisations to cross learn and formulate mutually reinforcing policies and plans. The implementation framework described in Section I partially redresses this deficit but a more detailed approach has been included in this section. Coordination needs have also been identified and included in plans for sub sectors.

Linkages across the education sector make coordination imperative for meaningful delivery. These linkages include vertical contacts across various levels of education (i.e primary, middle, secondary, higher education, TVE) as well as horizontal inter dependency among organisations like the DOS, PITE, BOC, BISE etc. Currently no formal coordination mechanisms exist. A structured coordination process, especially, for management of quality and relevance of service delivery has never been developed or even considered at the official level.

6.1.1 Recommendations

1. A regular structure for meetings among various organisations should be established. The coordination mechanism should include quarterly meetings participated by heads of Directorates of colleges and schools, Balochistan Textbook Board, Board of Intermediate and Secondary Education and the Bureau of Curriculum and Extension Centre.
2. Changes should be made in rules to ensure involvement of all relevant organisations in development of outputs like textbooks, assessment tools and curriculum.
3. PPIU should undertake the central role in coordination and ensure establishment of a functional coordination system.

6.2. Standards

The diagnostic process identified absence of standards for educational inputs, processes and outputs, especially, the last mentioned as a key deficit in provision of qualitative and relevant education in the province. National Education Policy 2009 highlights the problem as universal to the entire country and therefore, recommends 'development of standards for educational inputs, processes and outputs'.

Plans for sub-sectors and components include standardization as fundamental to reforms. The BOC will coordinate the process for development of these standards and also function as the monitor for their implementation at the school level.

Figure 6.1: Arrangement for Standards

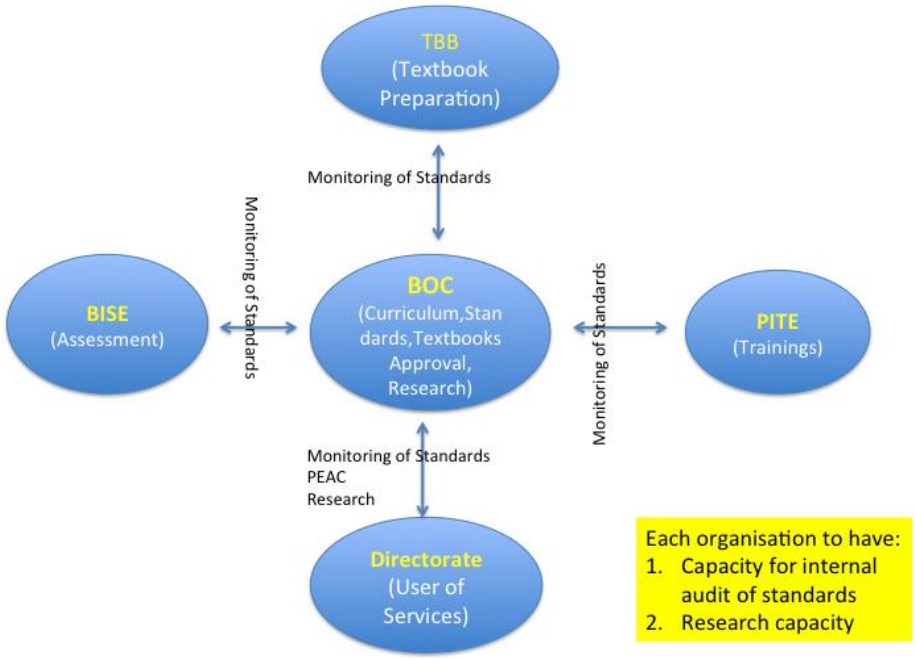


Figure 6.1 explains the arrangement for standards wherein the standards will be prepared for each of the organisations with BOC given the central role of monitoring. The BOC's writ will be restricted to output level standards for each of the organisations while the latter will develop (or review) their input and process standards accordingly. To the extent the Directorate of Colleges deals with school level issues (intermediate level, residential and cadet colleges) it will form part of the process.

In case of higher education the Higher Education Commission (HEC) has already developed standards at the federal level, although, these have been targeted at universities only. Standards for college education have not been reviewed and most of the current benchmarks pertain to inputs and processes. Output level standards have not been prepared. At this level Balochistan Academy for College Teachers (BACT) should undertake the task in coordination with the University of Balochistan.

6.2.1. Recommendations

1. Standards should be developed for all inputs, processes and outputs (details in respective log frames for each area).
2. Bureau of Curriculum (BOC) be mandated as the custodian of education standards in the province. The task should include development and monitoring of standards for outputs of various organisations.
3. BACT should coordinate preparation of standards for colleges in consultation with the University of Balochistan.
4. Monitoring mechanism for outputs, especially, linked to quality be developed.

6.3. Development of Education Experts

A paucity of education experts within and outside the government constrain the impact (and sustainability) of reforms. The low quality of the present education institutions, including pre-service teacher education, has not helped improve the situation. Specialised areas like curriculum review, assessments, textbooks and planning harbor the largest vacuum. Most officials working in the agencies responsible for the above have never been formally trained on the concepts. At present the deficit gets made up through an informal partnership between the few individuals within the department and the donors who provide the odd training opportunity. Sustainability and more effective implementation will require a critical mass of local quality educationists produced from within the system.

6.3.1. Recommendations

1. Professional development programmes for officials of BOC, PITE, BACT and BTBB.
2. Introduction of specialized courses on curriculum, textbooks, assessments, education planning in pre-service programme.
3. Induction programmes be introduced for new recruits, generalist managers and officers posted on deputation.

6.4. Research Culture

Most organisations in the sector have research functions that have been dormant over the last many years. Absence of internal demand for research has eroded all capacity and incentive to operationalise the function. External research also remains unutilized for the same reason. New concepts introduced over the last two decades have been, mostly, the result of donor interventions. Indigenous needs have never been explored holistically as donor projects cannot be an alternative to an internal, dynamic research function.

6.4.1. Recommendations

1. Research functions of the specialized agencies like the BTBB, BOC, PITE and BISE should be revived and strengthened.
2. Linkages should be developed between universities and the Department(s) for research on indigenous issues.

6.5. Information Communication Technologies

Low population density, long distances, poor communication infrastructure and a difficult security situation provides a need for exploration of ICT for education options. These options should also be used for creation of linkages with quality experts outside the province (nationally and internationally) to develop local expertise in specialised areas like assessments, curriculum, textbooks development and standards etc.

1. Explore options for ICT to ensure outreach for quality education delivery in Balochistan.
2. Identify potential use for link up with external expertise to develop local capacity

6.6. Capacity Development

Effective implementation of the sector plan will require review of the current organizational mandates, functions and strengths. A formal capacity assessment and development process will be part of the Sector Plan implementation. The need has been identified in individual sub-sector plans.

Chapter 7: Quality and Relevance in Education

7.1. Quality Education

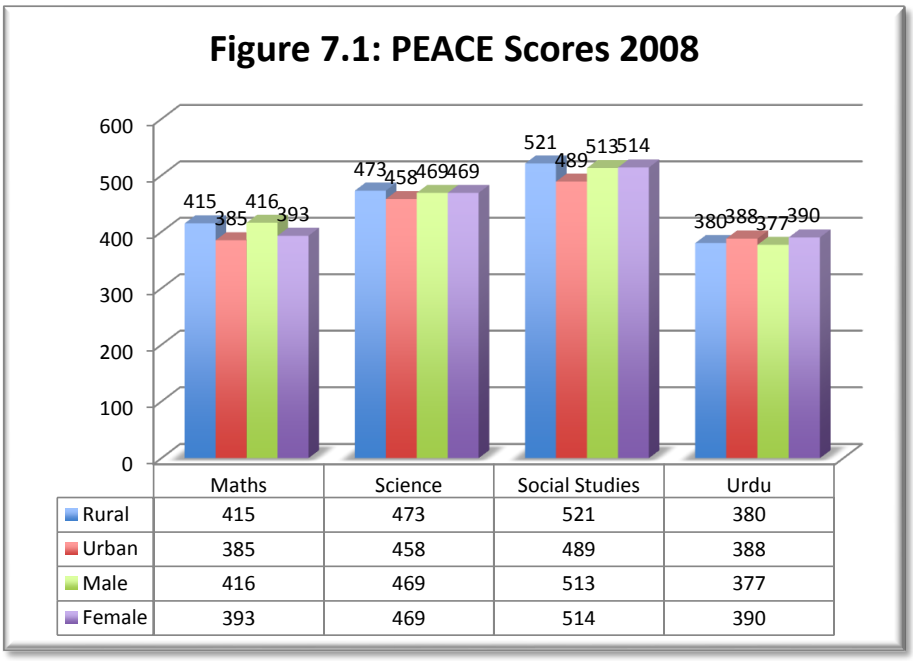
Quality education has been neglected for many years. Recently there has been an increased awareness of its importance by the Department of Secondary Education and the sector plan considers it essential to a sustainable impact of education on socio-economic change. Determinants of quality education for the purpose of the sector plan consist of curriculum, textbooks, teachers, assessments and school environment. School language issues have been added to this section as the approach to language use for education plays a critical role in outcomes for quality and relevance.

7.1.1. Key Findings

Quality has been at the periphery of education reforms in the past and neither the education managers nor teachers understand quality beyond knowledge transfer regurgitated through rote (see Box 7.1). All key quality inputs i.e teaching, examinations and textbooks induce rote learning at the cost of cognitive development. Results from the National Education Assessment System (NEAS) tests, conducted in 2008, reveal low learning achievements for students from Balochistan. The par score of 500 has been exceeded only in social studies.

Learning Outcomes PEACE 2008

Figure 7.1: PEACE Scores 2008



	Maths	Science	Social Studies	Urdu
Rural	415	473	521	380
Urban	385	458	489	388
Male	416	469	513	377
Female	393	469	514	390

Source: PEACE Balochistan Report 2008

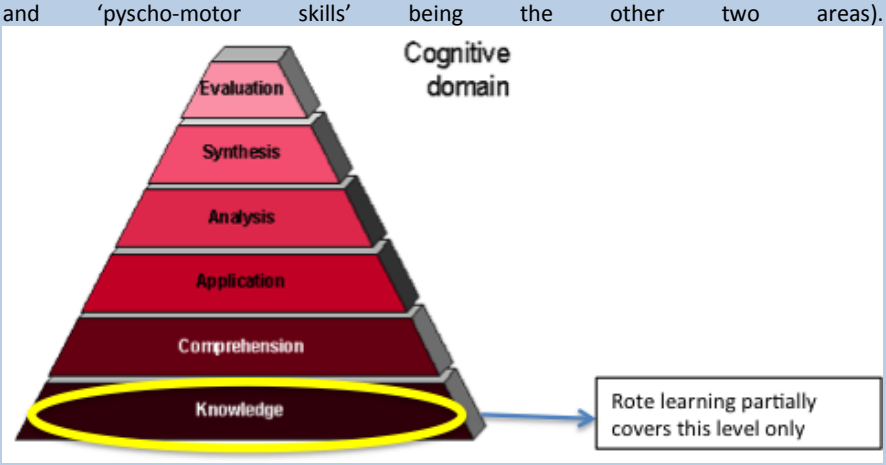
Causes of the weak quality include a low priority accorded to it, poor teaching and learning processes, a paucity of education experts able to comprehend and support development of quality inducing processes and finally the lack of ability in the community to comprehend education quality issues: an absence of demand.

The current education programmes (degrees and certificates) do not provide an understanding of key areas like curriculum, textbooks, assessments and education planning. This limits the ability of 'education professionals' in the province.

A disconnect exists across the quality related organisations. The Directorate of Schools responsible for service delivery has, over the years, not taken ownership of quality inputs like the textbooks, teacher training, assessments and curriculum. Similarly these externally

Box 7.1 : Rote Learning in Schools

Pakistan's curriculum is based on Bloom's taxonomy. As depicted in the figure below the taxonomy has different levels of learning in its 'cognitive domain' (The 'affective domain' and 'pyscho-motor skills' being the other two areas).



A good learning process teaches the child all of the various levels of learning from knowledge to evaluation: a process that is initiated from early childhood education. There is a consensus among all educators that all public schools and a majority of the private schools do not take a learner beyond the first level of knowledge and higher level thinking is never developed.

determined processes have no or little feedback, from the field to gauge the realities of the classroom.

A critical failure has been the inability to differentiate clearly between the learning needs of children at various levels like primary, middle, secondary etc. and a language policy that has impeded, rather than facilitated, the learning process.

Another study on quality has been ASER which calculates skills for children at primary level. Its results are depicted in Table 7.1. This also reveals low reading and mathematical abilities.

Table 7.1: ASER Quality Results

Class 3			Class 5		
% Children who can read sentence Urdu	% Children who can read word	% Children who can do subtraction	% Children who can read story Urdu	% Children who can read sentence English	% Children who can do Division
31.8	36.7	36.2	41.7	38.5	38.4

ASER 2010-11

7.1.2. Strategic Objective(s)

The BESP targets improvement of quality of education for all students through improvements in the ability of the key quality factors and making it a priority area in education service delivery. The main strategic objective is to:
"Improve the teaching-learning process in the classroom to shift from rote learning to development of higher order thinking".

7.1.3. Goal(s)

The goal is to improve student learning outcomes at all levels by 5% by 2017

The indicators earmarked for gauging quality of education at school level include both direct and proxy indicators. The most direct indicator of student learning outcome can only be determined through a baseline assessment conducted by PEACE for the current year. The survival rate functions as a proxy indicator for quality as it depicts system efficiency along with drop out and repetition rates. The latter have been added to the governance and management component. The indicator at present only represents the public sector schools under the provincial Department of Education. This may be revised as BEMIS begins to collect and include data from other schools also.

Table 7.2: Quality Indicators for BESP

Indicators	Current Situation	Target for 2017-18
Student Learning Outcomes (reading, writing, science, mathematics)	Baseline needed	
Survival rate primary	45%	50%
Survival Rate Middle	79%	85%
Survival Rate Secondary	93%	95%
GPI in SLOs	Baseline needed	

Gender issues in key inputs (textbooks, exams, curriculum)[13]	Baseline needed	

7.1.4. Strategies

Improvement in quality is envisaged to emerge from the following strategies:

1. Make quality a factor in system accountability through developing standards and measurable benchmarks for quality related inputs, processes and outputs.
2. Develop separate but linked approaches to teaching and learning for primary, middle and secondary education.
3. Capacity development of education managers and professionals, including teachers, examiners, curriculum and textbook developers, to understand quality and improve delivery.
4. Create a learner and teacher friendly school environment.
5. Prepare a school language policy conducive to learning.

7.2. Curriculum

Curriculum development has been devolved to the provincial government after the 18th constitutional amendment in 2010. It had remained an exclusively federal subject since 1976. As the provincial education department has not had any experience in curriculum review and development, beyond the minimal involvement in federally managed review processes, the government has decided to adopt Curriculum 2006 prepared by the erstwhile Ministry of Education.

7.2.1. Current Situation

Capacity to prepare a curriculum does not exist in the province at present as only under the recently passed 18th amendment the mandate has been returned to provincial governments after 1976. In view of the capacity vacuum the provincial government has decided to adopt the last curriculum prepared by the Federal government in 2006.

Curriculum implementation over the years has been limited to preparation of textbooks only. Most teachers, other professionals including examiners, parents and education managers have never seen a curriculum document. Therefore teaching and assessment remain dependent on the textbook alone. Also no feedback mechanism exists to assess the gaps between actual, taught and learned curriculum.

7.2.2. Strategic Objectives

The BESP touches two facets of the domain. First is the development of a Curriculum Implementation Framework (CIF) to increase the possibilities of achievement of the

[13] This will require a baseline study

objectives of the curriculum. The second is development of a process (and capacity) for review of the curriculum. The former is based on a more immediate need while the latter may not be required till the next curriculum review becomes due. The following strategic objectives have been targeted by the BESP:

1. Effective implementation of curriculum 2006 to ensure maximum possible achievement of the objectives of the curriculum.
2. Capacity development of the education department and related organisations to implement the curriculum and monitor the implementation process.
3. Development of provincial capacity to review the curriculum.

7.2.3. Strategies

1. Prepare and implement a comprehensive Curriculum Implementation Framework

The sector plan recommends a complete 'Curriculum Implementation Framework' (CIF). It also calls for assessment (and strengthening) of the current capacity of the Bureau of Curriculum as the organization responsible for future curriculum reviews and the central body for CIF. The curriculum will be implemented in coordination with the BISE, BTBB, PITE, DOS and DOC.

CIF consists of the following components:

a) Dissemination of the curriculum
b) In service teacher training
c) Pre-service teacher training
d) Assessments
e) Textbooks
f) Feedback mechanism for future review of curriculum

2. Capacity assessment of CIF related organisations and preparation and implementation of a capacity development plan

Organisations involved in CIF will need to review their current capacity to enable effective implementation of the CIF. The BOC, in addition to capacity for CIF, will also need development of capacity for future review of the curriculum.

3. Provincial capacity development for curriculum

The first task will be to identify capacity needs for curriculum review and assess the current situation in the province. It will be critical to develop a standardized review process. These procedures will have to be transparent and include feedback from teachers and students. The latter will result from the CIF process. In fact an effective CIF will assist in improvements in the curriculum in subsequent reviews. The key steps will be:

1. Identification and assessment of capacity needs
2. Preparation of a capacity development (CD) plan
3. Implementation of the CD plan

Capacity for curriculum review and implementation will have to be enhanced at two levels; firstly the capacity of the BOC to undertake the task and secondly to ensure sustained development of expertise in curricula and also an increase in its understanding within the education sector. The pre-service teacher education programmes will have to teach courses on curriculum. To fill in the gaps in their faculties institutions may borrow external resources including practitioners from the Department of education.

7.3. Textbooks

Balochistan textbook board has been responsible for development of provincial textbooks since its inception in 1977. Until the 18th Amendment to the Constitution the federal government had the responsibility for final approval to textbooks for reading in schools. The function has now been devolved to the provincial government. The current reforms provide an opportunity to demarcate the processes for review and approval, to be undertaken respectively by the BTBB and BOC, as distinct functions that require separate terms of reference, while (more critically) improve the quality of textbooks themselves.

7.3.1. Current Situation

Textbooks fail to invoke the child's interest as most are written in a dull narrative and have low learning value as per the stakeholders' feedback. At the primary level the local context is missing and often the language transcends realistic assumptions about the child's age. In higher classes right up to the intermediate the conceptual explanations are weak and topics in science and mathematics are not covered in required level of detail. All this induces rote learning.

The Consultations in the situation analysis narrowed to issues of absence of standards for textbooks and the flawed processes for their development as causes for the poor quality textbooks. As with most qualitative inputs, standards for textbooks have never been developed beyond rudimentary input based issues like paper quality etc. At present no feedback mechanism exists to ensure quality and relevance to the child's level. The current process of textbook development, review and approval will have to be revised and standardized. Balochistan has adapted the Textbook Policy 2007 to outsource publishing to the private sector but it has so far been unable to implement it due to resistance from the publishers as well as reluctance of the textbook board. As implementation of the Policy is linked to Curriculum 2006 the latter also remains unimplemented.

7.3.2. Strategic Objective(s)

Fundamental changes in the textbook development and review processes are required. Three main strategic objectives for preparing quality textbooks are:

1. Prepare quality textbooks that cater to learning needs of the students and assist in their cognitive development and conceptual understanding.
2. Enhancement of provincial capacity to develop quality textbooks.

7.3.3. Strategies

1. Prepare standards for textbooks at the inputs, process and outputs levels

The sector plan recommends a standardized review process coordinated by the Balochistan Textbook Board that includes officials from the Directorates of school and colleges and any expert co-opted by the BTBB. In addition to the work of the core review committee the process should include feedback from teachers and field-testing. The committee should also develop standards for personnel involved in review and approval of textbooks and most critically a set of parameters to determine the quality of the textbooks. The standards must clearly demarcate, and cater to, the learning needs of students at each level. This means increased local context at the primary level and improved explanation and presentation of concepts in senior classes.

The BTBB, in consultation with BOC, will have to develop standards for textbook preparation that include feedback from the field. Also once books are developed an ongoing feedback mechanism will be required to improve subsequent editions of the textbooks. The roles and responsibilities of BOC and BTBB will also be reviewed as the governance and management of textbook development has undergone a transition due to three major changes: the 18th Constitutional Amendment, Curriculum 2006 and the textbooks policy of 2007. The provincial government under the Balochistan Action Plan 2011 has already approved adaptation of the last two documents mentioned.

As the standards development process will require a long period, interim standards should be developed to fast track Phase I of the implementation of Curriculum 2006.

2. Adaption and implementation of Textbooks Policy 2007 for competitive publishing through the private sector

The role of the BTBB in development of textbooks (also review) will have to be re-defined in the light of the National Textbooks Policy 2007.The Policy shifted the textbook development process from the textbook boards to private sector publishers. Khyberpakhtunkhwa, Punjab and Sindh have already developed some textbooks under the process. Balochistan has been the only province without a book approved under the policy or prepared as per Curriculum 2006. The policy will need to be reviewed, as some sections are relevant to a federal dispensation, and be adapted to provincial requirements.

Preparation of textbooks under the policy will require the Board to function as a regulator and not a direct developer as in the past. The private publishers, through a competitive bidding process, will develop textbooks

3. Prepare textbooks under the SLO based Curriculum 2006

BESP recommends preparation of textbooks on Curriculum 2006 as per the processes developed within the parameters of National Textbooks Policy 2007 (as adapted for Balochistan). These books will be prepared in three phases spanning 2012 to 2017. As

final standards on textbooks cannot be developed before end of 2013 the plan recommends development of intermediate standards to be used for books to be developed in Phase I only.

4. **Capacity review and enhancement of the Balochistan Textbook Board**

   The sector plan calls for capacity review of the BTBB in the light of the requirements of the new policy and reforms recommended in BESP. It also includes the private publishers in the textbooks reforms process as part of the problem has been the limited publishing capacity of the private sector in the province. Therefore capacity development envisaged by the BESP for the sub-sector will include not only the Textbook Board that will undertake the role of a regulator, but also the private sector and the BOC. Similar to curriculum the expertise on textbooks will also have to be developed in pre-service teacher education.

5. **Capacity review and enhancement of the private sector publishers**

   Finally capacity of the current set of authors, illustrators and editors also needs to be raised. This will be undertaken as part of the capacity development process of the BTBB and the private publishers. Similar to curriculum, courses on textbooks must be taught in pre-service teacher education programmes to ensure a sustained supply of quality textbook professionals and improved comprehension of textbooks by teachers.

7.4. In Service Teacher Training

Provincial Institute of Teachers Education and BOC & EC undertake in-service teacher education in the province. Over the years donors, as per the requirements of individual projects, have funded these trainings.

7.4.1. Current Situation

The sporadic and piecemeal approach to teacher training has been undertaken without assessment and documentation of the impact of the interventions in improved teaching and learning in the classroom. No benchmark (beyond limited project specific ones) has ever been developed. Additionally quality of the programmes has been marred by non-transparent selection of trainees and a failure to maintain a database for the trainings and hence professional development of the teaching force has mostly not been documented.

An overall continuous professional development process, based on a holistic and ongoing assessment of the needs of the teachers and students, has never been established.

Capacity of PITE and BOC&EC has also been contentious areas. Most trainers in PITE, responsible for training primary teachers, have no formal training on the process and have not been selected for aptitude or ability. Similarly the BOC&EC personnel have no backgrounds in teacher training.

The Directorate of Schools, similar to other quality inputs, has no ownership of the in service teacher education despite being the employer of the teaching workforce. All trainings are supply driven. Often disputes arise over selection of teachers for a programme between the training organisations and the DOS.

7.4.2. Strategic Objective(s)

The sector plan recommends a shift to a Continuous Professional Development (CPD) programme from the current discrete trainings system through sporadic donor interventions.

1. Create a system of continuous professional development to ensure all teachers receive ongoing periodic training.
2. Develop an ongoing feedback mechanism as well as benchmarks for evaluation.
3. Develop formal coordination mechanisms between the PITE and the Directorate of Schools to ensure transparent selection of teachers, realistic needs assessment and feedback on impact in the classroom.
4. Enhance provincial capacity to develop, implement and review quality in service teacher training

7.4.3. Strategies

1. **Develop a Continuous Professional Development programme through adaptation of the practices in other provinces**

   A detailed process and programme should be designed after reviewing various models including the extant CPD processes in other province. However, provincial adaptation will be required as the demographic and developmental situation in Balochistan varies from the rest of the country.

2. **Conduct a teachers' baseline study as a benchmark for evaluating impact of the CPD.**

   In service teacher education programme cannot develop absolute benchmarks as it is handicapped by the competency levels of the current set of teachers graduating from non-standardised, mostly low quality, pre-service teacher education programmes. The starting point will be assessment of the set of capacities of the current teacher benchmarked against requirements of Curriculum 2006. Based on the teachers' competencies study PITE will develop a continuous professional development programme. A detailed cascade model taking training down to school clusters will be developed. Modules/trainings in the programme will focus on shift to curriculum based teaching as against the current textbook focused approach. As a starting support teachers' guides will be prepared by PITE on Curriculum 2006 and distributed to teachers after imparting adequate training on use of the guides.

   Periodic review based on student learning outcomes and teacher competencies will provide ongoing feedback. The latter will be used more in the medium term of 5 to 8

years. In the long run students' learning outcomes may be used as the sole indicator of teacher competency.

3. **Create a CPD management committee to oversee its implementation**

   The committee must not be limited to the PITE and must include Director DOS, Focal Person PPIU and officers from BOC and the Secretariat. The committee will oversee implementation of CPD and advise on related policy issues.

4. **Develop a database of teachers and participation in the CPD trainings**

   An important cause of low impact of teacher training has been the phenomenon of the 'usual suspects' wherein the same set teachers with support of teachers' associations are selected for all trainings. To overcome this phenomenon PITE will have to develop a database on teachers and trainings with the assistance of BEMIS.

5. **Capacity review and development of PITE**

   Institutionally BOC will pull out of teacher training and PITE will be the only organization responsible for professional development of in service teachers. In fact it will have to be responsible for development of other educational professionals as well. The transition will require capacity development of PITE in view the increased need and a shift from the traditional project based training approach.

7.5. Pre-Service Teacher Training

Pre-service education is arguably the weakest link in the efforts to provide quality education. The traditional certificates and degrees fail to match international standards (or even meet local needs) in duration, content, delivery and consequently the quality of graduating teachers remains poor.

7.5.1. Current Situation

Both the public and the private sectors provide pre-service teacher education. Low quality prevails across both sectors. Firstly the certification (PTC and CT in 9 months) currently, and traditionally, taught at these institutions are inadequate to prepare a quality teacher. Weak faculty and, in the case of private sector, malpractices like cheating in examinations further erode the final quality. The programmes have very basic courses on pedagogy and some training but a well rounded view on education is missing. Resultantly teachers qualifying from the programmes have very little, if any, idea of curriculum, textbooks, assessments etc. or even an understanding of the child's learning needs. Even the 2 year B.Ed programme suffers from these deficits. The new policy on 4 year programme, supported by the 2 year Associate Diploma in Education (ADE), being introduced with the assistance of the Pre-Step Project promises improvements. The ADE is the basic course of two years, which can be connected into B.Ed degree on completion of 4 years of education. A huge challenge in terms of quality improvements and scale may appear, as and, when implementation of Article 25A begins. The current capacity may not be able to provide the requisite numbers.

7.5.2. Strategic Objectives

1. A transition to a pre-service education programme that produces quality teachers with a well rounded comprehension of the various aspects of education including assessments, curriculum, textbooks, planning , ECE etc.
2. Enhancement of capacity to develop, manage and implement pre-service programmes

7.5.3. Strategies

1. **Adapt the current HEC developed curriculum for the 4 year programme to be implemented in 2 select colleges**

   During the consultations with working groups it was agreed that one girls and one boys college for teacher education will be selected for introduction of the new curriculum and will be scaled up later.

2. **Phase out PTC, CT and the 2 year B.Ed**

   Balochistan will have to phase out PTC, CT and 2 year B.Ed in a stipulated time frame. This would include stoppage of these programmes after 5 years and encouragement of the current set of teachers to improve their qualifications by either appearing for the new ADE or the 4 year B.Ed programme.

3. **Develop standards for pre-service teacher education**

   In recent years the Pre-Step project funded by the USAID has developed pre-service teacher education standards in Pakistan. These standards focus on outputs of the pre-service teacher education, as well as the processes. Presently the Pre-step project is working with the Bureau of Curriculum and Extension Centre and the Policy Planning and Implementation Unit (PPIU) to implement these standards in Balochistan. Pre-step envisages a four year B.Ed programme with the two years Associate Diploma in Education as a possible midway certificate. It also calls for accreditation of pre-service education institutions.

   The Sector Plan has not developed separate recommendations for the area. Based on the work of the pre-step project and the recommendations of the National Education Policy 2009 the BESP recommends phase wise transition to ADE and 4 year B.Ed programmes.

   The accreditation process recommended should also apply to private sector institutions and degrees of institutions that fail to meet standards should not be recognized for the purposes of teaching in the government sector in the short run and private schools in the long run.

4. **Strengthen the regulatory mechanism for private sector institutions**

   Given the increasing share of private sector pre-service institutions it is imperative that they produce quality graduates. A regulatory mechanism to enforce the standards (current and those to be developed later) be applied to the private sector as well.

5. **Enhance Capacity of BOC and Elementary Colleges**

   The BOC will need to oversee the government run colleges of education under its administrative control from an academic perspective also in close collaboration with the Higher Education Commission. The Bureau should also be the regulator of standards in private institutions.

   The biggest challenge will be faculty development as most of the current teachers in pre-service institutions have neither the training nor the motivation to perform. To improve the quality of professionals engaged in pre-service teacher education, BESP recommends a faculty development programme and a career structure. At present no career structure or incentives exist for the faculty members of pre-service education.

7.6. Assessments

Provision for three categories of assessment exists in the education sector: internal, external and diagnostic. Teachers conduct internal assessments within schools, the Directorate of Schools and the Board of Intermediate and Secondary Education (BISE) conduct external examinations at the primary and secondary (and higher secondary) levels and the Provincial Education Assessment Centre (PEACE) has the mandate for system wide diagnostic assessments.

7.6.1. Current Situation

The routine assessment systems (BISE, DOS and internal assessments in schools) lack standards and are criticized for inducing rote learning in the classrooms. Neither the teachers in the classroom nor examiners employed by the BISE receive training in developing assessment tools. They have normally no access to curriculum and the exams are based purely on the textbooks. Cheating in public examinations has been identified as, the second, and more debilitating perversion of the assessment system. Endemic across the province and societal divides the problem needs reforms that include all sections of government and society. Another area of assessment is the diagnostic assessments under the Provincial Education Assessment Centre (PEACE), which has become redundant as the last assessment was conducted in 2008 and now no funds are available to undertake the function. Secondly no demand exists for use of the analysis generated into systemic improvements.

7.6.2. Strategic Objectives

Examinations are the single most critical influence on the teaching-learning process in the classroom. The sector plan aims at changing the current approach and improve the quality

of assessments at both the school level the external examinations conducted by the Directorate of Schools and the BISE.

1. Improve the quality of examination at all levels to shift away from testing of memory to assessment of critical analytical ability.
2. Shift to curriculum based examinations from textbooks based ones.
3. Ensure credibility of public examinations at all levels.
4. Enhance provincial capacity to develop and conduct quality examinations.
5. Develop provincial capacity to conduct diagnostic assessments to support decisions on systemic improvements.

7.6.3. Strategies

1. **Train current set of teachers on assessments based on curriculum under the CPD process**

   In school assessments can be improved through interventions in the CPD conducted by PITE. These must not only be targeted at teachers but also head teachers as the latter's role will be critical in ensuring the change.

2. **Training on assessment in the pre-service teacher education programme**

   Similar to other specialized areas assessments are neglected in the current pre-service teacher education. The revised pre-service structure should include courses on assessments. As expertise in the area is extremely limited professionals will have to be employed as visiting faculty.

3. **Standards for assessments developed at input, process and output levels**

   Both schools and the BISE will have to transit to standardised assessments, that test not only content and memory, but also higher order thinking. This will require interventions in pre-service and in-service teacher training as well as standardization of examination processes of the BISE.

   Similar to other quality areas the BESP calls for standards to be developed for examination papers, supervision and examiners.

4. **Eradication of cheating in examinations through social awareness**

   The BESP includes strategies and plans for encountering the problem of cheating through improvement and standardization of the examination system as well as creating societal awareness on the seriousness of the problem.

5. **Enhance capacity of BISE to conduct quality examinations**

   The purpose, as in teaching and textbooks, is to transit from the current rote inducing textbook based examinations to an assessment system that tests critical thinking and is based on curriculum. It specifically recommends training and certification of examiners.

The BISE (and PITE) will have to review its current capacity and approach to make the shift.

Similar to BISE the public examinations conducted by DOS will also have to transit to curriculum based assessments that test critical analytical ability and not just memory. The sector plan recommends a separate education body, Balochistan Examination Commission, under the administrative control of DOS for the purpose.

6. **Revival of the function of PEACE through capacity development and financial allocations**

Finally the diagnostic assessment by PEACE should be revived as it would provide an important feedback on BESP implementation in terms of quality improvements in students' learning.

7.7. School Environment

The sector plan covers physical infrastructure, (basic facilities, additional learning options of libraries and laboratories) and the social environment of the school.

7.7.1. Current Situation

The findings in the situation analysis narrowed to five key factors: learner unfriendly school construction, missing facilities, low availability and usage of libraries and laboratories, hierarchical and coercive school culture with high incidence of corporal punishment and erosion of co-curricular activities from school programmes.

Missing facilities include water, electricity, toilets and boundary walls. The current calculations of missing facilities are based on the definition used in the questionnaire administered by BEMIS. About 55% of the primary schools are single teacher schools, 26% have no rooms (34% for girls) and 11% have only a single room. Also 14% are 2 room schools. Teachers have not been trained in multi-grade teaching as all inputs assume a 'normal' school. This impedes the teaching learning process in the classroom.

Table 7.3: Primary Schools Endowments

1 Teacher	57%	53%	55%
No Rooms	24%	34%	26%
1 Room	13%	5%	11%
2 Rooms	16%	10%	14%
>2 Rooms	4%	4%	4%

Source: BEMIS 2010-11

In middle and secondary schools libraries remain unused and laboratories dysfunctional. The importance of both in learning cannot be overestimated. Head teachers and teachers must encourage (and ensure) library use by students.

Laboratories' functionality depends on technical personnel as well as replenishment of consumables. There are no separate funds for the latter and limited availability of the former.

Social settings in schools replicate the hierarchical nature of social and family life in the community. Coercive approach to discipline discourages questions and corporal punishment is often used. The resultant fear invoked in the children compromises their ability to learn, damages their personality development and creates risks of possible sexual abuse. The last mentioned often remains unreported due to social pressures.

Over the years co-curricular activities including sports have receded from most schools.

7.7.2. Strategic Objective(s)

Importance of the school environment in learning processes has been lowered in priority over the years. Resultantly it has become a factor in lowering interest of the children in education, reducing quality and increasing drop outs.

Develop a child and learning friendly school environment, as per local socio-cultural norms, both physically and socially to make learning an interesting and comfortable experience. .

7.7.3. Strategies:

1. Child friendly school designs should be developed in consultations with educationists for all future constructions.
2. Awareness campaign within community and educationists on the impacts of corporal punishment and other forms of child abuse with the aim to mobilize local community against the practices.
3. Missing facilities replenishment plan should be developed to fill in the current gaps over the next 3 years.
4. A plan to minimise the impact of multi-grade schools through minimising their numbers and training teachers on multi-grade teaching through PITE.
5. Functional laboratories should be provided in all secondary schools that include funds for replenishment and technical expertise.
6. Library usage should be increased and current set of books reviewed to upgrade as per curricular and age needs.
7. Teacher training components should include a component on friendly classroom and shift in attitudes towards corporal punishment.
8. Revival of co-curricular activities in the province in terms of sports competitions, debates etc.

1. Child Friendly School Designs

A learners' needs approach is required, wherein the school design and facilities should envisage child friendliness and not bureaucratic convenience. The Sector Plan recommends a review of the current school design in consultation with teachers, head

teachers and district officials of the department of education as per local needs across the various climatic zones in the province[14].

2. Awareness campaign against corporal punishment

The Sector Plan recognizes the endemic nature of these attitudes and the difficulties of transforming the approach through punitive measures alone. Therefore recommendations to change the school culture have focused mostly on awareness and attitudinal change. The plan also recommends inclusion of modules on child friendly classrooms in CPD.

3. Missing facilities replenishment plan

The Sector Plan recommends a review of the definition and scope of facilities in schools and also for the government to develop a plan for replenishment of missing facilities as per the current assessment by BEMIS.

4. Minimise impact of multi-grade teaching through teacher training and material development

Multi-grade teaching has been targeted in two ways:

i. Reduce the number of single room and two room primary schools
ii. Training of teachers on multi-grade environment and preparation of learning material suited to multi-grade teaching.

While the former has been addressed in greater detail under access and equity the latter requires PITE and the BTBB to develop specialised packages for multi-grade teaching.

5. Functional laboratories

The sector plan recommends enhancement of both the human and financial capacity of schools to ensure functionality of laboratories. Head teachers and teachers must encourage (and ensure) library use by students.

6. Library usage should be increased

The sector plan recommends enhancement of both the human and financial capacity of schools to ensure functionality of libraries. Head teachers and teachers must encourage (and ensure) library use by students.

[14] Balochistan schools are divided between the winter and summer zones while each zone can further divided on the basis of terrain, water availability etc.

7. **Teacher training components should include a component on friendly classroom and shift in attitudes towards corporal punishment.**

   Given the autonomy of the teacher in the classroom the change has to be first made within the teacher through both in service and pre-service training programmes.

8. **Revival of co-curricular activities in the province in terms of sports competitions, debates etc.**

   The Directorate of Education should develop a separate wing for revival of co-curricular activities throughout the process and district officials should ensure compliance.

7.8. Relevance

The concept of relevance of school education in the province (like the rest of the country) has been limited to (hard) technical and vocational skills. All programmes initiated under the concept have been practically shelved. The BESP considers relevance as a critical factor in all quality related inputs designed above as it is not simply a function of hard technical skills but also the softer skills like communication. Language education also impacts relevance and has been discussed in detail in section 8.9.

7.8.1. Current Situation

At present no record of careers of drop outs or graduates of the system exist as a feedback and therefore the outcome of the efforts remains undocumented even if known to be poor through anecdotal evidence. Relevance to the market is not determined in a systemic manner during preparation of courses (especially at the secondary levels). Traditionally the education policy makers have focused on English language, (as the conduit to white collar jobs and social mobility), and technical skills. While the approach of English language enhancement has the right idea it does not follow a process that assists a student in developing either cognitive ability or English language skills. This is discussed in greater detail in section 8.9.

Technical skills programmes introduced in schools usually have not been based on market needs and have mostly failed due to lack of funds and expertise to sustain them. The process of curriculum and textbook development and also overall education policy does not include a mechanism to receive feedback from the market.

7.8.2. Strategic Objectives

The system needs to be responsive to the market needs, especially, as students enter middle and secondary schools. The following strategic objectives will be pursued by the BESP in the domain of relevance:

1. Systemic ability to gauge outcomes of education for students
2. Ensure market feedback impacts education policy and curriculum development.
3. Improve educational outcomes for students in terms of employability.

7.8.3. Strategies

The first task to be undertaken is a 'tracer study' to document outcomes of school education for individual students. Secondly the business and employer community should be included in development of key inputs like curriculum, textbooks and assessments.

1. Undertake a 'tracer study' to document outcomes of education of the graduates and drop outs of the system
2. Ensure a continuous feedback mechanism on outcomes of education for future policy development.
3. Include officials from key employers, both government and private sector, in development of the curriculum, textbooks and assessments standards.

7.9. Language and Education

Multilingual Balochistan has not been able to develop a language policy for school education that caters to needs of quality and relevance. Urdu and English have been used with the exception of three years when the province adopted the mother tongue for primary schools.

The problem lies in the manner in which language policies have been made in the past. These have been based on unrealistic assumptions about student learning processes, learners' need and teachers' competency in public schools. Objectives in the curricula have been set independently for each language and a policy for the whole set of languages based on educational, social, political, cultural and economic ramifications has never been developed.

7.9.1. Current Situation

English language proficiency helps acquisition of the best white-collar jobs and social mobility. As a language of the elite it has a role in defining a social hierarchy, especially, in urban settings. Over the years Pakistan has had debates about moving completely to Urdu or to English to remove the divide: neither has worked and the cleavage has deepened. The National Education Policy 2009 recognises the importance of English in a world that continues to globalize by introducing it as a compulsory subject from grade 1[15] but also calls for a more realistic school language policy based on research.

The second language of education in the country, and the province, has been Urdu. Effectively a lingua franca in Pakistan, and also multilingual Balochistan, the importance of Urdu as a language of communication cannot be overestimated. Again the language cannot be treated as the mother tongue or even a familiar language for learning for most inhabitants of the province.

[15] All provinces were already teaching English as a compulsory subject from grade 1 in pursuance of the National Scheme of Studies.

The policy imposed across the country fails to accommodate the early years of children from different communities, most of whom have a monolingual environment.

Most graduates of the secondary and higher secondary levels have proficiency in neither of the two languages taught at the school level: English and Urdu. This is partially due to weak cognitive development in the absence of mother tongue as the medium of instruction in the early years. Other important factors include poor teaching capacity and unrealistic courses at senior level which have a heavy emphasis on classic literature than language. Practically even students in 9th grade can learn English only as a second language. They are not prepared for the literature heavy courses. The same is true of Urdu also, though to a lesser extent in urban areas.

Capacity to teach languages is also poor. This is, especially, true of the mother tongue and the English language. Any policy to introduce a different language set will have to address capacity issues.

7.9.2. Strategic Objectives:

BESP views three purposes for language policies in schools:

1. Development of a school language(s) policy that balances the following
    a. Cognitive development of the child, especially, in early years.
    b. Relevance to social and economic life.
    c. Strengthening and development of local cultures.
2. Strengthen capacity to teach all languages, especially, the mother tongue(s)

7.9.3. Strategies

The Sector Plan considers all three language sets (English, Urdu and the mother tongue) as per the needs of children at primary, middle, secondary and higher secondary within the local endowments of settings in which children live and grow. At the primary level the foremost consideration is cognitive development and use of the best language for the purpose. Second (and third languages) should be introduced at later stages. The policy details may vary as per the needs of different parts of the province. At the primary level the most familiar language provides the best medium of education. In most cases, especially, in monolingual societies, the mother tongue provides this medium and it must be introduced after due preparation.

English and Urdu introduced at later stages can follow a separate curricular course as compared to children who begin the language in early stages. Basic standards should be defined for each level and the final year (year 12) for all children. Rationalization of school language will require many years. The sector plan does not prescribe a transition process but recommends a more detailed study for a school language policy. In the short run two policies must be introduced. Firstly optional mother tongue courses must be encouraged at middle and secondary levels. Secondly the current literature heavy secondary and higher secondary courses in English and Urdu must be replaced with language courses that cater to

the needs of the students. The following strategies are recommended to cater to both the long term and immediate needs:

1. Conduct a school language study to help prepare an improved policy
2. Pending the results of the language study encourage adoption of optional courses in local languages
3. Revise language courses at secondary and higher secondary levels to shift away from literature heavy content
4. Set up an academy of Provincial languages

1. School Language Study

The study should explore the state of languages in the province to evaluate in detail the current situation of language teaching, and language (Balochi, Brahvi and Pashtu) to adopt as the mother tongue for each region, the current state of preparedness to introduce mother tongue(s) and finally approaches to prepare the system to teach them. It must also evaluate options for introduction of second and third languages in terms of grade at which each must be introduced and the degree of proficiency required in each at the end of schooling.

2. Optional Courses in local languages

The sector plan recommends encouragement of optional courses in local languages at the middle and secondary level. Relevant departments of languages of the University of Balochistan should be involved to support strengthening of the school education sector's ability to promote local mother tongues. The plan also recommends setting up of an 'Academy of Languages in Balochistan' to further support the process.

3. Review language courses at secondary and higher secondary levels

For grades 9-12 the sector plan calls for a change from the literature heavy English and Urdu courses to functional English and Urdu as per the requirements in the world of work, higher education and communication within society. The present set of courses are based on, unrealistic, assumptions. Practically the most suitable course would be to teach English as a second language at this level for a few years before the language situation can be rectified. Curriculum 2006 provides an opportunity to shift to language based courses for these grades and new syllabi should be based on the objective of teaching English and Urdu as language courses and without heavy literature content.

4. An 'Academy for Languages in Balochistan'

The academy should be set up with the assistance of the University of Balochistan to promote learning of local mother tongues and also support development of capacity of the education department to introduce them at the earliest.

7.10. Early Learning Focus

Consistent with the overall emphasis on quality the sector plan specifically calls for a focus on early learning in terms of reading ability and numeracy. The purpose to develop an early learning base in the formative years of the child. This would require specialised teacher training and testing ability.

7.10.1. Strategic Objective(s)

1. Target early cognitive development through a focus on numeracy and literacy in early classes

7.10.2. Strategies:

1. Conduct a baseline survey for children from grades 1 to 3 to determine the literacy and numeracy skills.
2. Develop a strategy focusing teacher training and periodic testing to improve the literacy and numeracy skills.

7.11. Pre-Primary Early Childhood Education

The BESP has a three pronged purpose in the ECE area: increasing acceptance of the concept within the education sector, institutionalization of ECE policy framework for sustainability and expansion of ECE beyond the current small number of schools. It also links child health and nutrition to the ECE framework.

7.11.1. Current Situation

Most schools in the province have the traditional 'Kachi' class as the pre-primary education outlet. These classes do not follow a prescribed curriculum nor are norms of the modern ECE applied in these institutions. The Federal Ministry of Education prepared the first ECE curriculum in 2003. It has not taken root in Balochistan as only a small number of schools initiated pre-primary ECE (called Releasing Confidence and Creativity (RCC) based on the national curriculum, with the assistance of USAID-Agha Khan Foundation (AKF) and later the support was continued with the assistance of Embassy of the Kingdom of the Netherlands in Phase-III. The current enrolment in these programmes remains very low. A few private schools also follow the more modern ECE teaching practices. Two critical flaws exist in the structures. Firstly there is no clarity on (and acceptance of) ECE concepts among most education managers, head teachers and community. Secondly flowing from the first cause schools have no capacity to undertake pre-primary ECE classes.

7.11.2. Strategic Objective(s)

In line with the above the Sector Plan recommends preparing a policy framework for ECE, educating society and education managers on benefits of ECE as a foundation for quality education. The framework includes a mechanism for monitoring implementation and a

process of ongoing research for improvements. The main objective is to "*Institutionalise ECE teaching into all primary schools in the public sector".*

7.11.3. Strategies

1. Prepare a policy framework for ECE
2. Increase awareness among educational planners and implementers
3. Phase wise expansion of ECE

1. Prepare a policy framework for ECE

In order to institutionalise ECE in the province it is imperative that a policy framework for introduction of ECE in the province may be developed. This framework will provide a road map for universalisation of ECE in all the primary, primary sections of middle and high schools in a phased manner. It will also include the private sector educational institutions most of whom are already catering pre-school education in one or the other way. The private educational institutions will however be encouraged to use the National Curriculum.

2. Increase awareness among educational planners and implementers

ECE is a new concept in the education system of the province. The teachers, head teachers, education managers and the communities are not fully aware of the importance and need of ECE in Quality Education. ECE is also not covered by Article 25A of the Constitution. Therefore, apparently it is not on the priority list of the educational planners and implementers. In order to register the collaboration of the stakeholders, it is proposed that an advocacy drive to establish the importance of ECE.

3. Phase wise expansion of ECE in the public sector

The introduction and expansion of ECE will require the following interventions:

a. Separate teachers for ECE class will be recruited and in order to ensure competent teachers ECE will be included in the pre-service training program and the existing teachers who are assigned ECE will require training in the ECE concept and practices.
b. ECE class needs separate classroom with configuration required for the dynamics of ECE learning practices
c. An ECE teacher cannot meet the physical and learning needs of young children. She will be provided assistance of an Ayah who will be imparted training in supporting the teacher.

Chapter 8: Access and Equity

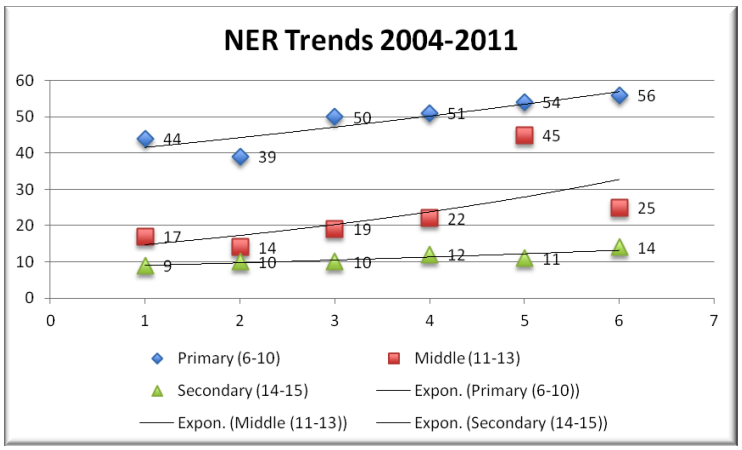
8.1. Access and Equity

Balochistan has the weakest access indicators in the country[16]. The performance owes to structural problems on the supply and demand side. On the supply side schooling expansion has failed to accommodate the demographic realities of the province, accepted the drop out structure of the province by continued low supply beyond primary and has not focused on effective utilization across the various schools. On the demand side economic factors combine with social barriers to prevent progress of children in the school system. The sector plan factors both demand and supply side issues for low access. It uses Article 25A of the Constitution of Pakistan as the vision for access and equity (and quality) in education. This section presumes parallel improvement in quality as poor standards of education and resultant outcomes play a critical role in eroding demand side confidence in schooling.

8.1.1. Current Situation

Access issues manifest in three dimensions: overall the NER for the province has risen but remains low as compared to the rest of the country, gender gaps are at their widest and large sets of populations have no schools as the size of their dwellings do not 'justify' investment in a school. Poor infrastructure hamper travel to schools, while poverty and, in many cases, social tradition prevent schooling. The latter mostly applies to female education or at least its continuation beyond primary level.

Figure 8.1: NER Trend 2004-11

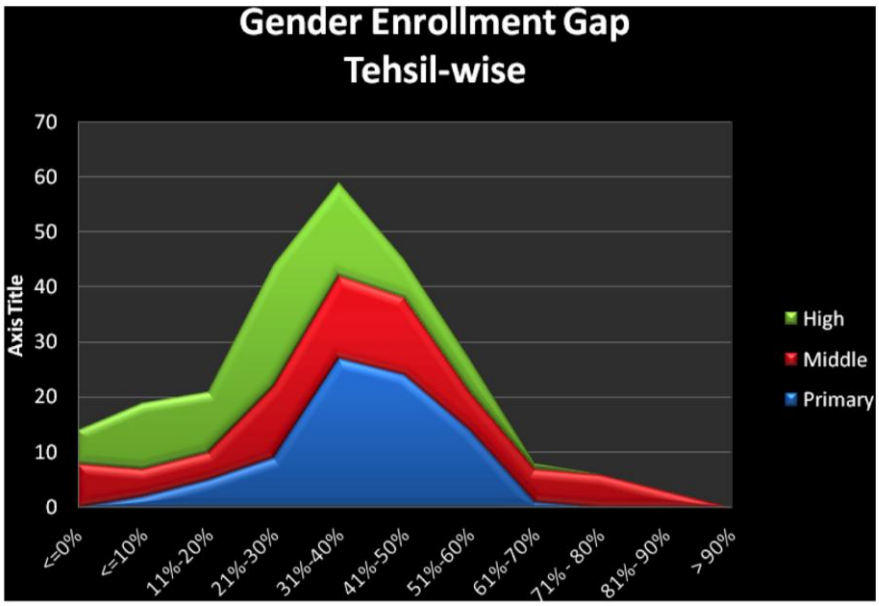


Source: PSLMs 2004-2011

[16] Source: various issues of Pakistan Social and Living Measurements Survey

The issue of gender is depicted in figure 8.2[17] which describes the percentage of female to enrolment to total enrolment across the 82 sub divisions (known as *Tehsil*). As can be seen the bulk of these have less than 50% female enrolment.

Figure 8.2: Gender Enrolment Gap



Source: BEMIS 2010-11

The wide gender gaps depict lower school availability for females as well as attitudinal barriers to female education.

The unsatisfactory access and equity position stems from both internal inefficiency of the system which leads to high drop outs (or low retention) and low levels of school availability. The high drop outs are caused by both factors internal to the schools as well as external demand side problems including poverty and social attitudes. Limited school availability has been caused by a failure to consider the demographic situation. Low population density in a large geographic unit poses a unique expansion challenge for Balochistan as compared to the rest of Pakistan. The current school building criterion excludes a number of settlements with low populations as the rules consider population within a radius for feasibility, which excludes a number of dwellings in the province.

School availability is further limited by 'upward bottlenecks' created by drastic reduction of the number of schools at the middle and secondary levels leading to exclusion of many children, especially, girls. Presently the province has 961 middle schools and 663 secondary schools with 660 middle sections. The next imbalance appears in the high to higher

[17] Source BEMIS 2011

secondary levels. The secondary education department runs only one higher secondary school, the 62 intermediate and 35 graduate colleges have 97 higher secondary options for children. The residential and cadet colleges have the rest, excluding private sector and federal schools enrolments.

The situation on limited availability of middle and secondary schools has to be evaluated in conjunction with the current utilization. High drop outs or low retention rates have resulted in cost inefficiencies.

The average annual expenditure at the various levels remains high at Rs. 8,550 for primary, Rs. 15,595 for middle and Rs. 14,717 at secondary. In contrast the average private school charges Rs. 2400 to Rs. 4800 per year.

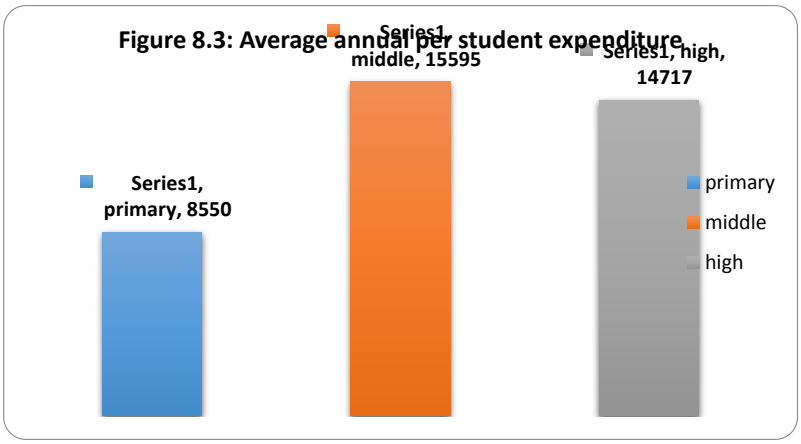


Figure 8.3: Average anndal per student expenditure

Source: Budget 2010-11

The range of annual costs for the government schools for level is given in the table below:

Table 8.1: Range of Annual Expenditures (in rupees)

	Primary	Middle	Secondary
Lowest	3121	7267	9094
Highest	17991	35704	27204

Highest expenditure at primary level is of district Quetta Rs. 17,991 and the lowest is in Chagai at Rs. 3,121. For middle, Dera Bugti has the highest Rs.35,704 and Kech lowest, Rs.7,267 and secondary, Chagai has the lowest Rs.9,094 and Sherani the highest Rs. 27,204 per capita expenditure.

Improved utilization of schools requires an effective non-formal education system that provides a second opportunity to 'drop out' and 'left out' students. At present the provincial government has no financial provision for Alternate Learning Paths, officially in the domain of the Social Welfare Department. The main intervention in Alternate Learning Paths has been provided by the federally run National Education Foundation (NEF). The Implementation Committee for the 18th Amendment had dissolved the organization but the

Supreme Court of Pakistan has ordered its continuation and now, after an uncertainty period, the NEF is expected to revive operations.

A key problem with NEF has been its inability to link its effort to mainstream schools (or the work of the Directorate of Schools. No documentation traces the education path of students enrolled in NEF schools, after they leave. Also the current system only targets children for primary school re-enrolment and not higher levels. The Directorate of Education has also never proactively pursued coordination with NEF.

8.1.2. Strategic Objective(s)

The strategic objectives for access (similar to quality) have been derived from Article 25A of the Constitution of Pakistan, which subsumes EFA and MDGs. Article 25A states:

"The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law"

As already described the attainment of the goal will require improvements in all aspects of education delivery including efforts to improve access and equity. While the vision of the article may not be achieved for at least the next ten years the BESP already focuses in its direction through the following strategies.

1. Improve enrolment and retention of children in schools.
2. Enhance internal efficiency of existing schools.
3. Remove gender gaps prevalent in the current situation.
4. Mainstream marginalised groups into regular education system

Increased enrolment and retention of the children in school with elimination of the current inequities faced by marginalized groups including females.

8.1.3. Overall Targets

Goal: To ensure access to quality education to every child as per the stipulation of Article 25A of the Constitution of Islamic Republic of Pakistan.

Target: **Reduce Out of School Children by 30% over the plan period 2013-17**

Table 8.2: Indicators for Access and Equity

Indicators	Current Situation (BEMIS)	Target for 2017-18
Gross Enrolment Ratio (ECE)	51%	67%
Gross Enrolment Ratio (Primary)	44%	54%
Gross Enrolment Ratio (Middle)	26%	32%
Gross Enrolment Ratio (Secondary)	13%	18%
Gross Enrolment Ratio (Higher Secondary)		
Primary Gross Intake Rate (GIR)	60%	70%
Rate of out of school children		

ECE	49%	33%
Primary	66%	46%
Middle	74%	68%
High	87%	82%
Primary Completion Rate (PCR)	45%	50%
Transition rate from primary to Middle	68%	74%
Middle completion rates	79%	85%
GPI (ECE)	0.64	0.93
GPI (Primary) Public	0.70	0.78
GPI (Middle) Public	0.57	0.62
GPI (Secondary) Public	0.56	0.63
GPI (Higher Secondary)*		

GPI to be calculated as a percentage of respective GERs for male and females

8.1.4. Strategies:

Strategies to improve enrolment and retention include both demand and supply side interventions. On the supply side the focus is on:

1. Spread schooling opportunities by horizontal Expansion to dwellings without schools through the community schools model.
2. Improve utilization of existing schools through increased enrolment
3. Vertical Expansion through up-gradation of primary and middle school to middle and high school respectively.
4. Retrieve and mainstream dropped out children through improving the effectiveness of non-formal education.

On the demand side the main strategies are:

1. Reduce economic barriers to enrolment and retention of children through providing incentives to parents and children for attending school.
2. Minimise attitudinal barriers to female education through awareness campaigns.

The prioritization of these strategies may be reviewed at the district level depending on degree of functionality of the education sector. The latter may be interpreted in terms of school availability, current utilization and social attitudes.

1. Increase in number of classrooms in primary school

As seen in Table 7.1 only 4% of the primary schools have more than 2 rooms. As a first priority schools with less than two rooms should be upgraded to meet requisite standards. In the long run all primary schools should be five room buildings.

2. Horizontal Expansion to locations without schools

The sector plan, in line with the requirements of Article 25A, advocates provision of education opportunities to all children in every settlement irrespective of the size of the settlement. To enable effective horizontal expansion the current parameters for

identifying feasibility of school locations will have to be amended to accommodate the demographic realities.

Secondly as provision of services in low population density areas entails high per capita expenditure and expansion of education facilities to all settlements will raise the resource requirements to unsustainable levels if strategies fail to break out of the tradition approaches. The traditional approach of 'standard school models' will have to be revoked and move towards more cost effective options.

The sector plan recommends the 'community school approach' for expansion as so far it has been the best 'low cost' model implemented in the province. The approach has the following characteristics:

a. Building provided by the community
b. Local teacher hired and, if required, lower qualification criteria.
c. Training of teachers
d. Monitoring through community

In subsequent phases of the sector plan process more innovative approaches may be introduced.

Information on settlements has not been updated since the last population census in 1998. Updating information on settlements will be cost intensive. For the initial phase local knowledge may be used for prioritization settlements. Prioritization itself will be based on a locally agreed criterion.

As wide gaps continue to exist between female and male schools and enrolments girls' schools will be prioritized.

3. Up-gradation of Schools

The imbalance of middle-primary and secondary-middle levels also limits opportunities for many children, especially girls, in continuation of education. In the specific demographic structure of Balochistan the ratios need to be higher than in a more densely populated region. The sector plan recommends a ratio of 1:3 for middle-primary and 1:2 for secondary to middle. Here also girls schools should be upgraded as a priority.

4. Improved utilization of current schools

The sector plan recommends increased focus on improvements in utilization of existing schools, especially, in districts with high per capita expenditures. Upgradation in these districts without improvements in current utilization may be financially unfeasible Increased enrolment to improve efficiency will be possible only through a combination of demand and supply side interventions. In case of the latter a monitoring mechanism on utilization will have to be created while the head teachers, district authorities and community will be involved in increasing enrolment and retention.

5. *Effective Alternate Learning Pathways*

To achieve targets of Article 25A in minimum possible time out of school children will need to be provided opportunities to enter the formal school system. A strong non-formal education system will assist in achievement of the targets.

The sector plan recommends formal coordination between the NEF and functional Literacy and Alternate Learning Paths Directorate (DLALP)[18] and the Directorate of Schools to develop a strategy for ensuring that the NEF schools do not poach children from formal schools through provision of incentives and also the children from ALP eventually mainstream into the formal schools.

The sector plan also recommends a non formal sector of the DOS itself. Initially it should focus on levels not currently covered by the NEF and the DLALP i.e the middle and secondary levels.

6. Minimise Economic Barriers

Both direct and opportunity costs impact access to education. The latter becomes more significant as the child grows and becomes 'employable'. The Government of Balochistan already covers the cost of textbooks and no fees are charged. Stationary and transport costs continue to be borne by the family. Also students appearing in secondary examinations have to pay fees to Board of Intermediate and Secondary Education.

While the final definition of free education will depend on the decision of the provincial assembly as and when it promulgates the law on compulsory education. Initially, the sector plan recommends the following:

a. Stipends for middle level girls in the 10 poorest districts.
b. One school meal at the primary level with eventual expansion to middle and higher levels.

7. Awareness on Removal of Social Barriers

Females face the brunt of social barriers to education, especially, as they move beyond the primary age. While large parts of society all over Balochistan support female education, the barriers in certain areas and societies have impeded progress of the girl child. The Sector Plan recommends a study on these attitudes and preparation of an awareness programme for change in attitudes.

8.2. Inclusive Education

All children outside the domain of mainstream education need to be included into the education process. Most of the interventions above can be part of an inclusive education

[18] Details on the Directorate appear later in the document under "Literacy and ALP"

approach. For reasons of convenience and special focus the current section of the sector plan focuses on the marginalized groups in two categories: the disabled and the Afghan Refugees in the province.

8.2.1. Current Situation

Inclusive education concepts have never been applied to education in schools. There Is very limited understanding of the concept across teachers, administrators and senior bureaucracy of education in the province. For most personnel in the education sector the concept is limited to 'special children' for whom only a handful of special education institutions (mostly in Quetta) run the sector for handicapped children.

The gaps in comprehension of inclusive education permeate not only the teachers' approach in the classroom it is applied in a limited way in textbooks and examinations. School building standards do not cater to requirements of inclusiveness. In 2005 all provincial and federal governments signed a National document called 'Islamabad Declaration on Inclusive Education'. It called for the following:

"Ensure that all children regardless of gender, abilities, disabilities and socio-economic, cultural, and ethnic backgrounds:

- are treated with dignity and respect;
- have equal access to education, health services, work and all other aspects of life;
- are enabled to develop their full academic, physical, emotional and
- social potential;
- have access to learning material in appropriate media and technical
- devices; and
- develop confidence in their own abilities, skills and future prospects.

The declaration also called for preparation of provincial plans. Neither the plans materialized nor were the concepts absorbed into the education sectors of the provinces, including, Balochistan.

National Education Policy 2009 also iterated a similar objective:

"To equalize access to education through provision of basic facilities for girls and boys alike, under-privileged/marginalized groups and special children and adults."

Again the situation on ground remained unchanged. In view of the above low base of understanding the BESP has limited its objectives more towards comprehension and attitudinal changes and less towards expansion.

Balochistan is a diverse province with multiple ethnicities, high levels of poverty and gender gaps. In recent years violence has been seen in parts of the province and in some cases specific communities have been on the receiving end, especially, in terms of sectarian attacks. While conflict creates its own marginalization as it leads to movement of people, exclusion due to threat of violence and a general attitude of intolerance inclusive education

concepts in the province will also need to look at attitudes that provoke such violence in the first place.

8.2.2. Strategic Objective(s)

The Sector Plan recommends three interventions.

1. Changes in attitudes of teachers and administrators towards inclusive education.
2. Changes in school environment
3. Highlighting the marginalised in society and preparing an inclusiveness strategy.
4. Initiating a process of including children with special needs into regular schools to the extent possible.
5. Expansion of facilities for special children who cannot be accommodated into normal schools.

8.2.3. Strategies:

i. Promote inclusive education in Balochistan through creating awareness and understanding and expansion and improvement of service delivery for inclusive education.
ii. Train teachers and education administrators on concepts of inclusive education.
iii. Undertake a study to highlight education related and other issues of marginalised groups in the community.
iv. Use the study to review educational inputs and processes.
v. Target 1000 primary, 100 middle and 50 high schools for comprehensive introduction in the initial phase

8.3. Disaster Risk Reduction

Disaster Risk Reduction issues were first identified in the National Education Policy 2009 in the aftermath of the massive earthquake of 2005, in AJK, KP and parts of Punjab. It has since been an issue in different education forums and despite many other disaster (and conflict situations) no province has streamlined and institutionalized policy on the DRR. Current efforts are mostly reactive and undertaken with the support of external partners

8.3.1. Current Situation

Based on the history of the province Balochistan faces three high risk disaster situations: earthquakes, water related emergencies and conflict (leading to law and order break down in some parts).

The province is located in a seismic zone and has had a history of serious earthquakes with the most devastating episode taking place in 1935. In recent years the most high impact earthquake was in 2008 which shook the districts of Ziarat, Pishin and Bolan badly. These shocks resulted in the affected communities shifting to safer places or reside in camps. All this impacted education of the children till the affected communities were resettled permanently.

The province has seen two extreme water related calamities. The first one was a drought which started in the later 1990s and continued till the early 2000s and secondly floods which have been a recurrent feature in the areas covered by the Indus river. Both the floods and droughts disturbed the population of the affected areas. They not only rendered the population homeless and migrant but also brought disease and psycho social problems. The education of the affected areas was almost demolished.

The third critical issue has been a conflict in some of the districts and a general law and order situation that has made travelling less safe. The education system has sustained great loss due to frequent strikes, wheel jams and shutouts. A large number of teachers have migrated from rural areas to district head quarters and particularly to Quetta. The targeted families, who are already very poor, cannot continue the education of their children. The teachers are scared of the shooters and kidnapers for ransom and avoid going to school. Their absence and irregularity adversely affects the quality of education. The children also avoid going to schools. This situation has also affected the economy of the communities and poverty has risen.

8.3.2. Strategic Objective(s)

1. Develop and institutionalize a DRR policy for education in Balochistan
2. Create awareness among all the stakeholders regarding causes events and effects of various kinds of disasters.

8.3.3. Strategies

1. Assess and document the current disaster potential and its implications.
2. Prepare DRR plan for risk prevention, mitigation and preparedness.
3. Evaluate current capacity to implement a DRR plan.
4. Prepare a capacity development plan for enhancement of DRR responsiveness.

Chapter 9: Governance and Management

9.1. Governance and Management

Governance and management issues cut through all educational functions. Many of the issues of management related to individual organisations like the BTBB, BOC, BISE, PITE, DOC and DOS have been discussed in relevant sections, earlier in the document. This chapter focuses on the more overarching issues of the sector. These include political support to the sector, managerial efficiency, decision making support systems, community involvement and inclusion of parallel education systems like private schools and madrassas into mainstream education policy.

9.1.1. Current Situation

9.1.1.1. Political Support

Education lacks an adequate number of champions at the political level in the province. Most political interest in the sector stems from either a corruption opportunity or political affiliations and links of individuals whose personal benefits undermine the department's efficiency. This obstructs the impact of a lot of good intentions and capacity within the department. Teachers' associations have been the main conduit for systemic political intervention in the department's routine management decisions resulting into crowding out of merit and professionalism.

9.1.1.2. Managerial Efficiency

Managerial efficiency is a function of individual capacity and institutional (organizational) practices and structures. The sector plan focuses on all three. Three types of personnel work in the department. Firstly the managers from elite generalist cadres of the civil services, both provincial and federal, secondly those from the teaching cadre and thirdly from the internal specialized cadres of the department like the officials of the BOC, BISE and the BTBB. Each of these cadres bring a different set of expertise to the management of the sector.

The generalist cadres have specialized training and experience of management but lack adequate comprehension of the education sector. The teachers and persons from the specialized cadres have no training on management. No specialized cadre of education managers exists in the system. Recently the department has moved a summary for creation of a separate management cadre. The BESP supports the decision of developing a specialized management cadre.

Individual managers, specifically in the field, have an input focused approach in line with that of the organization. Secondly quality issues remain a poorly understood area for most managers.

The second critical organizational problem is centralisation. Many of the routine managerial decisions have been centralized at the secretariat level. With almost 50,000 employees the department of school education cannot function with centralization of routine decisions like transfers and postings and everyday financial transactions. It not only dis-empowers the lower managers but adds unnecessary burden of operations at the policy level.

9.1.1.3. Decision Support Systems

Absence of a culture of data use combined with limitations of the data collected, in terms of coverage and quality, have entrenched a culture of decision making with minimum use of data. The low demand for data means that even for interested persons data availability on education is very limited.

Most of the decisions (and planning) focuses on inputs only. Output and outcomes based monitoring and evaluation process and resultant policy development and planning does not exist. This also reduces the demand for critical output and outcome level data. The latter are not available except for information collected by the Federal government's Pakistan Social Living and Measurement Survey(s) (PSLMs) over the last 10 years. Here also more critical data like student learning outcomes or educational outcomes is not collected. In one year (2007-8) only data on education and poverty was collected.

Provincial education management information systems are expected to provide the more detailed data for the sector. Balochistan has the oldest Education Management Information System (EMIS) in the country. Despite almost twenty years of existence it suffers from serious supply and demand side gaps. Firstly the culture of low use of data marginalizes the importance of BEMIS. The organization has primarily operated through support from the development partners over the years. The government only pays for salaries of the staff. The user unfriendly packaging of data with limited or no analysis also impinges on the demand side. Secondly, the quality of data provided by it was questioned by all stakeholders. No independent third party validation has ever been conducted.

9.1.1.4. Planning

No structured document exists to manifest the priorities of the government. Although annual development plans are included in the budgets they simply collate development needs determined independently of overall sectoral needs or provincial development requirements. Recently the development funds allocated to legislators have further distorted the planning process as the latter invest in infrastructure without ascertaining the need from the government. Resultantly structures developed have to be funded by the department for maintenance and operations. Many a times poor feasibility of the investments leads to continuous wasteful hemorrhage of state sources.

9.1.1.5. Community Involvement

Community involvement efforts of the past have met with limited success. Various development partners supported Parent Teachers School Management Committees (PTSMCs) and the government over the past many years with mixed success. The key

reasons for failure have been weak ownership of the government, head teachers reluctant to involve community and in many cases weak community response.

9.1.1.6. Gender Attitudes

The general marginalization of the females in the education sector also manifests in the governance and management domain. According to a UNICEF study on gender and governance in education the number of female managers in the sector is low and generally attitudes make them difficult to assert themselves. Even within main offices in Quetta they have no separate facilities like toilets and day care centres or equivalent systems.

Female teachers (and other employees) continue to exclusively undertake household work including child care. Schools, normally (and officially), do not provide any support.

9.1.1.7. Private Sector

The private sector size and spread in Balochistan has not been documented (officially) in recent times. Most persons in the education sector agree that it continues to grow although primarily with an urban bias. An office bearer of at least one private schools association claimed 1800 members. Actual numbers may be around 3,000 to 4,000.

The new growth of private sector has made the old 1962 law on regulation of private schools redundant. The law was primarily focused on issues of physical facilities and not the quality of education imparted. At present, practically, the sector functions in a policy vacuum. No set of uniform standards exists across the public and private sector. As the sector plan pursues standards their application across all sectors will be critical.

How does the department ensure that this large sector forms part of the effort to meet the targets of access, equity and quality? At present the sector functions independently, although the bulk of the private schools (other than elite schools) depend on textbooks prepared by the Balochistan Textbook Board. These schools need to register with the local district office for operations but the latter does not collate the data on registered schools. In the absence of information it might be difficult to develop a comprehensive policy on involvement of private sector in the implementation of state policy.

The madrassahs form the third main tier in the parallel education structures. It is perceived to normally admits the poorest children. Under the current security situation the domain has been management by Home Department and the education department may not be in a position to approach these institutions for reform without increased suspicion and potential risks.

9.1.2. Strategic Objective(s)

1. Transform intrusive political interference in administrative matters into support for systemic improvements
2. Improve managerial efficiency
3. Introduce a culture of data based decision making

4. Develop efficient planning processes
5. A functional monitoring and evaluation system
6. Ensure effective community involvement in the sector.
7. Gender aware and friendly work environment
8. Integrate private sector into the government's policy framework

9.1.3. Strategies

1. Involve political leadership in oversight of the education sector's performance and development.
2. Increase managerial efficiency through creation of a separate cadre for managers, provision of relevant training and decentralization of decision making.
3. Develop a decision support system through enhanced capacity of BEMIS.
4. Develop coordinated and integrated plans for development.
5. Establish a monitoring and evaluation process through the education sector plan.
6. Ensure effective community involvement in the sector through revival of PTSMCs
7. Introduce a gender balanced managerial approach by changing attitudes and creating gender friendly work spaces.
8. Include the private sector into mainstream education through development of a policy framework for the sector.
9. Supportive political intervention in the education sector

Three key steps are needed to involve the political leadership in educational reforms and to secure the department from intrusive non-meritocratic pressures.

a. Setting up of the provincial assembly's standing committee on education.
b. Involvement of key political figures in oversight mechanism of the sector plan.
c. Involvement of the teachers' association in the reform process to improve their professionalism.

Successful implementation of education policies (including the current Sector) will require inclusion of more political support than at present. The Sector Plan therefore recommends a push from the department and the Minister to move for the formation of a committee on education in the Balochistan Assembly and include key political champions in the oversight mechanism for implementation of the Sector Plan.

The plan also targets inclusion of teachers' association in the reform process not only for their ownership but also to improve their own approach. The Plan envisages a transition from the current politically motivated approach of interference, which is counterproductive to efficiency, towards a professional organization with the aim of improving the standards of teachers, improve education and enhance the respect of the teaching profession. The associations will continue to be guardians of the teachers' interests but not at the cost of merit and professional standards.

10. Increased managerial Efficiency

Three key strategies have been targeted for improvement of managerial efficiency in the sector:

a. Development of a specialized management cadre

   The department has already approved the development of a specialized management cadre to ensure quality of management. However, it will be critical to train these managers according to the needs assessed on ground. Secondly a career structure will need to be developed.

b. Induction level training of the generalist managers

   The managers from the generalist cadres should be provided induction level training on core education issues like quality, access, equity and their details as well as education planning.

c. Decentralisation of decision making to the lower tiers.

   The Department of Education had already developed a decentralization plan but it was rejected by the central S&GAID Department responsible for rule making and interpretation the provincial government. A new plan based on comprehensive decentralization needs should be developed and engagement with S& GAID pursued.

11. Development of a Decision Support System

The Sector Plan recommends both demand side and supply side interventions to encourage data and information based decision making. In case of the former, the interventions lie mostly at the level of education managers and professionals. These include training packages for existing managers and professionals and inclusion of relevant courses in B.ed and ADE programmes.

On the supply side Sector Plan recommends a shift from a simple data bank to a management information system. These would require training of the current personnel and change in qualifications for future recruitments or postings at the senior level. Secondly the government should provide funds for operations.

The Sector Plan also recommends periodical validation of data and collection of information on all education institutions in the province: public schools, private schools, madrassahs, other public sector schools run by organisations outside the education department. Additionally BEMIS should collect data on quality like the BISE examinations and PEAC data. It should also maintain data on personnel and finances. BEMIS should effectively function as the repository of education data and where it cannot, or does not, collect data it should develop linkages with other sources like Home Department, BISE etc.

12. Monitoring and Evaluation System

The sector plan provides an opportunity to shift from an input to an output and outcome based accountability, planning and decision making. A structure for monitoring and evaluation will need to be developed within the department to ensure sustainability.

13. Coordinated and Integrated Plans

The purpose of the sector is introduction of the sector wide approach that will assist in integrated planning to utilise the linkages and synergies across various sub-sectors and activities.

The Sector Plan recommends a shift to coordinated need based planning. Individual development partner plans should be discouraged and included in the overall sector plan as per priorities determined by the government. This calls for a donor coordination process to be initiated in the province.

Funds to be utilized by members of the provincial assembly should be spent within the priorities determined by the Departments of Secondary and Higher Education, as the case may be, through the Sector Plan. Schemes from political leaders should not be accepted by the P&D without clearance from the concerned department, which should ensure that it falls within its own priorities.

14. Revival of PTSMCs

PTSMCs have the potential to play a major role in implementation of the Sector Plan. Effectiveness of PTSMCs and general education governance depends on overall societal comprehension of, and involvement in, education.

The BESP targets revitalization and expansion of PTSMCs in the province with the objective of involving community in education development, especially, school improvement plans.

15. Gender Balance in Governance and Management

Gender attitudes of education officials not only impact their immediate colleagues but also reflect in education policy, planning and implementation. BESP focuses on an improved gender environment in terms of social attitudes as well as the physical environment. As the females have a weaker position the strategies mainly focus on improvement of their situation. Firstly the attitudes of all employees (including females) will be targeted for changes in current gender attitudes. Secondly gender friendly work environment will be provided through provision of specialized physical facilities like separate toilets and day care centres.

16. Mainstreaming of the Private Sector

The sector plan recommends filling in the current policy vacuum through development of a framework in consultation with private school stakeholders to allow synergy, reduce gaps between students of the two sectors and adherence to minimum standards.

9.1.4. Overall Targets

Goal: Improve quality of education by enforcing good governance & put into effect well-informed management in Balochistan to utilize educational resources efficiently and effectively.

Targets: De-politicized and decentralized merit based management approach focused on student learning and welfare.

Table 9.2: Output Indicators for Governance

Indicators	Current Situation	Target for 2015
Public expenditure on education as percentage of total government expenditure	13.79%	16%
Per pupil expenditure range across levels	12500	16000
Range of teacher per school per district	Study to set the base line	
Average number of days teachers present in school	Baseline needed	
Average tenure of key managerial positions	Baseline needed	
%age of females in key management positions	Baseline needed	

Chapter 10: Higher Education

10.1. Higher Education

Unlike school education, higher education cannot be claimed as a right. However, the state has to provide equal opportunities to all citizens to obtain higher education of quality.

Higher education in Balochistan can be understood in two different ways. Firstly the mandate of the provincial Higher Education Department and secondly the more common understanding in education parlance. The former includes colleges managed by the Higher Education Department (both Intermediate and graduate), residential and cadet colleges which conduct classes from grades 6 to intermediate, the Board of Intermediate Secondary Education and the Balochistan Academy for College Teachers (BACT).

The more commonly used definition for higher education includes universities and professional colleges right up to doctorate. The Sector Plan covers only the mandate of the provincial Higher Education Department. As BISE links with school education also, it has been discussed earlier under school education. Also a number of issues discussed in the latter apply to the relevant levels managed by the Higher Education Department. In this section the primary academic focus will be on the undergraduate programmes in colleges managed by the higher education department. Universities and professional colleges have not been included in the plan. The BESP recommends a more detailed study focused on higher education, especially, universities and professional colleges.

10.1.1. Current Situation

The undergraduate level in the province forms the weakest link in higher education. Curriculum taught in colleges and the general environment does not conform to the needs of an institute of higher education. The two year programmes are not recognized internationally as adequate for recognition of the degree as equivalent to a bachelor's. degree. In addition to the limitations of the curriculum that has, among other things, remained unchanged for years, problems of discipline also plague college campuses. Both student politics and teacher absenteeism impact the quality of programmes imparted.

Language weaknesses (specifically low proficiency in the English language) was identified by students and teachers alike as a major impediment to the ability to pursue higher education courses. The latter, along with other weaknesses of the graduate courses, results in low employability.

The teaching-learning process in the colleges is also impacted by the weaknesses in teachers' capacity, an assessment system that promotes rote learning (similar to the BISE) and high levels of teach absenteeism.

BESP targets a transition of the college sector into quality undergraduate programmes that prepare students for the world of work as well as further studies.

The sector plan has not made any recommendations for the university level. The domain of university and professional education is too vast and complicated to be clubbed with a study on school reform. Secondly the Higher Education Commission has already advanced the reform process to a point where envisaging further improvements will require a detailed study of the higher education sector. *Consequently, the Plan recommends a more detailed study of the higher education sector, especially, the universities and professional colleges like the Balochistan Medical College, law colleges and engineering universities.*

10.1.2. Strategic Objective(s)

Reforms in higher education (under-graduate) should target transition to 4year programmes in all faculties over a period of 10 years. During the transitional phase quality of teaching, examinations and facilities should be improved. Curriculum revisions and other approaches to improve relevance of studies for students should also be undertaken to bring a change in outcomes of higher education. The key strategic objectives are:

1. Improve quality of undergraduate programmes through laying the basis for transition to a four year programme.
2. Improvements of outcomes of higher education for students.

10.1.3. Strategies

The following strategies have been identified:

1. Introduction of the 4 year bachelor's degree in at least two colleges during the plan period.
2. Improve the teaching learning process in colleges
3. Strengthen governance and management to improve internal efficiency
4. Link courses to employability of the graduates

1. Transition to 4 year Programme

The Sector Plan recommends phase wise transition to 4 years bachelors programmes envisaged by the HEC in its revised curricula. In the first three years two colleges in Quetta may be picked: one male and one female.

The transition will require a number of changes, not only in the colleges concerned, but also the examination system, curriculum and textbooks. Within colleges it will entail up-gradation of facilities within the college.

The HEC has already prepared 4 year curricula for a number of courses for undergraduate. These should be focused initially for introduction in the selected colleges. It should be ensured that textbooks recommended in these courses are available to the students. The third problem will be provision of faculty. Here flexibility will be required and teachers from universities might be co-opted as visiting lecturers along with the

current set of college teachers. To ensure sustainability professional development of college teachers will be pursued through the Balochistan Academy of College Teachers. This will require capacity development of BACT itself as it would not function merely as a teacher training institute but as the custodian of a 'Faculty Development Programme' for colleges in Balochistan.

Transitional factors will involve political resistance from current student and teachers' bodies in the college sector. The government will need to negotiate with these organisations, involve political parties and ensure that campuses, especially of the selected colleges, are free of political interference.

The transition must be overseen by an independent body advised by officials from universities in Quetta as well as the Higher Education Commission (HEC). These organisations will have to be included in the process from the outset.

2. Improving the Teaching Learning Process

Three steps will be required. Firstly development of a programme for teacher professional development based on needs identified. Secondly strengthening of BACT as a teacher professional development institution and thirdly revamping of the current assessment system from rote inducing to conceptual testing.

The Higher Education Department will coordinate with the University of Balochistan's department of the Controller of Examinations to standardize the current examination process for improvement of quality of the examination papers, conduct and marking. A special strategy will be developed for eradication of cheating.

3. Strengthen Governance and Management

Two key areas would be: firstly capacity development of the Directorate of Colleges to not only be involved in pure administrative and financial issues but also academic oversight and secondly elimination of politics linked to mainstream political parties from college campuses.

4. Improve Outcomes for Students

Three set of actions have been identified. Firstly a study on the market outcomes or employability of the graduates. Secondly involvement of the employers, specifically the chambers of commerce and industry in development of courses. Thirdly special provisions for enhancement of the English language proficiency for college students on the campus and also review of the current English language courses to shift to language learning from the current literature heavy courses.

Chapter 11: Adult Literacy and Alternate Learning Pathways

11.1. Adult Literacy

Adult literacy has been one of the lowest priorities in the provincial education policy and plans. The BESP envisages a transition from a donor funded (or federally supported) project based approach to building provincial capacity to develop and managed the sector on a sustainable basis: a shift from current low priority and dependence on external partners to institutionalization. Another aberration from the traditional adult literacy programmes has been the increased focus on youth literacy.

11.1.1. Current Situation

Balochistan has the lowest literacy rate in the country. According to PSLM 2010-11 the literacy rate of the province is 41% of the population of 10 years and above whereas the MICS data reflects figures only for young women i.e. 32.9%. The ESP suggests that gross existing literacy rate may be enhanced by 20% raising from 41% to 60%. Although the rate itself is a product of the efforts of the regular school systems as well as the specialized adult literacy programmes, the latter have been the most ignored area in the provincial education dynamics. The provincial government has never provided funds for the sector beyond the salaries of some of the staff of the Directorate of Literacy and ALP. The sector has largely been dependent on the largesse of the federal government and the international donor organizations.

No provincial policy framework exists on literacy and outreach of the provincial directorate (heavily dependent on federal funds) is limited to 12 districts only. NCHD has had a wider scope and support than the provincial directorate.

Presently the programmes launched by the Directorate of Literacy and NFBE mainly focuses on adult literacy by providing them basic literacy and the children of 10+ age (either dropped out from schools of never attended school) are provided primary level education through non-formal education programs. However, the graduates of these programmes seldom get opportunity to continue their education.

The ALP component of the provincial government remains completely dysfunctional. It has never gotten off ground. Capacity to undertake the task remains a huge question mark. Even for literacy the directorate does not have formations in the districts and has been dependent on officers of the social welfare directorate and the NCHD.

The introduction of article 25A in the constitution has enhanced the obligations of the government to provide free and compulsory education to all the children between age 5-16 years. It implies that each and every child of this age bracket should be engaged in education. The basic literacy and non-formal education will be the most effective way to cater the constitutional requirements.

11.1.2. Strategic Objective

The primary concern at this point is the vacuum in terms of policy and capacity and therefore the main strategic objective is:

"Institutionalization of Youth/Adult literacy (YAL) and Non-Formal Basic Education (NFBE) Programme in the Province to the mainstream of education system of the province".

11.1.3. Strategies:

Four set of strategies have been identified

1. Develop a policy framework for literacy and ALP sector at the provincial level
2. Greater focus on adolescent and youth literacy.
3. Improve on the current teaching learning material on literacy
4. Capacity development to undertake literacy and ALP programmes

This will require strengthening of the Directorate for Literacy and ALP. Firstly funding for programmes will have to be provided in addition to the salary only budgetary provision of the provincial government for the sector. Secondly the directorate will need to shift its approach towards an output and outcome focused monitoring. Thirdly capacity of the sector will have to be enhanced through specialized trainings on a sustainable and systemic level. Finally there is a need for political and social ownership of adult literacy and ALP therefore options on advocacy and setting up a standards committee on education have been recommended.

1. **Development of literacy and ALP policy framework**

   Presently the Directorate of Literacy and ALP, has no policy frame work for introduction of a province wide programme. Therefore development of a framework is imperative. It will provide a road map for achieving the objective and targets of the BLALP.

2. **Greater focus on adolescent and youth literacy.**

   In order to meet the requirements of article 25A of the constitution and to improve the literacy rate in the province the greater focus on the education of adolescents and youth literacy will be greatly focused. Because this age group constitutes the most important part of human capital of the province.

3. **Improvement of teaching learning material on BE and literacy**

   The existing teaching and learning material of BE and ALP does not commensurate the requirements of the learners particularly in the provincial cultural and financial requirements. Therefore new material will be developed which caters the needs.

4. Capacity development to undertake literacy and ALP programmes

There does not exist any system to develop the teachers of basic Literacy and Alternate Learning Paths. Whenever some funds become available in the department undertakes a program it engages the literate persons from the concerned community who have no experience and training in teaching the adolescents and adults. Therefore they cannot meet the learning needs of their clientele. It results in very low educational outcomes. Therefore the education sector plan suggests that an effective capacity building program may be institutionalized.

5. Expansion

Presently functions of basic literacy and Alternate Learning Paths are limited to a very small segment of the population. The existing low literacy rate coupled with high birth rate in the province demands that literacy and Alternate Learning Paths should be introduced throughout the province. Each district should have an establishment of Basic literacy and Alternate Learning Paths which should create its outreaches across the districts.

Chapter 12: Financing the BESP

The BESP costing shows requirements of additional funds over the plan period of 2013-14 to 2018-19. These have been staggered over each year as per priorities earmarked for the given period. All areas of intervention including quality and governance and management have been costed. Broadly these costs have been divided in terms of scale and non-scale costs. The scale costs are linked to student enrolment and will increase with expansion of the system. The non-scale costs, mostly pertaining to quality related interventions, do not depend on the number of students enrolled. The current exercise provides the outlays estimated on the basis of the current understanding of needs.

The BESP costing shows requirements of additional funds over the plan period of 2013-14 to 2018-19. These have been staggered over each year as per priorities earmarked for the given period. All areas of intervention including quality and governance and management have been costed. Broadly these costs have been divided in terms of scale and non-scale costs. The scale costs are linked to student enrolment and their total outlay will increase with expansion of the system. The non-scale costs, mostly pertaining to quality related interventions, do not depend on the number of students enrolled. The current exercise provides the outlays estimated on the basis of the current understanding of needs.

As the sector plan begins to get implemented more information will be retrieved and included in periodic revisions. These may lead to changes in costing estimates. How costs pan out for each strategy depend on the type of action expected from implementation of the latter. Strategies for BESP can be divided in four types:

1. Direct impact: These are related directly to on going work in the sector and augment either access or quality. Examples include construction of schools, teacher training etc.
2. Standards Review and Development: These strategies will not have an immediate visibility in the system and costing will be primarily around the human resource involved in the activity
3. Research Studies: These have been identified for areas where more information is needed before a strategy impacting education activity on ground, can be developed.
4. Capacity Development: Almost all sections of the sector plan entail some degree of capacity assessment and development. Costs for these have also be identified as separate activities which will have an impact on the sector only when implementation of the capacity development plans developed in pursuit of these strategies are implemented. The capacity develop plans will calculate their own implementation costs.

The last three strategy types will lead to further cost implications as each is expected to entail further strategies before they can have a more direct impact on service delivery. The current exercise cannot capture these costs. In any case the current costing has been made with serious data limitations. Hopefully the information base will improve during the course of implementation and the costs may need to be re-adjusted to revised targets. Already the sector plan calls for improvements in, and expansion of, the data collected by the Balochistan Education Management Information System (BEMIS).

12.1 Data Limitations:

Costing of the sector plan has been constrained by data limitations. These, as already explained in the Situation Analysis Report for the BESP as well as the earlier part of this document, result from limited information collected by BEMIS and absence of a population census since 1998. BEMIS does not cover schools outside the domain of the Education Department of Balochistan. This means data on private schools, madrassas and institutions run by public sector entities outside the domain of the Education Department, is not available with BEMIS. The only exception has been the data on schools run by the Balochistan Education Foundation (BEF) either as community schools or public private partnerships.

In the absence of a population census projections made by the National Institute of Population Studies (NIPS) have been used. The problem of estimating out of school children and drop outs for private schools required some estimates based on available information. Two options were considered for the estimation. First one was to use the Net Enrolment Ratios (NERs) from the Pakistan Social and Living Measurements Surveys (PSLM). In this method the NER would be estimated to show the number of children of out of school in a given cohort, with about ten percent added as the number of children who may be studying outside the relevant cohort.

The PSLM option could not be used as it provides NER for a given cohort only while cost estimates, ideally, require class wise enrolments and information on out of school children. Secondly combining PSLM with BEMIS data led to some anomalies. As PSLM is survey based while BEMIS covers, at least, all public schools, the latter was used. PSLM, therefore, does not factor into costing even though its indicators like NER, GER and gender parity have been used in the BESP as indicative of the state of education in the province.

Use of BEMIS data posed the problem of enrolment in private schools and madrassas. A guesstimate has been made based on opinions of key informants from both the public and private sectors interviewed during the course of the development of BESP. They have estimated that about 18 percent of students study in the private sector with the 20% in primary, 15% in middle and 10% in secondary. In case of madrassas the only information available pertains to 2009 when the Home Department of the Government of Balochistan collected data on madrassas. The proportion of madrassa students in 2009, in comparison to public school students, has been extended to later years to estimate the number of children enrolled in these institutions. As data collection by BEMIS improves these estimates will be replace with actual numbers. This may entail a revision of the cost estimates and even some of the values of targeted indicators.

12.2 Scale Factors

As already mentioned costs have been based on scale as well as non-scale factors. The next challenge posed by the data limitations was the choice of indicators to drive the costing. The following indicators have been used for the model.

Table 12.1: Key Indicators for Costing		
Net Intake Rate (NIR)		
ECE	51%	65%
Primary	60%	70%
Middle	39%	45%
Secondary	18%	25%
Transition Rates		
ECE to Primary	58%	60%
Primary to Middle	68%	74%
Middle to Secondary	81%	92%
Survival Rates		
Primary	45%	50%
Middle	79%	85%
Secondary	93%	95%

Under the manual for education indicators prepared by UNESCO NIR has not been used beyond primary. The BESP has also used this for Middle and Secondary levels. This has been prompted by the strong interventions in the non formal education or the alternate learning path approach for out of school children. This means that children entering, middle or secondary, include not only those who pass out from a lower cohort but also participants of ALP programmes who have been mainstreamed.

The transition and dropout rate indicators pertain to public schools only. In case of private schools these have been assumed as close to 100 and zero respectively. BESP interventions do not directly impact the private schools at this stage. The impact on private schools will begin after standards have been revised and a regulatory regime put in place. At this point the impact of these interventions cannot be gauged. Secondly the relatively small PPP model with less than 2% of the total enrolment has also not been considered in the analysis. Only changes in public sector enrolment impact the costing.

These changes have been assumed not only on the basis of access related strategies which will increase enrolment but also qualitative improvements in the system that will reduce drop outs and improve transition rates. The increases in both these indicators as shown in the table above have been kept relatively low because of the slow impact of quality factors.

12.2.1 Enrolments

The Plan period envisages a total 56% increase in enrolments. The bulk of this increase is at the Early Childhood Education level at 82%. The 46% increase at primary contains the largest increase in terms of numbers.

Table 12.2: Total Enrolment Increase				
	Base (2012-13)	**2017-18**	**Total Increase**	**%age Increase**
ECE	359845	656621	296776	82.47%
Primary	729191	1065133	335943	46.07%
Middle	157157	216271	59114	37.61%
High	65113	101819	36706	56.37%
Total Enrolment (pub+Pri)	1311306	2039844	728538	55.56%

The increases include faster improvements for girls, given the current gap. The table xx given below shows the shift in Gender Parity Index for enrolment of girls in public schools as break up for other schools is not available. There is a slow but upward movement.

Table 12.3: Gender Parity Index (Enrolment)		
	Base (2012-13)	**2017-18**
ECE	0.64	0.93
Primary	0.70	0.78
Middle	0.57	0.62
High	0.56	0.63

Table 12.4 below captures the breakup of the source of enrolment increase. As strategies for increase include new schools and upgradation, additional enrolment in existing schools through improvements in quality and the effect of the Alternate Learning Path (ALP). The latter is not covered in the previous two tables. Additions in schools other than public schools have also been captured for the over all effect (also included in the Table 12.2).

Table 12.4: Break up of Enrolment Increase by Intervention					
	ECE	**Primary**	**Middle**	**High**	**Total**
New Buildings	120000	240000	24000	3000	387000
Additional in Existing	108000	26957	29847	30335	195139
Other than Public	68776	8986	5267	3371	86399
ALP Effect		60000			60000
Total	296776	335943	59114	36706	728538

Increase in children in schools outside the public sector have been assumed in the same proportion to public schools as the current ratios of public to non-public enrolments.

12.2.2 Resource Impact

Scale factors impact infrastructure, teachers and textbook requirements. All three have budgetary implications. In the long run increases in enrolment at secondary level should also impact the examinations costs. These have not been estimated for the current document because firstly the examination costs are borne by the students and secondly the increase in students at secondary level during the plan period is expected to be low.

The resources have been estimated on the basis of the following ratios:

Table 12.5: Teacher-Student Ratio

Level	Student	Teacher
ECE	30	1
Primary	30	1
Middle	30	1
High	30	1
ALP Center	30	1

The low student teacher ratio in the table above has been based on the low population density of the province wherein enough students may not be available in a number of settlements.

12.2.3 Unit Costs

For infrastructure the rates used by the Communications and Works Department of the Government of Balochistan have been used. The Department is responsible for school construction in the province. Other unit costs used are:

i. Teachers salaries
ii. Teacher training
iii. Other salaries
iv. Textbooks

While for salaries the government rates have been used for textbooks the rates have been increased for the current ones used by the Balochistan Textbook Board. The Board uses Rupees 250 per set of books per level. This cannot be realistic if quality of books have to be improved. The rates for middle and secondary have been calculated at Rs. 250 and 305 respectively.

Inflation has been calculated on an annual ten percent per annum based on trend of revision of government's rates in the past.

Infrastructure requirements have been estimated not only on the basis of simple enrolment increases but also the need to cover settlements without any schools. For such settlements a primary school on the community school model with two rooms has been envisaged. A number of primary and high schools will also be upgraded. For each middle and high school costs of the following infrastructure has been calculated.

Middle School (Infrastructure)

1. 1 headmaster/mistress office
2. 5 additional rooms
3. Science room
4. 2 toilets
5. Boundary wall

High School Infrastructure

1. 1 headmaster/mistress office
2. 4 additional rooms
3. Science lab
4. IT lab
5. Library
6. 1 staff room
7. Multipurpose hall
8. 2 toilets
9. Boundary wall
10. 1 store

12.2.4 Alternate Learning Pathways

Strategies for Alternate Learning Pathways primarily focus on policy development and awareness. There is however a component of expansion or setting up also within the control of the Directorate of Education. Costs for these have been calculated as per table below.

Table 12.6: Alternate Learning Pathways Costs

Center Establishment Cost	1.13	0.00	0.21	0.35	0.36	0.21
Teachers Training	0.02	0.00	0.00	0.01	0.01	0.01
Other cost of Department Development	0.05	0.01	0.01	0.01	0.01	0.01
Total Cost in Billions (Pak Rs.)	**1.20**	**0.01**	**0.23**	**0.36**	**0.38**	**0.22**

12.3 Non Scale factors

Non scale factors relate to interventions that are not directly linked to enrolment. These include standards development, capacity assessments and capacity development plans and research studies. Implementation of some of these interventions, once completed, may be linked to scale related costs which can be included in subsequent revisions of the BESP.

The non-scale factors have primarily been costed in terms of human resource required as many of these interventions required hiring of specialists. Some of the activities require have no or minimal financial implications. These are decisions that can be taken in routine government activity like issuance of notifications for approval of standards or nomination of an organisation for a specific action. These have not been assigned any costs in the BESP. Some of the key costs in case of non-scale are those related to quality and capacity development.

12.3.1 Quality Related

A cross cutting strategy for all quality related inputs has been development of standards. Costs have been calculated on the basis of human resource and processes employed. As can

be seen most of these are planned to be completed by the end of year 2. Once standards are developed their implementation may entail a separate costing exercise which will merge with the sector plan as it is reviewed on an ongoing basis.

Table 12.7: Standards					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Textbooks	0.00	5.40	0.00	0.00	0.00
Pre-service teacher education	0.00	26.25	0.00	0.00	0.00
Curriculum review	1.80	3.60	0.00	0.00	0.00
Assessments	8.75	17.50	0.00	0.00	0.00
Total Cost in Billions (Pak Rs.)	10.55	47.35	0.00	0.00	0.00

Curriculum dissemination as part of the Curriculum Implementation Framework has been identified as a key strategy to move towards better understanding of the curriculum. The dissemination exercise includes teachers, education managers, political leaders and community. As it takes time to reach all stakeholders a four year plan has been included hence costs for each of the first four years.

Table 12.8: Curriculum Dissemination					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Total Cost in Billions (Pak Rs.)	5.20	678.67	77.67	77.67	0.00

12.3.2 Research Studies

Despite an exhaustive 'Situation Analysis' for the sector plan all information could not be obtained (as will always be the case). Specific research studies in different areas have been recommended for the sector plan. There costs for each year are given in Table 12.9.

Table 12.9: Research Studies					
	Year 1	Year 2	Year 3	Year 4	Year 5
Total Cost in Billions (Pak Rs.)	4.85	49.20	39.05	5.25	1.80

12.3.3 Capacity Development Plans

As the education sector delivery process begins to shift in pursuit of the strategies of BESP capacity review will become inevitable. An almost across the board capacity development process has been included in the sector plan, with costing, as shown below. As already explained earlier these costs only cover the capacity assessment and plan development processes. Cost of implementation will be calculated in the capacity development plans themselves. This will increase the outlay for the sector plan.

Table 12.10: Capacity Development						
Areas		**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
BTBB	Assess current capacity of BTBB and Develop capacity development plan for BTBB	2.92	5.83	0.00	0.00	0.00
PITE	Assess current capacity of PITE	5.25	10.50	0.00	0.00	0.00
	Prepare capacity development plan for PITE	0.00	15.75	0.00	0.00	0.00
BoC	Assess current capacity of BOC	7.20	0.00	0.00	0.00	0.00
	Prepare capacity development plan for BOC	X	0	0	0	0
PEACE	Assess capacity of PEACE	0.00	5.25	10.50	0.00	0.00
	Prepare capacity development plan for PEACE	0.00	0.00	X	X	X
BISE	Assess current capacity of BISE and Develop capacity development plan for BISE	0.00	4.38	4.38	0.00	0.00
Total Cost in Billions (Pak Rs.)		**15.37**	**41.71**	**14.88**	**0.00**	**0.00**

12.3.4 Inclusive Education

Inclusive education has also been taken up as a cross cutting theme in BESP. Initially teacher training and awareness strategies have been envisaged as the main issue is a lack of awareness and understanding of the concept. Table 12.11 below calculates the cost of developing material for the purpose.

Table 12.11: Inclusive Education						
	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Material Cost	0.000	0.017	0.040	0.040	0.017	0.114
Training Cost	0.002	0.001	0.000	0.000	0.000	0.003
Other development Cost	0.003	0.007	0.002	0.002	0.000	0.014
Total Cost in Billions (Pak Rs.)	0.005	0.025	0.042	0.042	0.017	0.131

12.3.5 Disaster Risk Reduction

Under disaster risk reduction the main cost at this point is in assessment of the situation and plan preparation which will be completed in year 1 of the BESP. Other costs may arise from the plan prepared for DRR which will add to subsequent revisions of the plan.

Table 12.12: Disaster Risk Reduction					
	Year 1	Year 2	Year 3	Year 4	Year 5
Total DRR Cost in Billions (Pak Rs.)	0.008	0.000	0.000	0.000	0.000

12.3.6 Higher Education

Higher Education strategies primarily focus on conversion of the 2 year undergraduate into a 4 year programme as per international norms and the requirements of the Higher Education Commission (HEC). Only two colleges have been targeted for the purpose during the plan period. Table 12.13 details the costs involved.

Table 12.13: Costs for Higher Education

	Total	Year 1	Year 2	Year 3	Year 4	Year 5
Material and Construction Cost	2.16	0.00	0.00	0.54	0.86	0.76
Teachers Training Cost	0.41	0.00	0.01	0.14	0.13	0.13
Other costs towards Quality	0.02	0.00	0.02	0.00	0.00	0.00
Total Matched	2.59	0.00	0.02	0.68	1.00	0.89

12.4 Costing Gaps

Table 12.14 shows the costing gap. Row 1 shows the normal budgetary increase as calculated from past trends. The second row shows the impact of the sector plan requirements. Annual budgetary increase rises from the trend value of 10% to 17% in the first year followed by 36% and 45% for subsequent years.

Table 12.14: Budgetary Impact of BESP (amount in Rs. billion)

	2013-14	2014-15	2015-16	2016-17	2017-18
Normal Budgetary increase	27.570	30.890	34.600	38.760	43.430
Sector Plan Impact	4.823	11.348	15.673	17.724	11.953
Budget requirements	32.393	42.238	50.273	56.484	55.383
Average Increase	17%	37%	45%	46%	28%

The gap will have to be met with increased government commitments to the sector and also more donor support. The stakeholders' engagement strategy of BESP considers this aspect. Already the government has shown serious commitment to the education sector and more increases are expected.

Annex 1: Results Matrices

Annex 1.1 : Improving Quality Education

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
Curriculum disseminated to all key stakeholders by December 2015	Preparation of a dissemination plan	OVI Dissemination mechanism developed MOV Approved report	Communication networks in the province are poor making outreach issues difficult.	Multiple dissemination approaches used as per the local needs and through involvement of education field officers (EFOs).
	Dissemination tools prepared	OVI Dissemination tools notified MOV User end organizations acknowledgement letters		
	Dissemination process implemented	OVI 80 % teachers and education professionals aware of the objectives and content of curriculum 2006 by June, 2015.		

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		MOV Feedback reports from teachers and district officials		
National Textbooks and Learning Materials Policy revised and adopted as per provincial needs by December 2012	Amended textbooks and LM policy adopted.	OVI Policy documents for amended textbooks and learning material prepared MOV Official notification	The new textbooks policy resisted by printers and publishers as they fear loss of business	Have interactive sessions with printers and publishers on details of the policy and prepare the provincial version in consultation with them.
Standards for textbooks developed by June 2013	Standards reviewed and developed for textbooks as a product in terms of learning value based on content, writing style, illustration, language relevant to age by June 2013.	OVI Committee Constituted consisting of officials of BTBB, BOC, PITE, DOS, DOC, BISE and PPIU. Sub-committees formed level wise and subject wise.	No past experience of devising standards for textbooks plus limited professional capacity for the task.	Arrange exposure to international experiences, and training sessions, for professionals of the BTBB, BOC, DOS and DOC who will be involved in development of these standards.

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		MOV Notification for constitution of committee by ED. Notification for constitution of sub-committee. Working paper for committee members along minutes of meeting. Committee feedback reports. Notification letter for textbooks standards.		

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
	Standards notified for textbook development process by July 2012	<u>OVI</u> Committee informed on textbooks standards of international and national practices. Feedback from publishers in place. Standards for textbook development prepared. Notified standards for textbooks development available. <u>MOV</u>		

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		Official letter from ED for information. Performa/feedback report from publishers. Notification of standards for textbook development.		
	Standards for textbooks review by BTBB notified by July 2012	<u>OVI</u> Committee informed on textbooks standards of international and national practices. Feedback received from former Federal Edu Ministry officials.		

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		Standards for textbook development prepared. Notified standards for textbooks development available. <u>MOV</u> Official letter from ED for information.		
	TORs for textbooks approval by BOC by June 2013	Performa/feedback reports from former Federal Education Ministry officials along attendance sheets. Notification of standards for textbook development.		
	Standardized feedback			

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
	mechanism on implemented textbooks	<u>OVI</u> TORs developed and approval by BOC through consultations with BTBB. <u>MOV</u> Notification by ED for ToRs <u>OVI</u> System of annual feedback from teachers on implemented textbooks in place. Bi-annual field research on textbooks implemented through field interviews and other tools. Feedback published in		

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		Annual Report. <u>MOV</u> Field reports, visit reports Annual report copy.		
Quality textbooks prepared on Curriculum 2006 implemented in all classes by 2016	Textbooks prepared for Phase I (1,6,9,11) by December 2013	<u>OVI</u> Standards for Textbooks developed for phase 1 by publishers. Standards for review of textbooks developed by BTBB for Phase 1 Standards for textbooks developed and approved by BOC for Phase I. Review standards and SOPs notified. <u>MOV</u> NOC/Approval letter for	Private publishers and BTBB will undertake the exercise for the first time and problems of delay and quality loss may appear.	Exposure of BTBB officials and private publishers to implementation processes in other provinces (Punjab, Sindh and KPK)

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		standards of review. SOPs notification		
	Textbooks prepared for Phase II by December 2014	<u>OVI</u> Textbooks prepared <u>MOV</u> Textbooks in schools		
	Textbooks prepared for Phase III by December 2015	<u>OVI</u> Textbooks prepared <u>MOV</u> Textbooks in schools		

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
Provincial capacity to develop quality textbooks enhanced	Capacity Development of BTBB as a regulator of textbook quality by December 2016	OVI Capacity Assessment and Development Report MOV As per indicators in CPD	BTBB officials will resist the shift from current mandate of publisher to that of regulator Poor publishing capacity in the province which increases the risk from outsourcing the publication function as envisaged in the new Policy	Include BTBB staff in the capacity assessment and development process. Provision of training for authors, illustrators and editors in partnership with Balochistan Textbook Board to enhance capacity in the private sector
	Local publishing capacity improved to requisite standards by June 2017	OVI Capacity Assessment and Development Report MOV As per indicators in CPD	Poor provincial capacity to support local publishers	Use of external support from national and international sources
	Courses on textbooks taught in pre-service teacher education	OVI Training completed MOV	Weak capacity of pre-service teacher education institutions	Initial support from practitioners in the field as visiting faculty

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		Monitoring report, attendance sheets		
Teachers trained and supported in applying the new curricula	Continuous professional development programme based on curriculum developed and implemented	OVI CPD based on 2006 curriculum designed MOV CPD report	Provincial Institute of Teacher Education may not have capacity to train on new SLO based curriculum	Exposure and training of PITE teaching staff on new curriculum and preparation of relevant material.
	Preparation of teachers' guides based on curriculum 2006	OVI Teachers guides prepared MOV Officially approved Teachers' guide		
	100% teachers receive at least one training under the CPD by December 2017	OVI 100% teachers Training completed MOV Monitoring report,		

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		attendance sheets		
Minimise impact of multi-grade teaching in primary schools	Primary school teachers trained on teaching on multi-grade classrooms	OVI Teacher training modules developed by PITE MOV Teacher training completion reports	No capacity in the province to train teachers on, and prepare material for, multi-grade teaching.	Exposure of PITE staff to multi-grade teaching processes and material. Training on material development. Aspect of multi-grade teaching to be included in capacity assessment process for PITE
	Preparation of specialised learning material for multigrade classrooms	OVI Material for multi-grade classrooms prepared MOV Physical verification of material		

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
Provincial capacity for in service teacher professional development enhanced	Capacity Development of PITE as a professional development institute improved as per requisite standards by December 2016		Resistance within PITE to changes suggested by the capacity development plan.	Inclusion of PITE staff in capacity assessment and development process.
Improve quality of Pre-service teacher education	Development of standards for pre-service teacher education by December 2015	OVI NACTE standards adopted MOV Official notification	Low awareness of the problem among senior policy makers, especially, at the political level. Resistance of private sector institutions to regulation and application of standards	Create awareness on the need of reform of the pre-service teacher education in collaboration with the USAID funded Pre-Step Teacher Education Programme Dialogue with the private sector providers on improvement of the sector and the process used for regulation.
	Current courses for pre-service replaced by ADE and 4 year B.ed	OVI 4 Year programme initiated		

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		MOV Pre-Step Report		
	Faculty development of pre-service teacher education institutions	OVI Faculty development Programme prepared MOV Official notification		
	Regulatory mechanism set up for private sector pre-service institutions	OVI Regulatory mechanism in place and private institutions registered MOV Notification by GoB for regulatory authority.		
Develop provincial capacity for review of curriculum	Development of curriculum review standards by June 2013	OVI Review process developed	Bureau of Curriculum responsible for the task has shifted its focus to teacher training. It will resist the efforts to take away the	Involve BOC staff in discussions on the new mandate and need to shift the focus to curriculum

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		MOV Official notification	teacher training mandate.	review capacity and standards.
	Capacity development of BOC for curriculum review and management of CIF by December 2016	OVI Workshop /trainings conducted to enhance capacity of BoC for curriculum review and management of CIF by GIZ team MOV Attendance sheets of workshops, Reports of training workshop for BoC officials		
In school assessment processes based on curriculum and tested critical analytical ability	60% internal assessments based on curriculum	OVI Internal test papers based	Weak capacity within PITE and the province in general to train teachers and head teachers on curriculum based assessments.	Exposure to international practises and hiring of master trainers from

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		on curriculum <u>MOV</u> Survey report		other jurisdictions, if required, through video linkages due to security risks
	Training of head teachers on curriculum based assessments	<u>OVI</u> 60% Head Teachers trained on curriculum based assessments <u>MOV</u> Nomination letters from DEOs of concerned districts		
	Courses on assessment taught in pre-service teacher education	<u>OVI</u> Teachers' guides prepared <u>MOV</u> Evaluation of teachers' guides		
Function of PEACE as diagnostic assessment body revived and institutionalized	Scope of PEACE to be revived	<u>OVI</u> Scope of PEACE revived	Output level indicators produced through PEACE, not used in policy development and planning which is driven	Create awareness among policy makers and planners on the importance of output

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		MOV Official notification	by input based considerations.	indicators like learning outcomes and diagnostic assessments for improvements in the education sector.
	Capacity assessment of PEACE to be conducted	OVI Capacity assessment conducted MOV Assessment reports,		
	Capacity development plan to be prepared	OVI CD plan developed MOV CD plan document		
BISE conducts credible standardized examinations as per curriculum by 2016	Development of standards for examinations papers, conduct and assessment	OVI Developed and Revised standards	Very low capacity in the province to shift to quality assessments which text critical-analytical ability of the student	Utilise external expertise in preparation of standards and tools Strategy for

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		MOV Official notification	Resistance of vested interest to elimination of cheating (the political economcy players will resist)	eradication of cheating prepared with inclusion of political parties, teacher association and civil society
	Train and certify examiners on curriculum based assessments	OVI Training & Certification process designed MOV Official notification		
	Create political and social support for eradication of cheating in public examinations	OVI Strategy prepared and implementation initiated MOV Official document , implementation report		

Formatted: French (France)

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
Provincial capacity to develop quality examinations as per curriculum, enhanced	Capacity Development of BISE by December 2017	OVI Capacity Development Plan prepared MOV Capacity development Plan report	Resistance of the BISE staff to shift in the approach	Include BISE staff in capacity assessment and development
	Public examinations conducted by DOS based on curriculum and standardized	OVI Established Balochistan examination Commission under DOS System in place for development of papers and standardized conduct of examination. Examiners trained and certified.		

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		Feedback mechanism in place from PITE and teachers on examinations conducted. MOV Notification by GoB to establish Balochistan examination commission. Feedback reports from teachers and PITE. Training reports and attendance sheets.		
Development of learner friendly school environment	School building specifications revised by December 2013	OVI New specifications made MOV Notification of new specification	Resistance by the Communication and Works (C&W) Department to change in design and processes	Ownership from Chief Secretary and Chief Minister developed through presentations.

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
	Missing facilities replenished in existing schools by June 2017	OVI Missing facilities replenished MOV BEMIS Report		
	Awareness campaign against corporal punishment prepared and conducted	OVI Corporal punishment campaign initiated MOV Feedback from the field.	Corporal punishment culture ingrained in society therefore low chances of community support	Awareness campaign to target community (parents) in addition to teachers, head teachers and managers in the school sector
	Functional libraries and laboratories in all middle and secondary schools by July 2015	OVI Libraries functionalized and librarian post created. Books available in libraries relevant to classes of Middle & Secondary. Books issued to students and teachers as per timetable in		

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		library. <u>MOV</u> Librarian post approved and sanctioned by ED. Budget release. Library register issuing books to students and teachers.		
		<u>OVI</u> Instruments, chemicals relevant to the course of middle and high available in laboratories of schools. Students attend laboratories according timetable. <u>MOV</u>		

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		Laboratory attendance registers. Requisition forms. List of instruments/ chemicals.		
	Friendly classroom concepts included in CPD modules by October 2013	<u>OVI</u> CPD design <u>MOV</u> Feedback report on CPD	Enrolment is increased as children are attracted towards friendly classrooms and teachers	
	Co-curricular activities revived by Dec 2013	<u>OVI</u> 1 week reserved for co-curricular activities in all public schools. Plans prepared for co-curricular in schools	Students receive training in school from the civil defense officials, health officials. They participate and get recruited/registered as boy scouts and girl guides.	

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		Separate section developed in DOS for monitoring of co-curricular plans Head teachers (M/F) supervise the co-curricular activities during the week. The activities are aligned with the curriculum. <u>MOV</u> Students' participation lists. Prize distribution day report. Physical monitoring and		

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		visits of schools Visit reports		
Preparation and implementation of a school language policy conducive to learning and social mobility	Review current school language policy in the light of learning needs of the students and current capacity of teachers by june 2013	OVI Review completed MOV Review completion report	Resistance to current language policy and risk of policy driven by political and not technical arguments	Awareness seminars with political leadership and opinion makers on school education language policy.
	English and Urdu language syllabi for grades 9-12 revised to shift from literature to language teaching by June 2014	OVI Curriculum Revised MOV Official notification		
Strengthen capacity of the education sector in mother tongues teaching	Mother tongue subjects taught as optional subject from middle to higher secondary levels by June 2015.	OVI Evaluated capacity needs for teaching mother tongues in middle and secondary schools as an optional	Current capacity in teaching in mother tongue is extremely low, especially since some of the languages have never been used for education have no history of preparation	A realistic plan and timeframe be prepared to avoid exaggerated expectations and possibilities of failure.

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		subject. Developed training needs and recruitment plans. Textbooks developed on mother tongue teachings. <u>MOV</u> Teachers Capacity gap report. Approved Training modules and recruitment plans. Textbooks approved and notified.	learning material.	
	Promotion of local languages through setting up of local languages academy	<u>OVI</u> Committee formed for promotion local languages. Committee prepared concept paper on languages academy.	.	

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		Prepare PC 1/bill prepared and approved from the cabinet. <u>MOV</u> Notification by Secretary Secondary Education for the committee. Concept paper approval letter. PC-1/bill/Act approval from cabinet.		
Improved outcomes of school education for all children	Review current policies and approaches to improve outcomes by 2017	<u>OVI</u> Tracer Studies conducted Result of study submitted to political leaderships ,civil society and educationist <u>MOV</u>	Long gestation period and low visibility of policies makes reduces the political incentive to perceive them	Increase awareness on need to focus on policies that would improve quality and outcomes for students

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		Tracer study report Feedback form relevant stakeholders		
Target early cognitive development through a focus on numeracy and literacy in early classes.	Conduct a baseline survey for children from grades 1 to 3 to determine the literacy and numeracy skills.	<u>OVI</u> Baseline survey conducted <u>MOV</u> Baseline survey report	Low provincial capacity to undertake the task	Use national and international experts for the design and management
	Develop a strategy focusing teacher training and periodic testing to improve the literacy and numeracy skills.	<u>OVI</u> Strategy prepared <u>MOV</u> Strategy document		

Annex 1.1.1: Early Childhood Education

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
Institutionalize Early Childhood Education in Balochistan	Policy framework for ECE prepared and implemented by June 2013	OVI Minimum quality standards and guidelines developed for ECE. Bylaws drafted and disseminated to all BEF schools & 20% private schools. MOV Notification by Education Department for introduction of ECE. Approved bylaws Approved ECE standards	Low political priority for funding early childhood education.	Awareness campaign on and dialogue with senior political leaders and decision makers on ECE
	Teachers trained for additional ECE classes by June 2013	OVI ECE teacher training programme in place. Curriculum for training of ECE teachers developed and notified. MOV ECE teachers training report. GoB notification of ECE teacher training curriculum		
	Government provides funds for introduction of ECE in	OVI		

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
	30% primary schools by June 2014	5% of annual education budget allocated to ECE. Amended budget books making ECE a separate line item <u>MOV</u> Annual budget books with amendments		
Expand and improve service delivery of ECE	As per National Curriculum on ECE, ECE introduced in 3600 primary schools of public sector by June 2013	<u>OVI</u> 1800 primary schools with existing/available classrooms (60% boys & 40% girls) identified for introduction and construction of new ECE classes. <u>MOV</u> Approved PC-1 for additional ECE classrooms Requisite GoB order assigning separate rooms for ECE in existing 1800 Primary schools. Requisite GoB order for construction of new	Low current capacity and comprehension of ECE among teachers, teacher	Inclusion of ECE related courses in pre-service and in service teacher trainings. Workshops on ECE with teachers, head teachers and filed officers in districts.

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		classrooms in 1800 P/S.		
	Recruitment and professional development of education staff for all 3600 schools by July 2013	<u>OVI</u> Recruitment and placement of 3600 new teachers completed. Recruitment and placement of 3600 new ayas completed. TNA conducted. Teacher training material prepared and master teacher trainers trained.		

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		3600 ECE teachers trained on pedagogical, didactical skills and child protection. LCs/ADEOs conducted. periodic teacher and student assessments based on SLOs. Primary school teachers practice ECE methodologies in classrooms for children up to 8 years of age. Standards and tools for assessment developed by PEACE. Coordination developed between PEACE and LC/ADEOs List of materials developed for ECE new classes. Procurement procedures for 1800 new schools completed		

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		according to approved list. <u>MOV</u> TNA report. Training report/list of trained teachers. Assessment reports/records. 180 monitoring and mentoring staff notified.		
Strengthening Governance and Ownership of ECE programmes	Community and parental participation ensured in ECE by July 2013	<u>OVI</u> ToRs of PTSMC members notified with reference to ECE . 1800 existing PTSMCs formulated /restructured. 1800 new PTSMCs formulated/restructured.	Poor record of community participation in education	Over haul of the community support system in education in Balochistan

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		Training packages developed for capacity building of PTSMCs in ECE context. 360 resource persons appointed and oriented. Schedule developed for training 360 RPs. 3600 PTSMC members of selected schools trained. Teams of experts developed awareness material. Printing of awareness material completed. Schedule of Awareness campaign prepared. Awareness material disseminated through media, 60 seminars, 2 coALPrences and 3600 corner meetings conducted. <u>MOV</u>		

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		Notified ToRs by GoB. Training materials in PITE Archive. Training reports. Awareness material, reports of Campaigns, seminars and coALPrences available.		
	Increased ownership and capacity of EFOs on ECE(continuous process from 2013 to 2017.	<u>OVI</u> Effective dialogues and workshops initiated with Education managers. Trainings conducted for EFOs on mentoring & monitoring of ECE services in targeted schools in respective districts. <u>MOV</u> Meetings and workshops minutes /proceedings. Monitoring reports.	Education Department fully on board.	

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
School health and nutrition services for ECE children	Formulated committee with the membership of Education, Health and P & D department at Provincial level with the sub-set at district level by March 2013; quarterly meetings held	OVI Agreement drafted for provision of Basic health services to ECE children. Number of immunization, polio, de-worming drives, had washing and hygiene campaigns conducted in ECE schools. Health and nutrition of ECE children improved as a result of SHN services. MOV Draft of Agreement List of campaigns along officials involved notified.	Education and health department function in isolation of each other	Institutitonalise a coordination mechanism between health and education departments
ECE support and monitoring	200 EFOs trained in monitoring and mentoring of ECE teachers by July 2013	OVI Mentoring and monitoring plans initiated and resources allocated.		

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		200 EFOs (DEOs, DOs, DDOs) complete 3 days training to mentor and monitor ECE teachers. 1500 facilitators (LCs, ADEOs) completed their 6 days training to mentor and monitor ECE teachers. MOV Training lists notified by DoS. Training reports.		
Action research and advocacy for ECE	Standards and tools for conducting baseline designed and approved by Sep 2012	OVI Conducted baseline studies as per designed tools and standards to map out the bench mark. Conducted impact studies to ensure the validity and	No provision for, or tradition of, research and advocacy in the education department	Develop capacity for research and advocacy in the education department

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		effectiveness of ECE efforts in schools. Used action research and impact studies to inform advocacy. <u>MOV</u> Approved standards and tools. Impact study report.		

Annex 1.2: Access and Equity

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
Establish boys and especially girls schools in every tehsil	4000 new primary school on community school model established and equipped by June 2017.	OVI 1. New schools SNEs approved 2. Reflection in annual budget Allocation in PSDP MOV BEMIS data	No GIS or consolidated information in other formats is available which creates planning problems.	Local level field surveys under the District Education Officers to identify settlements without schools.
Remove school availability bottlenecks at middle and secondary level	Up gradation of 1600(800) primary schools to middle level by June,2017	OVI 50% primary schools upgraded to middle schools by June,2017 MOV BEMIS data	Feasibility criteria cannot be developed centrally	Local level feasibility criteria developed based on utilisation of existing schools

	Up gradation of 100 middle schools to secondary level by June, 2017	OVI 150 middle schools upgraded to secondary level by June, 2015 MOV BEMIS data.		
Increased utilization of existing schools	Survey conducted to rationalize the existing school locations and teachers strength by June,2013	OVI Programme developed Tools for survey designed MOV Monitoring reports Survey reports	Given the low population densities in catchment areas of schools the current variables of optimal utilisation may not be applicable to all situations	Review of criteria for defining utilisation be developed to accommodate local level variations.

	Awareness campaign launched in underutilized institutions area by June,2013	OVI Campaign prepared and officials/survey team trained Survey teams notified MOV Notification letter Monitoring report	Past experience of awareness campaigns has not paid much results because of non-involvement of local opinion leaders and lack of capacity of district education offices to undertake the task	Detailed planning and training to implement the awareness process. Political leadership , community elders/ notables, religious leaders are involved
Increase number of 5 room primary schools	15% of 2 room and 10% of one room primary schools upgraded to 5 room schools	OVI Preparation of PC 1 MOV Completion report	.	

Reduce Economic Barriers to school entry and continuation	Stipend programme initiated for middle school in 10 poorest districts by June 2013.	<u>OVI</u> 1. Programme developed and implemented 2. Criteria developed for identifying 10 poorest districts Financial allocation provided for the stipend programme <u>MOV</u> Notified list of poorest districts Monitoring reports BEMIS data	Poor infrastructure and chances of corruption may reduce the impact.	Use of postal service for sending the money and monitoring and evaluation mechanism to be included in the implementation process.

	Provision of one school meal in primary schools by June 2013	<u>OVI</u> 30% primary schools selected and Implementation process initiated by June 2013 <u>MOV</u> Criteria for selection of primary schools developed and notified Record of seminars and trainings	The current definition of free education does not include meals in schools. Also the cost implications may be very high	A more comprehensive definition of free education included in the statute prepared and approved under Article 25A but implementation is divided into phases as per resource positions Involvement of local voluntary organisations in meal provision Use of local staples for the programme
Re-entry of out of school children in the mainstream through ALP	Shared database between NEF and DOS established by June 2013	<u>OVI</u> Database developed and linked to BEMIS <u>MOV</u> BEMIS report	Weak data on out of school children in the absence of a population census	Local level surveys to identity out of school children in all districts

	30 ALP schools for middle and secondary mainstreaming established under the Directorate of Adult Literacy and ALP by June 2015	OVI ALP schools set up MOV Monitoring report	.	
Capacity enhancement of DOS to manage access reform and its impact	Capacity Assessment of DOS by March 2013	OVI Capacity assessment process completed by March 2013 MOV Capacity Assessment Report	Resistance to change by the staff of DOS and the teachers associations.	Include DOS staff and teachers associations in the capacity assessment and development process.
	Capacity Development of DOS by December 2013	OVI Capacity development plan prepared and initiated MOV Capacity development Report		

Annex 1.2.1 Inclusive Education

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
Promote inclusive school education in Balochistan	Senior education managers, Education Field Officers (EFOs) and head teachers have understanding and ownership of inclusive education	OVI Workshops, seminars conducted with education managers. Conducted training workshops for field managers on mentoring. MOV Reports on workshops Attendance sheets. Feedback report on education managers' understanding of inclusive education	Low priority to inclusive education will continue due to low awareness and absence of support from the top.	Clear messages from Secretary and Minister on importance of inclusive education on a regular basis to all field officers, head teachers and teachers.
	Pre-service teacher education to include 'inclusive education' concepts	OVI Inclusive education courses introduced in pre-service MOV	Poor capacity of pre-service teacher education to undertake the task	Use external sources for introduction of the concept in the government run pre-service institutions.

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		Feedback report from pre-service institutions		
	Inclusive education concepts included in the Continuous Professional Development Programme for teachers	OVI Curriculum for training teachers on inclusive education developed. MOV CPD document Teachers training reports and attendance sheets.		
	Community and parental participation ensured in inclusive education by 2012	OVI ToRs developed for PTSMCs to include coverage of inclusive education. Training packages developed for capacity building of PTSMCs in context of inclusive education. Monitoring mechanism for the activities of inclusive education in place. SMP carried out		

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		MOV ToRs approval letter/ notification for PTSMCs in context of inclusive education. Approved Training packages by ED.		
Implement inclusive education concepts in schools	Baseline study on in school attitudes (students, teachers) on inclusiveness and demography of schools in comparison to community	OVI Study conducted MOV Study report	Poor internal capacity to undertake the task	Use external capacity within and outside the country to undertake the task
	Inclusive education concepts as per National curriculum introduced in 1000 primary and 100 middle and 50 high schools of the public sector by 2017	OVI Attitudinal and demographic changes in schools targeted schools MOV Feedback report on changes in attitudes and demography		
	100 EFOs trained in monitoring and	OVI		

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
	mentoring of inclusive education adoption in schools	Training imparted to EFOs on monitoring and mentoring special needs services in targeted schools. <u>MOV</u> Training reports Attendance sheets		
	Standards for textbooks. Curriculum and examinations cater to needs of inclusive education	<u>OVI</u> Standards for textbooks, curriculum and examinations <u>MOV</u> Revised standards	Standards review for these inputs considers issues of inclusiveness inclusivity, especially, peaceful co-existence across diverse ethnic, religious and linguistic groups	

Annex 1.2.2 Disaster Risk Reduction

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
Develop and institutionalize a DRR policy for education	Assess and document the current disaster potential and its implications.	OVI DRR study completed MOV DRR study document	A large number of actors in disaster management including the Provincial Disaster Management Authority (PDMA) working in isolation of the education department except when physical support required in disaster management	Assessment be undertaken through interaction with community, education filed officers, teachers and relevant agencies of the government like the Provincial Disaster Management Authority (PDMA)
	Prepare a DRR plan for risk prevention, mitigation and preparedness.	OVI DRR plan prepared MOV lan notified	A large number of actors in disaster management including the Provincial Disaster Management Authority (PDMA) working in isolation of the education department except when physical support required in disaster management	Plan prepared through interaction with community, education filed officers, teachers and relevant agencies of the government like the Provincial Disaster Management Authority (PDMA)
	Evaluate current capacity to implement a DRR plan.	OVI Capacity Assessment completed MOV Capacity assessment report	Current understanding is limited to access related or physical aspects of a disaster.	Capacity assessment to review issues of quality as well as access and to include BOC, textbook board, teacher training institutions and examination board.

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
	Prepare a capacity development plan for enhancement of DRR responsiveness.	OVI CD plan prepared MOV CD plan document		
	Implement CD plan	*As per indicators of the CD report*		

Annex 1.3 : Governance & Management

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
Political interference converted from intrusive to supportive for systemic improvements	Development of a broad based oversight mechanism for education by December 2012	OVI Oversight committee formed along with TORs MOV Official notification of ToRs for oversight committee Meeting minutes of the oversight committee	Strong resistance by teachers association and political interests to change the status quo	Teachers' associations, political leadership, civil society and media are involved in the process of change. Teachers' associations are positively engaged in the reform process.
	Formation of a functional Education Committee in the provincial Assembly by June 2013	OVI Education committee formed MOV Summary sent to Chief Minister Minutes of the meeting(s) Reports of seminars	Formation of an education committee required by the constitution appears to be a low priority	Lobbying with civil society and political leadership is successful

	Review role of teachers' association by June 2014	OVI Charter of teachers associations revised MOV Official notification of revised charter		
Increased efficiency of the management system	Separate cadre for Education management notified by December 2012	OVI Terms and conditions of education management cadre prepared MOV Official notification	Resistance by teachers to formation of a cadre	Include teachers' associations in discussions on the change process
	Training processes for managers developed and implemented by March 2013	OVI Training modules for management cadre prepared MOV Official notification and training report of PITE		

		Attendance sheets		
	Decentralisation plan prepared and implemented by December 2012	OVI Decentralisation plan implemented MOV Feedback reports from education officials	Effective and result based performance from grass root level.	
Increased use of data in decision making and planning	Training and awareness plan on data use prepared by March 2013.	OVI Training and awareness plan prepared MOV Official approval of the plan	A culture of oral information relay and low data use impedes the shift	Message on data use and actual use by the Secretary and Minister of Education
	Phase 1 of Training and implementation plan implemented by December 2013	OVI Implementation process initiated MOV Attendance sheets Record of seminars and trainings		

	Training on data use made mandatory by June 2013	OVI Notification on mandatory training MOV List of officials trained /participated in seminars		
BEMIS to provide comprehensive qualitative data with analysis as per user needs	Data of all institutions available with BEMIS by October 2014	OVI BEMIS database for 2014-15 MOV BEMIS report for 2014-15	Limited data on quality produced beyond the BISE examinations.	Indicators for quality developed including SLOs, as assessed by PEAC and teacher training.
	Data on qualitative indicators available with BEMIS by October 2014	OVI BEMIS database for 2014-15 MOV BEMIS report for 2014-15		
	Key education indicators available with BEMIS by December 2015	OVI BEMIS database for 2014-15 MOV BEMIS report for 2014-15		

	Capacity Assessment of BEMIS by March 2013	OVI Capacity assessment process completed MOV Capacity Assessment Report	Resistance to change by BEMIS staff and field formations	An inclusive process for reforms
	Capacity Development of BEMIS by December 2013	OVI Capacity development plan prepared MOV CD workshops Capacity development Report		
Monitoring and evaluation process	Indicators for monitoring developed by October 2014	OVI BEMIS database for 2014-15 MOV BEMIS report for 2014-15	Weak culture of monitoring and evaluation that depends mostly on input related partial information.	An output based monitoring process used by the oversight committee of the sector plan, the secretary and minister for education. Strong messages from Secretary and Minister for Education
	Organisational Structure for monitoring and evaluation established	OVI Organisational design		

	by June 2013	approved MOV Notification for organizational design Annual review report		
Integrated need based planning processes	Sector wide approach to planning adopted by July 2012	OVI Sector Plan document prepared MOV Progress report on sector plan	The current culture of piecemeal planning through stand alone PC-1s will resist the change	Ownership of the BESP and its process by the Chief Minister through regular messages to the department and the media
	Political funds channelled through the sector plan by December 2012	OVI Rules prepared for use of funds allocated to MPs in the education sector. MOV Official notification	Resistance by legislators to the change	Debate and discussion the issue led by the Chief Minister and the Education Minister
	Donor coordination process institutionalized by December 2012	OVI TORs for donor-government coordination	Low interest of donors in coordination and non-transparency in information sharing	Strong government led process with a clear message on the need to work within the framework of the BESP

		MOV Minutes of Donor coordination meetings		
	Capacity Assessment of PPIU by December 2012	OVI Capacity assessment process MOV Capacity Assessment Report		
	Capacity Development of PPIU by June 2013	OVI Capacity development plan prepared MOV Capacity development Report		
Community Involvement in Education Management	Framework developed for community involvement by December 2012	OVI Framework report MOV Official notification for framework along ToRs	History of failure in community involvement efforts in the past reduces confidence in the reform	Framework based on evaluation of the shortcomings of the previous experiences and accommodates variations across primary, middle and secondary as well as rural urban schools.
	Restructure 5000 existing PTSMCs as per	OVI Restructuring process	A system of community involvement through	The existing PTSMCs formed by the government in 2002 are

	agreed framework by December 2013	completed <u>MOV</u> Monitoring report	PTSMCs already exists although it is not functioning optimally	targeted for restructuring and a survey to assess their functionality is undertaken before restructuring.
	Form 7293 new PTSMCs on the basis of the framework by June 2015.	<u>OVI</u> PTSMCs formed and operationalized <u>MOV</u> Monitoring report by EFOs	Community well on board	
	School Development Plans are developed by schools with assistance of functioning PTSMCs June 2015	<u>OVI</u> School development plans prepared <u>MOV</u> Training reports of EFOs on School development plans Annual development plan		
	PTSMC Monitoring mechanism developed and in place by June 2013	<u>OVI</u> Monitoring mechanism prepared		

		MOV Official notification Monitoring reports Field visit reports		
Linkages with madrassas and private schools	Policy framework for linkages with madrassas and private schools instituted by December 2013	OVI Agreement with private schools Agreement with madrassas MOV Official approval of agreement(s)	Low confidence of private schools in government regulations Madrassas resist any government involvement in their affairs	Dialogue conducted with private schools associations and madrassas for agreement on framework that includes agreement on basic standards Madrassas have low confidence in government organisations and therefore parameters for dialogue and agreement with madrassas are differently managed than private schools.
Gender balanced management approach	Gender awareness campaign developed and initiated by December 2012	OVI Awareness campaign prepared and launched MOV Number of seminars and trainings	Resistance to change by the officials	Strong and regular messages from the Secretary and Minister for Education

	Special facilities for female workers in offices by December 2014	<u>OVI</u> Needs analysis completed and facilities provided <u>MOV</u> Physical inspection of facilities		
	Day care centres developed for female officials with children by December 2013	<u>OVI</u> Needs analysis completed and facilities provided <u>MOV</u> Physical inspection of facilities		

Annex 1.4: Higher Education

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
Institutional framework for transition to four years graduate	Establish an oversight body for guiding transition to 4 year undergraduate in colleges by August 2012	OVI Oversight committee formed consisting of 3 VCs, Secretary HE, and Principals of selected colleges, representative of HEC, Finance and P&D Deptt. Drafted and approved ToRs for the committee. Nominated Directorate of HE as Secretariat to the oversight body. MOV Notification for oversight committee. Notified ToRs. Notification/ official letter for nominating Directorate HE as Secretariat to the oversight	No past experience of conducting four year programme in the government run colleges in the province	Oversight committee to include members from the University of Balochistan and BUITEMS who can guide the process.

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		body		
	Technical committee formed to plan and implement the reform process by August 2012	<u>OVI</u> Technical committee approved and notified. 4 Officers from Directorate of HE nominated and notified. Approved ToRs for the technical committee. <u>MOV</u> Notification letters		
Develop academic programme for 4 year undergraduate degrees	Subject(s)/areas selected for 4 year undergraduate programme by June 2013	<u>OVI</u> Market survey conducted and completed to identify subjects with high market relevance. Dissemination of Survey results for debate with parents, politicians, students and teachers completed.	No capacity to carry out market surveys.	Develop relevant capacity in conjunction with University of Balochistan and BUITEMS

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		Subjects selected and approved after consultations. <u>MOV</u> Survey Reports. Dissemination reports and Minutes of meeting with parents, teachers, students and politicians. Official approval letter of subjects.		
	Curriculum and learning material requirements finalized by July 2014.	<u>OVI</u> Adopted curricula developed by HEC. List available of required learning materials i.e. textbooks, libraries and laboratories. <u>MOV</u> Official order by HE deptt for adoption of HEC curricula.		

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		Official letter for List approved by DOC.		
Improving the teaching learning process	Faculty development programme prepared and implemented by June 2013	<u>OVI</u> Carried out Need assessment of faculty development. Designed and held training workshops for faculty in colleges(selected) Established a cell/centre in BACT for professional development support system. Tenure track system introduced college professionals. Visiting faculty from universities for specialized percentage of courses in place. <u>MOV</u> Need assessment report for	No funds for the programme	Utilise World Bank support which provides scope for provincial governments to benefit from the programme

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		faculty development. Training workshop reports along attendance sheets. Official letter from HE deptt for establishing PDSS in BACT. Notification letter tenure track system. Official letter from HE Deptt for Nominated professionals from Universities as visiting faculty.		
	Assessment processes strengthened by June 2013	<u>OVI</u> Developed and initiated standardised assessment processes. Faculty trained on assessments. Awareness campaigns designed and implemented against cheating in	No internal capacity to undertake the task	Use external support from other universities nationally and internationally

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		Examinations. MOV Approved officially standards for assessment processes. Training reports and attendance sheets. Campaign reports.		
	BACT strengthened as a professional development institute by June 2013	OVI Capacity assessment of BACT conducted (to take role of faculty development). Designed and implemented (phase wise) CD plan for BACT. MOV Capacity assessment report. Report for Implementation of CD plan.		
	Expand field presence of Directorate by	OVI Divisional directorates for		

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
	setting up divisional directorates	colleges notified MOV Official notification		
Revamp governance and management structure	DOC capacitated to manage higher education programmes by June 2013	OVI Conducted Need based assessment of DOC to meet future needs. Capacity development plan for DOC prepared and approved. Implemented CD Plan. MOV Need based assessment report. Approved Official letter for DOC CD plan. Notification for implementation plan.	Resistance to changes in DOC by internal staff and college teachers association	Include DOC staff and college teachers association in the reform process discussions etc.

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
	Meritocratic decisions in higher education institutions in place by June 2013	OVI Feedback on merit from students and teachers. Mutually developed code of conduct. MOV Feedback report Draft of code of conduct.	Resistance from student wings of political parties active in the educational institutions	Debates, workshops, seminars held regarding student politics with political party's leaders
	HEC standards applied in colleges through provincial oversight body by June 2013	OVI Established a provincial HE standards body with linkages to HEC. Provincial standards developed in consultation with HEC. Disseminated the developed standards among all provincial institutions (public & private).		

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		Developed strategies for institutions to transit effectively the new standards. Monitoring mechanism in place to monitor implementation of new standards. <u>MOV</u> Notification of Deptt HE for new standards. Notified standards Dissemination reports and feedback from public & private institutions. Monitoring reports.		
Improve employability of graduates	Research conducted on an ongoing basis to evaluate market opportunities from 2013-2016	<u>OVI</u> Funds allocated to BACT to conduct research on market opportunities. Market research report	Lack of awareness on the need	Seminars on employability headed by the Education Minister and Secretary Higher Education.

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		disseminated among parents, students and chamber of commerce through various tools. <u>MOV</u> Release of budget for from DOF for market research. Finding Report on market research. Website, broachers, pamphlets.		
	Provincial Chamber of commerce and industries involved in higher education by June 2013	<u>OVI</u> Members of provincial & federal chambers included in curriculum development for HE. Students' guidance centres established through assistance of chambers.	Weak linkages between government and chambers	Messages and regular meetings by Minister of Education Secretaries of higher and school education

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		Identified internship chances for students jointly with chambers. <u>MOV</u> Notified members list from chambers. Notification for Approval of establishing student centres. MOU signed b/w chambers and secretariat of HE.		
	English language proficiency as per higher education and professional needs by June 2013	<u>OVI</u> Established separate English language support classes for students with low proficiency. Teachers trained in English as a second language teaching Language laboratories established in selected colleges(selected for 4 years)	.	

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		MOV Training reports. SNE approved for language classes/centres in colleges(selected for 4 year programme.)		

Annex 1.5: Alternate Learning Pathways

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
Institutionalization of Youth/Adult literacy (YAL) and Alternate Learning Paths (ALP) Programme in the Province	Policy framework for ALP and YAL programs formulated and implemented by June 2014	OVI Team of experts formulated to develop minimum standards of ALP and YAL Standards developed for ALP and YAL aligned with national curriculum **Policies framed for**; a- ALP graduates equivalence b- Provided second chance for dropout adolescents after completing their primary education c-ALP aligned with 25 A	ALP and Youth Literacy a low priority area	Seminars on the need for ALP and youth literacy headed by Education Minister and Chief Minister
		Developmental incentives introduced for communities showing improvement in literacy		

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		MOV Team of experts notified Notification by GoB for development of standards Policies notified Visit reports , project reports		
	Institutional arrangements in place by Dec 2012	OVI Standing committee on ALP & YAL formulated in Provincial Assembly. Supervisory Council on ALP & YAL formulated. Restructuring plan of Directorates of ALP & YAL developed and approved. Divisional Directorate of ALP		

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		& YAL established. Summary for new posts in Directorate of ALP & YAL approved. Approved services rules for new posts <u>MOV</u> Notification letter of standing committee. Notification of supervisory council. Approval letter for restructuring of directorate of ALP and YAL. Physical monitoring of established divisional		

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		directorate. Official letter of approved new posts in directorate of ALP & YAL. Official letter of approved service rules.		
	Increase awareness for ALP among stakeholders by Dec 2013	<u>OVI</u> Advocacy campaigns conducted to raise awareness on importance of ALP & YAL. Linkages and coordination developed with Finance department for initial budgetary support. Regular budget releases for ALP & YAL to Directorate of ALP & YAL by GoB(Finance Deptt)		

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		Coordination with P&D for allocation in PSDP. <u>MOV</u> Awareness campaign reports, seminar reports. Meeting minutes of Finance department and Social Welfare Department. Budget books, PSDP 2013 book.		
	Increasing awareness among communities on ALP and YAL by Dec 2013	<u>OVI</u> Awareness material developed. Staff trained on awareness techniques.		

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		Launched awareness campaign. Conducted meetings with PTSMCs. Government of Balochistan included in annual budget 2% of total budget for ALP & YAL <u>MOV</u> Physical observation of Awareness material present in Directorate of ALP & YAL. List of trained staff along training venues monitoring reports Newspaper cuttings, wall		

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		chalking. PTSMCs meeting minutes. Annual budget books and PSDP books.		
Review and development of Teaching/Learning Material	Availability of Need Based teaching/learning material by Dec 2012	<u>OVI</u> Collected existing teaching/learning material on ALP & YAL. Formulated team of experts for review of existing teaching/learning material. Developed and approved new material in the light of recommendation of experts after review of existing material.		

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		Approved material as per notified standards. <u>MOV</u> Meeting minutes of review of existing material. Notification for formulation of team of experts. Official approval letter for new material by competent authority. Notification for approval of new material.		
Increase /expand the literacy rate of the Province by introducing YAL & ALP programmes	Increasing literacy rate by 20% of illiterate population by introducing YAL &	<u>OVI</u> Baseline survey conducted identifying illiterates of all		

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
	ALP programmes through the planning years i.e. 2013-2018	age groups. Established 3000 YAL centres on gender parity basis. Hired YAL teachers. Capacity developed of hired teachers for YAL. Assessment of learning and certification of literacy graduates in place. <u>MOV</u> Baseline reports. Physical monitoring of		

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		established 3000 YAL centres. Appointment orders of hired YAL teachers. Training reports of hired YAL teachers.		
	Increase 20% Access for out of school adolescents by establishing NFBE centres by July 2013	<u>OVI</u> Baseline survey conducted to identify adolescents dropped out of schools in Balochistan. Established 1500 ALP centres. Appointment of new ALP teachers for 1500 centres. Training curriculum developed for ALP teachers.		

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		Enhanced capacity of newly appointed teachers for ALP. Assessed and certified ALP graduates. Notified mainstreaming of graduates of ALP in formal education system. <u>MOV</u> Baseline survey reports. Physical monitoring of established 1500 ALP centres. Official Appointment orders of ALP teachers. Training curriculum guide/book.		

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		Capacity building reports of ALP teachers. Accreditation certificates by competent authority. BEMIS report reflecting ALP graduates.		
Monitoring & Assessment	Improved learning outcomes for ALP & YAL Programmes by Dec 2012	<u>OVI</u> Committee of experts reviewed Assessment techniques. Monitoring tools developed. Strong linkages developed with ED for monitoring and assessment. <u>MOV</u> Official Notification for		

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		constituting committee of experts to review assessment techniques. Notification of approved monitoring tools. Meeting minutes record with ED.		
	Monitoring and Assessment	<u>OVI</u> Monitoring teams capacity built on assessment techniques. Approved implementation plan for sustainable monitoring& assessment programme.		

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		MOV Capacity building reports. Notification for approval of monitoring and assessment programmes.		
	Management of YAL and ALP Database on regular basis for planning years	OVI Approved and Established MIS. Monitoring and assessment results on regular basis updating in MIS. Regularly dissemination of information MOV Official notification for establishment of MIS.		

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		MIS report. Dispatch registers.		
Establishment of institute for capacity building of ALP and YAL teachers	Establishment of training institute for YAL and ALP staff by Dec 2012	<u>OVI</u> Developed and approved PC-1. Established training institutes. Teachers training curriculum for ALP and YAL developed and approved. Master trainers prepared and available. Conducted training of ALP and YAL teachers.		

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		<u>MOV</u> PC approved. Physical observation of training institute building. Notification for approved curriculum for ALP & YAL. Training reports.		

Annex 2: Implementation Matrices

Annex 2.1 : Quality Education

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
Curriculum disseminated to all key stakeholders by	Dissemination plan developed	Team set up for preparation of dissemination plan	*Minimal Cost*	**x**					BOC/DOS/DOC

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
December 2015		Plan prepared	*Minimal Cost*	**x**					BOC/DOS/DOC
		Approval of plan by the competent authority	*Minimal Cost*	**x**					BOC/DOS/DOC
	Dissemination tools prepared	Website set up	*Minimal Cost*		**x**				BOC
		Tools for district level dissemination prepared	1.00	**X** **1.00**					BOC/DOS/DOC
		Tools for dissemination through media prepared	9.00	**x** **3.00**	**x** **6.00**				BOC
	Dissemination process implemented	Website set up			**x**				BOC
		District seminars conducted	153.00		**x** **51.00**	**x** **51.00**	**x** **51.00**		BOC/DOS/DOC
		Printing of Curriculum (teacher wise/ school wise)	315.00	**x**	**x**				BoC

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
		[private/public]			**315.00**				
		Translation of 20 Curricula	1.20	**x** **1.20**					BoC
		Printing of Translated Curricula	280.00		**x** **280.00**				
		Posters and other packages for schools implemented	80.00		**x** **26.67**	**x** **26.67**	**x** **26.67**		BOC/DOS/DOC
National Textbooks and Learning Materials Policy revised and adopted as per provincial needs by December 2012	Amended textbooks and LM policy adopted	Form committee for review of textbooks policy.	2.70	**x** **2.70**					BTBB
		Revised policy submitted for approval of competent authority	*Minimal Cost*	**x**					BTBB

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
	Procedures for implementation of amended policy prepared	Form committee for preparation of procedures formed	*Minimal Cost*		**X**				BTBB/BOC
		Develop procedures in consultation with publishers	*Minimal Cost*		**X**				BTBB/BOC
		Notify procedures				**X**			BTBB
Standards for textbooks developed	Standards reviewed and developed for textbooks as a product in terms of learning value based on content, writing style,	Form committee consisting of officials of BTBB, BOC, PITE, DOS, DOC, BISE and PPIU	5.40		**X** **5.40**				BOC/BTBB
		Form sub-committees for levels and subjects	*Cost covered under above*		**X**				BOC/BTBB

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
	illustration, language relevant to age etc.	Expose the committee to various textbooks produced nationally and internationally for various levels and subjects	*Cost covered under above*		**X**	**X**			BOC/BTBB
		Receive feedback from teachers and students on strengths and weaknesses of current textbooks	*Cost covered under above*			**X**			BOC/BTBB
		Prepare standards for textbooks	*Cost covered under above*			**X**			BOC/BTBB
		Notify standards for textbooks	*Minimal Cost*			**X**			BOC/BTBB
	TORs for textbooks approval by BOC	Develop TORs for approval by BOC through consultations between BTBB and BOC	*Minimal Cost*		**X**				BOC/BTBB

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
	Standardized feedback mechanism on implemented textbooks	Collate annual feedback form teachers with the assistance of EFOs	1.80	**x** **0.36**	**x** **0.36**	**x** **0.36**	**x** **0.36**	**x** **0.36**	BTBB/DOS/DOC
		Field research on textbooks implemented every two years	3.60			**x** **1.80**		**1.80**	BTBB/PPIU
		Publish feedback in an Annual Report prepared for the purpose	*Minimal Cost*		**x**	**x**	**x**	**x**	BTBB/PPIU
Quality textbooks prepared on Curriculum 2006 implemented in all classes by 2016	Textbooks prepared for Phase I (1,6,9,11) by December 2013	Develop intermediate standards for textbooks development by the publishers for Phase I	*Low Cost*	**x**					BTBB/BOC
		Develop intermediate standards for	*Low Cost*						

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
		review by BTBB for Phase I							
		Develop intermediate standards for textbooks approval by BOC for Phase I	*Low Cost*	**x**					BTBB/BOC
		Notify review standards and SOPs	*Low Cost*	**x**					BTBB/BOC
		Form committees according to revised standards	*Low Cost*	**x**					BTBB/BOC
		Advertise for preparation of Phase I books	*Low Cost*	**x**					BTBB
		Review of manuscripts received by BTBB	*Low Cost*	**x**					BTBB
		Approval of selected textbook by BOC	*Low Cost*	**x**					BOC

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
	Textbooks prepared for Phase II by December 2014	Advertise for preparation of Phase II books	*Minimal Cost*		x				BTBB
		Review of manuscripts received by BTBB	*Minimal Cost*		x				BTBB
		Approval of selected textbook by BOC	*Minimal Cost*		x				BOC
	Textbooks prepared for Phase III by December 2015	Advertise for preparation of Phase III books	*Minimal Cost*			x			BTBB
		Review of manuscripts received by BTBB	*Minimal Cost*				X		BTBB
		Approval of selected textbook by BOC	*Minimal Cost*				X		BOC
Provincial capacity to develop quality textbooks enhanced	Capacity Development of BTBB as a regulator of textbook quality by	Assess current capacity of BTBB	8.75	x **2.92**	x **5.83**				BTBB/PPIU
		Develop capacity development plan for BTBB	Cost cover under the above	x					BTBB/PPIU

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
	December 2016		assessment cost						
		Implement Phase I of CD Plan	*Cost to be determined by CD Plan*		**x**				BTBB/PPIU
		Implement Phase II of CD Plan	*Cost to be determined by CD Plan*			**x**			BTBB/PPIU
		Implement Phase III of CD Plan	*Cost to be determined by CD Plan*				**x**		BTBB/PPIU
	Local publishing capacity improved to requisite standards by June 2017	Assess current publishing capacity	2.70		**x** **2.70**				BTBB/PPIU
		Prepare training modules and plan for publishing professionals (authors, editors, illustrators etc.)	Part of the above assessment cost	**x**					BTBB
		Implement training plan for publishing	*Cost to be determined by the*		**x**	**x**	**x**		BTBB

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
		professionals	*Capacity Assessment*						
	Courses on textbooks taught in pre-service teacher education	Introduce courses on textbooks as prescribed in the HEC curriculum	*Minimal Cost*	**X**					BOC
		Train faculty on textbooks courses as part of faculty development process	*To be included in the cost of the faculty developmet program*		**x**	**x**	**x**	**x**	BOC/PITE
		Utilise textbook professionals as visiting faculty till 2015	*Minimal Cost*	**x**	**x**	**x**			BOC/BTBB
Teachers trained and supported in applying the new curricula	Continuous professional development programme based on curriculum developed and	Conduct teachers' baseline competencies study	10.50	**x** **3.50**	**x** **7.00**				PITE/PPIU
		Prepare professional development plan	1.80		**x**				PITE

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
	implemented	for five years			**1.80**				
		Develop curriculum based teacher training modules	20.00		**x** **10.00**	**x** **10.00**			PITE
		Prepare training plan	*Cost to be determined as per professional development plan*		**x**				PITE
		Implement phase wise training	*Cost to be determined as per professional development plan*		**x**	**x**	**x**	**x**	PITE
		Review guides prepare by DSD Punjab	*Minimal Cost*						PITE/BTBB/DOC/DOS
	Preparation of teachers' guides based on curriculum	Reprint Cost of the guide	420.00	**x**	**x** **420.00**				BTBB

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
	2006	Adapt as per local needs			x				PITE/BTBB/DOC/DOS
		Distribute teachers' guides to schools	3.00		x **3.00**				DOC/DOS
		Monitor use of teachers' guides in the classrooms			x	x	x	X	DOC/DOS
		Obtain feedback on implementation				x	x	X	DOC/DOS
	100% teachers receive at least one training under the CPD by December 2017	Develop database for teachers	*Covered under BEMIS CD plan*		x				PITE/BEMIS
		Use database to select teachers for training			X				PITE/DOS/DOC
		Update database on ongoing basis			x	X	x	x	PITE/BEMIS
Provincial capacity for in service teacher	Capacity Development of PITE as a	Assess current capacity of PITE	15.75	x	x				PPIU/PITE

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
professional development enhanced	professional development institute improved as per requisite standards by December 2016			**5.25**	**10.50**				
		Prepare capacity development plan for PITE	15.75		**x**				PPIU/PITE
					15.75				
		Implement Phase I of CD Plan	*Cost to be determined by CD Plan*		**x**				PPIU/PITE
		Implement Phase II of CD Plan	*Cost to be determined by CD Plan*			**x**			PPIU/PITE
		Implement Phase III of CD Plan	*Cost to be determined by CD Plan*				**x**		PPIU/PITE
Improve quality of Pre-service teacher education	Development of standards for pre-service teacher education by December 2015	Review standards developed by Pre-step/NACTE	26.25	**x**	**x** **26.25**				BOC
		Adapt the standards to Balochistan			**x**				BOC
		Obtain approval of standards from competent			**x**				BOC

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
		authority							
		Prepare a monitoring and evaluation process to ensure implementation of standards			**x**				BOC
		Implement standards			**x**	**x**	**x**	**x**	BOC
	Current courses for pre-service replaced by ADE and 4 year B.Ed	Select four GCEs for conversion		**x**					BOC
		Develop a transition plan for the 4 colleges	5.40		**x** **5.40**				BOC
		Implement transition plan	*Cost to be determined under Transition plan*		**x**	**x**	**x**	**x**	BOC

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
	Faculty development of pre-service teacher education institutions	Undertake a study to identify current competency gaps in faculty	50.00		x **25.00**	x **25.00**			PPIU/BOC
		Prepare faculty development plan in view of the study	*Cost to be determined on the basis of study*		**X**				PPIU/BOC
		Develop faculty selection standards	*Minimal Cost*		**X**				BOC
		Develop career structure for pre-service faculty	*Minimal Cost*		**X**	**X**			BOC/PPIU
	Regulatory mechanism set up for private sector pre-service institutions	Form committee to develop regulatory mechanism in consultation with the private sector providers	17.50		x **8.75**	x **8.75**			BOC/DOC

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
		Prepare training system to assist private sector to comply with notified standards	*Part of the DoS capacity development plan*		**X**				BOC/DOC
		Prepare plan to ensure compliance of private sector with notified standards	*Part of the DoS capacity development plan*		**X**				BOC/DOC
		Implement monitoring and feedback mechanism on standards of private and public sector institutions				**X**	**X**	**X**	BOC
Develop provincial capacity for review of curriculum	Development of curriculum review standards by June 2013	Form a committee to develop standards for curriculum, curriculum review processes,	5.40	**X** **1.80**	**x** **3.60**				BOC/PPIU

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
		reviewers and developers							
		Notify standards			**X**				BOC
		Develop a training plan for reviewers and developers			**X**	**X**	**X**	**X**	
	Capacity development of BOC for curriculum review and management of CIF by December 2016	Assess current capacity of BOC	7.20	**X** **7.20**					PPIU/BOC
		Prepare capacity development plan for BOC		**X**					PPIU/BOC
		Implement Phase I of CD Plan	*Cost to be determined by CD Plan*		**X**				PPIU/BOC
		Implement Phase II of CD Plan	*Cost to be determined by CD Plan*			**X**			PPIU/BOC
		Implement Phase III of CD Plan	*Cost to be determined by CD Plan*				**X**		PPIU/BOC

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
In school assessment processes based on curriculum and tests critical analytical ability	60% internal assessments based on curriculum	Training modules on curriculum based quality assessment developed	*Cost included in CPD Plan*		**X**				PITE/BOC
		Establish and implement feedback mechanism	*Cost included in CPD Plan*		**X**				PITE/BOC
		Train teachers on curriculum based assessment as part of CPD	*Cost included in CPD Plan*		**X**	**X**	**X**	**X**	PITE/BOC
	Courses on assessment taught in pre-service teacher education	Introduce courses on assessments as prescribed in the HEC curriculum	*Minimal Cost*	**X**					BOC
		Train faculty on assessment courses	As per faculty development program		**X**	**X**	**X**	**X**	BOC

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
		Utilize external professionals as visiting faculty till 2015	*Minimal Cost*	**X**	**X**	**X**			BOC
Function of PEACE as a diagnostic assessment body revived and institutionalized	Scope of PEACE reviewed	Review the scope of PEACE		**X**					PPIU/BOC
	Capacity assessment of PEACE conducted	Assess capacity of PEACE to undertake regular diagnostic assessments and ensure feedback into the system to improve service delivery	15.75		**X** **5.25**	**x** **10.50**			PPIU/BOC
	Capacity development plan prepared	Prepare capacity development plan for PEACE				**X**	**X**	**X**	PPIU/BOC
		Implement Phase I of CD Plan	*Cost to be determined by CD Plan*						
		Implement Phase II of CD Plan	*Cost to be determined by CD Plan*						

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
		Implement Phase III of CD Plan	*Cost to be determined by CD Plan*						
BISE conducts credible standardized examinations as per curriculum by 2016	Development of standards for examinations papers, conduct and assessment	Review current standards	26.25	**X** **8.75**	**X** **17.50**				PPIU/BISE
		Develop standards for examination papers, conduct and examiners	*Cost covered under review of standatds*		**X**				BISE
		Notify standards	No Cost		**X**				BISE
	Train and certify examiners on curriculum based assessments	Develop training modules on curriculum based assessments	7.88		**X** **7.88**				BISE/BOC
		Train examiners	12.00			**X**	**X**	**X**	BISE/BOC
						4.00	**4.00**	**4.00**	
		Develop a certification process for qualification as examiner	*Cost covered under Review and development of standards*			**X**			BISE/BOC

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
	Create political and social support for eradication of cheating in public examinations	Develop an awareness campaign against cheating in examinations	*1.80*	**X** **1.80**					PPIU/BISE/DOS/DOC
		Implement awareness plan			**X**	**X**	**X**	**X**	PPIU/BISE/DOS/DOC
Provincial capacity to develop quality examinations as per curriculum, enhanced	Capacity Development of BISE by December 2016	Assess current capacity of BISE	*8.75*		**x** **4.38**	**x** **4.38**			PPIU/BISE
		Develop capacity development plan for BISE	*Cost cover under Assessment Cost*	**X**					PPIU/BISE
		Implement Phase I of CD Plan	*Cost to be determined by CD Plan*		**X**				PPIU/BISE
		Implement Phase II of CD Plan	*Cost to be determined by CD Plan*			**X**			PPIU/BISE
		Implement Phase III of CD Plan	*Cost to be determined by CD Plan*				**X**		PPIU/BISE

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
	Public examinations conducted by DOS based on curriculum and standardized	Set up a Balochistan Examination Commission under DOS to conduct examinations for grades 5 and 8 on an annual basis	10.50		x 3.50	x 3.50	x 3.50		PPIU/DOS
		Develop systems for development of papers and conduct of examinations	*Cost cover under above cost*						DOS/DOC
		Train and certify examiners	*Cost cover under above cost*						DOS/DOC
		Prepare feedback for teachers and PITE on the basis of the examinations conducted.	*Cost cover under above cost*						DOS/DOC

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
Development of learner friendly school environment	School building specifications revised by December 2013	Form a committee of teachers and EFOs to assess current school specifications for each district	0.30	**X** **0.15**	**X** **0.15**				DOS/DOC
		Revise standards in the light of findings of the committee	No Cost		**X**				DOS/DOC
		Notify new standards	No Cost		**X**				DOS/DOC
	Missing facilities replenished in existing schools by June 2017	Prepare plan for replenishment of missing facilities based on BEMIS data	No Cost (plan developed as per BEMIS Data)		**X**				DOS/DOC
		Implement the plan phase wise	1800.00		**X** **450.00**	**X** **450.00**	**X** **450.00**	**X** **450.00**	DOS/DOC
		Monitor progress of implementation			**X**	**X**	**X**	**X**	DOS/DOC

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
	Awareness campaign against corporal punishment and child abuse prepared and conducted	Conduct a study to create a baseline on prevalence of, and attitude towards, corporal punishment and child abuse	2.70	**x** **1.35**	**X** **1.35**				PPIU/DOS/DOC
		Develop an awareness and advocacy campaign on the basis of the baseline	will be costed on the basis of study		**X**				PPIU/DOS/DOC
		Implement the awareness and advocacy campaign	*Part of the above consultancy will reflect design*		**X**	**X**	**X**	**X**	PPIU/DOS/DOC
		Review impact through follow up study on prevalence of corporal punishment	*Mechanizm to be prepared as part fo the study*					**X**	PPIU/DOS/DOC

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
	Functional libraries and laboratories in all middle and secondary schools	Review current functionality through a detailed study and data collection	3.60		x **3.60**				PPIU/DOS/DOC
		Develop a plan for enhanced functionality and usage	*Based on the Review study*		**X**				PPIU/DOS/DOC
		Include library and laboratory use as an indicator in BEMIS database	*As per BEMIS CD Plan*			**X**			PPIU/DOS/DOC
	Friendly classroom concepts included in CPD modules by October 2013	Training modules on friendly classroom prepared	*Cost to be covered under CPD plan*	**X**					PITE/DOS
		Train teachers on friendly classroom concepts as part of CPD	*Cost to be covered under CPD plan*		**X**	**X**	**X**	**X**	PITE/DOS/BACT

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
	Co-curricular activities revived	Assess state of co-curricular activities in schools	2.70		**X** **2.70**				PPIU/DOS
		Prepare a plan for revival of co-curricular activities in schools				**X**			PPIU/DOS
		Develop a separate section in the DOS for overseeing development and implementation of annual co-curricular activities plans	*BEMIS to document in the data*			**X**			PPIU/DOS
Preparation and implementation of a school language policy conducive to learning and	Review current school language policy in the light of learning needs of the students ,	Conduct a school language study	14.00		**x** **7.00**	**x** **7.00**			PPIU/BOC
		Revise policy in the light of findings			**x**	**x**			PPIU/BOC

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
social mobility	current capacity of teachers	Prepare an implementation plan for the policy				**x**			PPIU/BOC
		Implement the plan phase wise					**x**	**x**	BOC
	English and Urdu language syllabi for grades 9-12 revised to shift away from literature heavy courses to language teaching	Form committee to review current syllabi	Low/No Cost (formation of committee and could be done on immediate basis)	**X**	**X**				BOC/DOS/DOC
		Develop new syllabi in the light of the committee's findings			**X**				BOC/DOS/DOC
		Publish new textbooks for Urdu and English for grades 9-12	Covered under the phase III of text book printing			**X**	**X**	**X**	BOC/BTBB

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
Strengthen capacity of the education sector in mother tongues teaching	Mother tongue subjects taught as optional subject from middle to higher secondary levels	Evaluate capacity needs for teaching mother tongues in middle and secondary schools as an optional subject	2.70		**X** **1.35**	**x** **1.35**			PPIU/DOS/DOC/BACT
		Prepare training needs and recruitment plan	*as per study*		**X**				PPIU/DOS/DOC/BACT
		Develop textbooks on mother tongue teaching	*as per study*			**X**	**X**	**X**	BTBBB/DOS
	Promote local languages through setting up of a local languages academy	Form committee to prepare concept paper on languages academy	*as per study*	**X**					PPIU
		Prepare PC 1 for approval	*as per study*		**X**				PPIU

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
Improve outcomes of school education for all children	Review current policies and approaches to improve outcomes	Conduct a tracer study to catalogue school outcomes for graduates and drop outs	15.75		**X** **5.25**	**x** **5.25**	**x** **5.25**		PPIU
		Present findings to political leadership, society and education sector professionals	*Minimal Cost*		**X**	**X**			PPIU
		Review policy and approaches in the light of findings and recommendations	*Minimal Cost*				**X**	**X**	PPIU
		Include employers from government and the private sector in development of curriculum, textbooks and assessments	*Minimal Cost*			**X**	**X**	**X**	PPIU/BOC/BTBB

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	

	Total	Year 1	Year 2	Year 3	Year 4	Year 5
in Millions (Pak Rs.)	3387.38	40.98	1739.91	609.55	540.78	456.16
in Billions (Pak Rs.)	3.39	0.04	1.74	0.61	0.54	0.46

Annex 2.1.1: Early Childhood Education

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
Institutionalise Early Childhood Education in Balochistan	Policy framework for ECE prepared and implemented	Develop minimum standards for ECE in line with the national curriculum on ECE	1.50		X				DOS/BOC
					1.50				
		Make ECE mandatory in all public and private schools with primary sections	No Cost	X					DOS
		Draft bye laws to ensure ECE in all BEF schools and private schools	No Cost		X				DOS/PPIU
		Develop a mechanism to monitor implementation of ECE in public and private schools	No Cost			X			DOS./PPIU
	Teachers trained for additional ECE classes	Develop course/scheme of studies for training of ECE teachers	2.00		X				BOC
					2.00				
		Introduce ECE courses for pre-service teacher education programmes	No Cost		X	X	X		BOC
		Develop Scheme ofStudies for in service training of teachers selected for ECE	No Cost		X	X	X		PITE/DOS
	Government provides funds for introduction	Allocate 5% of primary budget to ECE	No Cost	X	X	X			Sectt/DOF
		Amend budget books to	No Cost	X	X	X			Sectt/DOF

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
	of ECE in 30% primary schools	make ECE a separate line item							
Expand and improve service delivery of ECE	ECE as per National Curriculum on ECE introduced in 3600 ECE classes of the public sector	Identify 1800 primary schools with existing/available classrooms for introduction of ECE in phase I			X				DOS
		Identify 1800 primary schools for construction of new ECE classrooms				X			DOS
		Approve PC-1 for provision of additional classrooms				X			DOS
		Construct 3600 classrooms (Pakka)	0.00			X	X	X	DOS
			Cost reported in ECE(2) sheet			0.00	0.00	0.00	
		(Kacha Model)	0.00			0.00	0.00	0.00	
	Recruitment and professional development of education staff for all 3600 schools	Recruit and nominate 3600 teachers for ECE			X	X	X		DOS
			Cost reported in ECE(2) sheet		0.00	0.00	0.00		
		Recruit and appoint 3600 ayas	0.00		X	X	X		DOS
			Cost reported in ECE(2) sheet		0.00	0.00	0.00		
		Conduct TNA of recruited	0.60		X	X	X	X	DOS/PITE

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
		teachers *(TNA of 100 Teachers per year newly inducted teachers)*			0.15	0.15	0.15	0.15	
		Prepare teacher training material and include ECE teachers in the Continuous Professional Development framework	5.40		X	X			DOS/PITE
					2.70	2.70			
		Training of 3600 ECE teachers in ECE pedagogical and didactical skills			X	X	X	X	PITE
			Cost reported in ECE(2) sheet		0.00	0.00	0.00	0.00	
		Develop training package for all primary school teachers to learn ECE classrooms for children upto 8 years of age and include in CPD framework	5.00		X				PITE
					5.00				
		Organize teacher training programme for all primary school teachers of targeted schools on ECE	0.00		X	X	X	X	PITE/DOS
			Cost reported in ECE(2) sheet		0.00	0.00	0.00	0.00	
		Capacity building of education stakeholders (Ed. Dept, politicians, media, etc) to advocate for the inclusion of ECE at all			X	X	X	X	DOS/PPIU

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
		primary schools							
		PEACE develops standards and tools for continuous assessment of teacher performance and student learning and coordinates assessments with LCs/ADEOs	*Minimal Cost*		X		X		BOC/DOS
		LCs/ADEOs conduct periodic teacher and student assessments based on SLOs			X	X	X	X	DOS
	ECE material and development resources provided in all 3600 schools	Equip 1800 existing schools with conducive ECE development material			X	X	X		DOS
			Cost reported in ECE(2) sheet		0.00	0.00	0.00		
		Equip 1800 new schools with conducive ECE development material				X	X	X	DOS
			Cost reported in ECE(2) sheet			0.00	0.00	0.00	
Strengthening governance and ownership of ECE programmes	Community and parental participation ensured in ECE	Expand PTSMCs TORs to include coverage of ECE			X				DOS
		Develop training packages+D13 for capacity building of PTSMCs in the context of ECE			X				DOS/PITE

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
		Conduct training for capacity building of PTSMCs members to assist, mentor & monitor ECE activities in the Schools.			X	X	X		DOS/PITE
		Mobilize communities through corner meetings, seminars, print media & electronic media			X	X	X	X	DOS
	Increased ownership and capacity of EFOs on ECE	Conduct dialogues, seminars and workshops with education managers	0.60		X	X	X		DOS
					0.20	0.20	0.20		
		Conduct training for education field officials on mentoring & monitoring of ECE services in the targeted schools.			X	X	X		DOS
Social health and nutrition services for ECE children	Committee formulated with the membership of Education, Health and P & D department at provincial level with the sub-set at district level by Mar 2013; quarterly	Formulate committee with the membership of Education, Health and P & D department at provincial level with the sub-set at district level by March 2013 and hold quarterly	*Minimal Cost*		X				DOS/DOH

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
	Meetings held.								
	Agreement drafted for provision of basic health services to ECE children	Draft an agreement between education and health department to ascertain the provision of basic health services to children enrolled in ECE classrooms			X				DOS/DOH
	Health and nutrition of ECE children improved as a result of SHN services.	Deliver regular SHN services such as immunization, polio and de-worming drives, hand washing and hygiene campaigns			X	X	X	X	DOS/DOH
ECE support and monitoring	200 EFOs trained in monitoring and mentoring of ECE teachers	Conduct training for education field officials on mentoring and monitoring of ECE services in targeted schools	Cover under In-Service Training		X	X	X		DOS
Action research and advocacy for ECE	Standards and tools for conducting baseline designed and approved.	Conduct baseline studies to map out the bench mark.			X				DOS/PPIU
	Impact study	Conduct impact studies to	1.20			X		X	DOS/PPIU

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
	conducted	ensure the validity and effectiveness of ECE efforts in the schools.							
						0.60		0.60	
	Results disseminated	Use action research and impact studies to inform advocacy.			X	X	X	X	DOS/PPIU

	Total	Year 1	Year 2	Year 3	Year 4	Year 5
Cost in Billions (Pak Rs.)	0.02	0.00	0.01	0.00	0.00	0.00
ECE Model with Pakka construction	0.02	**0.00**	**0.01**	**0.00**	**0.00**	**0.00**
ECE Model with Kacha construction	0.02	0.00	0.01	0.00	0.00	0.00
Cost of Pakka Construction	0.00	0.00	0.00	0.00	0.00	0.00
Cost of Kacha Construction	0.00	0.00	0.00	0.00	0.00	0.00
Salary cost of Teacher and Aya's	0.00	0.00	0.00	0.00	0.00	0.00
Material Cost	0.00	0.00	0.00	0.00	0.00	0.00
Training of Teachers	0.01	0.00	0.01	0.00	0.00	0.00
Other capacity building costs (sys Streg)	0.01	0.00	0.00	0.00	0.00	0.00

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
		Total Cost of ECE **(Non-Scale Factor)**	0.02	0.00	0.01	0.00	0.00	0.00	

Annex 2.2: Access and Equity

Purpose	Results	Activities	Cost (In Million Pak Rs.)	Timeframe					Responsibility
				2013-14	2014-15	2015-16	2016-17	2017-18	
Provision of boys and girls schools in every tehsil	4000 new primary schools established and equipped on the community model by June 2017	Train EFOs on community schools model	3.00	**X** **3.00**	**X** **0.00**	**0.00**	**0.00**	**0.00**	DOS/PPIU
		Develop a criterion for selection of site for primary schools establishment			**X**				DOS
		Identify locations with no primary schools through EFOs	7.50	**X** **1.13**	**X** **1.50**	**X** **1.88**	**X** **1.88**	**X** **1.13**	DOS/PPIU
		Prepare phase wise implementation plan	1.50	**X** **1.50**					DOS
		Implement the plan phase wise	**Cost reported in Primary(2) sheet**			**X**	**X**	**X**	DOS
		Regular Model	0.00	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	
		Community Model	0.00	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	
	Appointment of teachers in phased manner	Prepare a flexible qualification criteria		**X**					DOS

Purpose	Results	Activities	Cost (In Million Pak Rs.)	Timeframe					Responsibility
				2013-14	2014-15	2015-16	2016-17	2017-18	
	by June 2015								
		Recruit local teachers as per availability	**Cost reported in Primary(2) sheet**	**X**	**X**	**X**	**X**	**X**	DOS
		Teachers as per Regular Model	0.00	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	
		Teacher as per Community Model	0.00	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	
		Train recruited teachers	0.00		**X**				DOS/PITE
			Cost reported in Primary(2) sheet	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	
		Deploy trained teachers in schools				**X**	**X**	**X**	DOS
Remove school availability bottlenecks at middle and secondary level	Up gradation of 1600(800) primary schools to middle level	Develop a criterion for prioritized selection of primary school for up-gradation		**X**					DOS
		Prepare an up-gradation plan in consultation with EFOs		**X**	**X**				DOS
		Implement the plan	**Cost**	**X**	**X**	**X**	**X**	**X**	DOS

Purpose	Results	Activities	Cost (In Million Pak Rs.)	Timeframe					Responsibility
				2013-14	2014-15	2015-16	2016-17	2017-18	
		in phases	**reported in Middle(2) sheet**						
		Recurimtent of Teachers	0.00	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	
		Infrastructure Cost	0.00	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	
	Up gradation of 100 middle schools to secondary level	Develop a criterion for prioritized selection of middle school for up-gradation		**X**					DOS
		Prepare an up-gradation plan in consultation with EFOs		**X**	**X**				DOS
		Implement the plan in phases	**Cost reported in High(2) sheet**		**X**	**X**	**X**	**X**	DOS
		Recurimtent of Teachers	0.00	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	
		Infrastructure Cost	0.00	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	
Increased utilization of existing schools	Rationalization of teachers student ratio at school level	Conduct a survey of teacher deployment in school		**X**	**X**				DOS
		Develop a strategy for rationalized deployment			**X**				DOS

Purpose	Results	Activities	Cost (In Million Pak Rs.)	Timeframe					Responsibility
				2013-14	2014-15	2015-16	2016-17	2017-18	
		Prepare and implement rationalization plan			**X**	**X**	**X**	**X**	DOS
	Awareness campaign launched in districts with underutilized institutions	Prepare an awareness campaign in consultation with local PTSMCs	307.50	**X**	**X**				DOS
		Formation of PTSMCs		**153.75**	**153.75**				
		Implement awareness campaign with assistance of PTSMCs			**X**	**X**	**X**	**X**	DOS
Increase number of 5 room primary schools	15% of 2 room and 10% of one room primary schools upgraded to 5 room schools	Plan prepared for expansion		**x**					DOS
		Plan implemented	0.00		**x**	**x**	**x**	**x**	DOS
			Cost reported in Primary(2) sheet	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	
Reduce economic and social barriers to school entry and	Stipend programme for girls initiated for middle schools in 10 poorest	Study stipend programmes implemented in Sindh and Punjab	1.80	**X** **1.80**					PPIU/DOS

Purpose	Results	Activities	Cost (In Million Pak Rs.)	Timeframe					Responsibility
				2013-14	2014-15	2015-16	2016-17	2017-18	
continuation	districts	Prepare stipend delivery plan			**X**				PPIU/DOS
		Implement stipend delivery plan			**X**	**X**	**X**	**X**	PPIU/DOS
		Create awareness on the programme through PTSMCs	16.30		**X** **16.30**	**X**	**X**	**X**	PPIU/DOS
		Undertake study on impact of the programme *(Prepare Indicators)*						**X**	PPIU/DOS
	Provision of one school meal in primary schools.	Prepare school meal plan in consultation with WFP	1.80	**x**	**X** **1.80**				PPIU/DOS
		Agree on a prioritization criteria			**X**				PPIU/DOS
		Prepare an oversight and implementation plan			**X**				PPIU/DOS
		Implement in primary schools			**X**	**X**	**X**	**X**	PPIU/DOS
	Awareness campaign on girls' education	Prepare an awareness campaign targeted		**X**					PPIU/DOS

Purpose	Results	Activities	Cost (In Million Pak Rs.)	Timeframe					Responsibility
				2013-14	2014-15	2015-16	2016-17	2017-18	
		at districts with lowest GPI							
		Implement the awareness campaign			**X**				PPIU/DOS
		Develop a feedback mechanism			**X**	**X**	**X**	**X**	PPIU/DOS
Re-entry of out of school children in the mainstream through a strengthened NFE	Strengthen linkages between NFE programmes and DOS	Form a committee consisting of officials from NEF, Directorate of NFE and DOS on establishing linkages		**X**					PPIU/DOS/DOL
		Prepare Rules on linkages that will allow students to be mainstreamed into regular schools			**X**				PPIU/DOS/DOL
		Develop a shared database of NFE enrolled students				**X**			DOS/DOL/NEF
	30 NFE Community schools for middle and	Conduct survey to identify areas with high need	0.60		**X** **0.60**				PPIU/DOL

Purpose	Results	Activities	Cost (In Million Pak Rs.)	Timeframe					Responsibility
				2013-14	2014-15	2015-16	2016-17	2017-18	
	secondary mainstreaming established under the Directorate of Literacy and NFE by June 2015	Prepare plan for establishment of 30 NFE schools			**X**				DOL
		Develop PC 1 for establishment of 30 NFE schools			**X**				DOL
		Construct NFE schools in 3 phases:			**X**	**X**	**X**	**X**	DOL
		Infrastructure Cost	60.00	**0.00**	**10.00**	**30.00**	**20.00**	**0.00**	
		Teachers Salary	27.03	**0.00**	**1.44**	**5.90**	**9.37**	**10.31**	
		Solicit recurrent budget for NFE in the provincial budget							PPIU/DOL
Capacity enhancement of DOS to manage education reform	Capacity development plan for DOS prepared and implemented	Capacity Assessment of DOS system	21.00	**X** **10.50**	**X** **10.50**				PPIU/DOS
		Preparation of a capacity development plan		**X**	**X**				PPIU/DOS
		Phase wise implementation of CD plan			**X**	**X**	**X**	**X**	PPIU/DOS
			in Billions						

Purpose	Results	Activities	Cost (In Million Pak Rs.)	Timeframe					Responsibility
				2013-14	2014-15	2015-16	2016-17	2017-18	
			Total	Y1	Y2	Y3	Y4	Y5	
		Regular Model **(Now NON-Scale Factor)**	0.45	0.17	0.20	0.04	0.03	0.01	
		Community Model	0.45	0.17	0.20	0.04	0.03	0.01	
		Savings	0.00	0.00	0.00	0.00	0.00	0.00	
		Recurrent:							
		Regular Model	0.03	0.00	0.00	0.01	0.01	0.01	
		Community Model	0.03	0.00	0.00	0.01	0.01	0.01	
		Non Development: (excluding recurrent and development cost which is assumed as construction and material)							
		Regular Model	0.36	0.17	0.18	0.00	0.00	0.00	
		Community Model **(System Strengthening)**	0.36	0.17	0.18	0.00	0.00	0.00	
		Development Cost: (construction + Material [70:30])							
		Regular Model	0.06	0.00	0.01	0.03	0.02	0.00	
		Community Model	0.06	0.00	0.01	0.03	0.02	0.00	
		Total Cost with Community Model (in Billions Pak Rs.)	0.45	0.17	0.20	0.04	0.03	0.01	

Purpose	Results	Activities	Cost (In Million Pak Rs.)	Timeframe					Responsibility
				2013-14	2014-15	2015-16	2016-17	2017-18	
		Non-Scale Factors							

Annex 2.2.1: Inclusive Education

Purpose	Results	Activities	Cost (In Million Pak Rs.)	Timeframe					Responsibility
				2013-14	2014-15	2015-16	2016-17	2017-18	
Promote inclusive school education in Balochistan	Senior education managers, Education Field Officers (EFOs) and head teachers have understanding and ownership of inclusive education	Prepare plan for awareness	Minimal Cost	**X**					DOE/PPIU
		Conduct seminars and workshops	1.50	**X**	**X**				
				0.75	**0.75**				
		Feedback from attendees of the awareness process	Minimal Cost			**X**			
	Pre-service teacher education to include 'inclusive education'	Review courses in pre-service education	Cost to be covered under Quality Education Budget	**X**					DOE/BOC

Purpose	Results	Activities	Cost (In Million Pak Rs.)	Timeframe					Responsibility
				2013-14	2014-15	2015-16	2016-17	2017-18	
	concepts	Introduce compulsory courses on 'inclusive education'	Cost to be covered under BoC and Other Budgets		X				
		Provide visiting faculty where needed	Cost to be covered under Regular Programs of Pre-Service training		X	X	X	X	
	Inclusive education concepts included in the Continuous Professional Development Programme for teachers	Inclusive education concepts added in CPD modules *(Note: Cost of consultant required to review the CPD modules with critical eye to include the Inclusive Education in the CPD modules)*	0.53	X					PITE/PPIU
				0.53					

Purpose	Results	Activities	Cost (In Million Pak Rs.)	Timeframe					Responsibility
				2013-14	2014-15	2015-16	2016-17	2017-18	
		Trainings conducted	Cost to be included in the Regular CPD implementation		x	x	x	X	
	Community and parental participation ensured in inclusive education by 2012	ToRs developed for PTSMCs to include coverage of inclusive education.	Minimal Cost which is covered under the activity above to include the inclusive Education concepts in CPD modules	x					DOE
		Training packages developed for capacity building of PTSMCs in context of inclusive education.	0.75	x 0.75					

Purpose	Results	Activities	Cost (In Million Pak Rs.)	Timeframe					Responsibility
				2013-14	2014-15	2015-16	2016-17	2017-18	
		Training conducted	Cost to be covered under PTSMCs capacity building program		x	x	x	x	
Implement inclusive education concepts in schools	Baseline study on in school attitudes (students, teachers) on inclusiveness and demography of schools in comparison to community	Terms of reference for study prepared	Minimal Cost	x					DOE/PPIU/PITE
		Study undertaken	7.50	x	x				
				2.50	**5.00**				
		Key indicators identified for monitoring impact of inclusive education promotion strategies	4.50		x	x	x		
					1.50	**1.50**	**1.50**		
	Inclusive education concepts as per National curriculum introduced in 1000 primary	Schools for initial targeting identified	Minimal Cost	x					
		Implementation plan prepared	Minimal Cost	x					
		Implementation of plan	115.00		x	x	x	x	

Purpose	Results	Activities	Cost (In Million Pak Rs.)	Timeframe					Responsibility
				2013-14	2014-15	2015-16	2016-17	2017-18	
	and 100 middle and 50 high schools of the public sector by 2017				**17.25**	**40.25**	**40.25**	**17.25**	
	100 EFOs trained in monitoring and mentoring of inclusive education adoption in schools	Training module prepared	Cost to be covered under Regular Capacity Building of Officials	**X**					
		Training conducted		**X**	**X**				
		Feedback monitored			**X**	**X**	**X**	**X**	

Purpose	Results	Activities	Cost (In Million Pak Rs.)	Timeframe					Responsibility
				2013-14	2014-15	2015-16	2016-17	2017-18	
	Standards for textbooks. Curriculum and examinations cater to needs of inclusive education	Inclusive education concepts in review of standards of curriculum, textbooks and examinations	Develop Coordination between Quality, Textbook, Curriculum and Examination and Inclusive Education Activities. The cost will be covered under particular heads.		**X**				

	Cost in Billions Pak Rs.					
Total Estimated Cost	**0.130**	**0.005**	**0.025**	**0.042**	**0.042**	**0.017**
Material Cost	0.115	0.000	0.017	0.040	0.040	0.017
Training Cost	0.003	0.002	0.001	0.000	0.000	0.000
Other development Cost	0.012	0.003	0.007	0.002	0.002	0.000

Annex 2.2.2: Disaster Risk Reduction (DRR)

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
Develop and institutionalize a DRR policy for education	Assess and document the current disaster potential and its implications.	Prepare Disaster Risk study	4.50	X					DOS/PPIU
				4.50					
	Prepare a DRR plan for risk prevention, mitigation and preparedness.	Prepare a plan in consultation with EFOs, teachers and communities	3.00	X					DOS/PPIU
				3.00					
	Evaluate current capacity to implement a DRR plan.	Capacity assessment	Cost to be covered under Governance and Management	X					DOS/PPIU
	Prepare a capacity development plan for enhancement of DRR responsiveness.	Capacity Development plan	Cost to be covered under Governance and Management		X				DOS/PPIU
		Implement capacity development plan	Cost to be determined under above cost			X	X	X	DOS/PPIU
		Implementation of the DRR Plan	Cost to be determined by CD plan			X	X	X	DOS/PPIU

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	

Total DRR Cost	7.50	7.50	0.00	0.00	0.00	0.00
	Total	Year 1	Year 2	Year 3	Year 4	Year 5
Total DRR Cost in Billions (Pak Rs.)	0.008	0.008	0.000	0.000	0.000	0.000

Annex 2.3: Governance and Management

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
Political interference converted from intrusive to supportive for systemic improvements	Development of a broad based oversight mechanism for education	Prepare a draft oversight mechanism headed by the Chief Secretary and inclusive of civil society members and professionals	1.20	X 0.40	0.40		0.40		Sectt./PPIU
		Obtain approval of the oversight mechanism from the competent authority	Minimal Cost						Sectt./PPIU
		Nominate PPIU as secretariat to the oversight body	Minimal Cost	X					Sectt./PPIU
	Formation of a functional Education Committee in the provincial Assembly	Send summary to CM through education minister for formation of Education committee in the provincial assembly	Minimal Cost	X					Sectt./PPIU
		Conduct dialogues, seminars and workshops with political parties	1.00	X 0.20	X 0.20	X 0.20	X 0.20	X 0.20	Sectt./PPIU
		Strengthen the committee with capacity development	1.00	X	X	X	X	X	Sectt./PPIU

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
		seminars		0.20	0.20	0.20	0.20	0.20	
	Teachers' associations to function as bodies for professional improvement of teachers	Conduct dialogues, seminars and workshops with teachers' association on review of role	1.20		X 0.30	X 0.30	X 0.30	X 0.30	Sectt./PPIU/DOS
		Development professional understanding of the associations through seminars and trainings	Cost cover in above		X	X	X	X	Sectt./PPIU/DOS
		Review mandate of teachers' associations in a consultative process	Cost cover in above		X	X	X	X	Sectt./PPIU/DOS
Increased efficiency of the management system	Separate cadre for management notified by December 2012	Prepare concept note on separation		X					Sectt/PPIU/DOS
		Get concept note approved by competent authority			X				Sectt/PPIU/DOS
	Training processes for managers developed and implemented	Assess training needs for education managers	13.50	X 4.50	X 9.00				Sectt/PPIU/DOS/PITE

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
		Prepare a professional development plan for education managers			X				Sectt/PPIU/DOS/PITE
		Implement professional development plan			X	X	X	X	Sectt/PPIU/DOS/PITE
		Link training to career progression			X				Sectt/PPIU/DOS
		Assess impact of training on an ongoing basis						X	Sectt/PPIU/DOS
	Decentralization plan prepared and implemented by December 2012	Evaluate current administrative system for possibilities of transfer of functions and responsibilities to decentralized tiers	9.00	X 3.00	X 6.00				Sectt/PPIU/DOS
		Prepare a decentralization plan in consultation with EFOs			X	X			Sectt/PPIU/DOS
		Create awareness on decentralization process through seminars/ workshop				X			Sectt/PPIU/DOS
		Implement decentralization plan				X	X	X	Sectt/PPIU/DOS

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
Increased use of data in decision making and planning	Evaluate current data needs and usage	Conduct study on data usage and needs in the education sector of various users	15.00	X 5.00	X 10.00				PPIU/BEMIS
		Prepare a plan for increased data usage on the basis of the study			X				PPIU/BEMIS
		Implement the plan in phases			X	X	X	X	PPIU/BEMIS
	Include courses on education indicators and EMIS in pre-service teacher education	Review current curriculum to include courses in pre-service			X				PPIU/BEMIS/BOC
		Prepare pre-service faculty on teaching the course			X	X	X	X	PPIU/BEMIS/BOC
		Use professionals from the sector as visiting faculty			X	X	X	X	PPIU/BEMIS/BOC
	Courses for management cadre include training on education indicators and EMIS	Prepare short training packages for managers	4.50	X 2.00	X 2.50				PITE/DOS/DOC
		Revise rules for mandatory training on data at time of posting as a manager			X				DOS/Sectt/DOC

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
Improve quality of education data available	BEMIS collects data on all institution types	Consult private schools etc. for approach to collection of data		X	X				DOS/BEMIS/PPIU
		Review BEMIS questionnaire to add provision for private schools, colleges, other public schools and madrassas			X				DOS/BEMIS/PPIU/DOC
		Provide recurrent funds for expanded survey				X	X	X	DOS/BEMIS/PPIU/DOC
		Conduct comprehensive annual survey	11.80		X 2.60	X 2.80	X 3.00	X 3.40	DOS/BEMIS/PPIU/DOC
	BEMIS collects qualitative data from PEAC, BISE, DOS, BoC	Agree on format and details of data with PEACE, BISE, DOS, DOC and BoC		X					DOS/BEMIS/PPIU/DOC
		Collect data and enter on agreed format	4.43		X 0.98	X 1.05	X 1.13	X 1.28	DOS/BEMIS/PPIU/DOC

Formatted: Spanish (United States)

Formatted: Spanish (United States)

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
	BEMIS generates key education indicators	Form committee to agree on key indicators needed for EFA, MDG, Article 25A and any other goal		X					DOS/BEMIS/PPIU
		Training of BEMIS staff on indicators			X				DOS/BEMIS/PPIU
		Indicators form part of BEMIS report				X	X	X	DOS/BEMIS/PPIU
	Data disseminated to all users and stakeholders	Convert current approach of BEMIS report from informational to analytical	45.00		X 9.00	X 12.00	X 12.00	X 12.00	DOS/BEMIS/PPIU
		Prepare a data dissemination strategy and plan			X				DOS/BEMIS/PPIU
		Implement plan through multiple tools				X	X	X	DOS/BEMIS/PPIU
	Capacity of BEMIS developed	Assess BEMIS capacity	3.75	X 3.75					DOS/BEMIS/PPIU

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
		Prepare capacity development plan			X				DOS/BEMIS/PPIU
		Implement CD plan				X	X	X	DOS/BEMIS/PPIU
Integrated need based planning processes	Provincial education budget based on sector plan	Coordination process established between Finance, P&D, Planning Wing(s) of education secretariat(s) and PPIU	10.50		X				Sectt/PPIU
					10.50				
		Joint review processes undertaken by Finance, P&D, Education Department and C&W	Cost cover in above		X				Sectt/PPIU
	Political funds channeled through the sector plan by December 2012	Dialogue with parliamentarians on educational needs	Cost cover in above		X	X			Sectt/PPIU
		Agreement on processing of MP funds through education departments	Cost cover in above			X			Sectt/PPIU
		Rules revised to mandate use of funds for education with the approval of the relevant departments	Cost cover in above				X	X	Sectt/PPIU

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
	Donor coordination process institutionalized by December 2012	Prepare MOU for donor coordination process after discussion with development partners	Cost cover in above	X					Sectt/PPIU
		Ensure alignment of all donor support to the sector plan	Cost cover in above		X	X	X	X	
		Identify joint indicators and a process for mutual accountability	Cost cover in above		X				Sectt/PPIU
		Establish a fund for donor support ot BESP	Cost cover in above		X	X			Sectt/PPIU
	Enhanced capacity of PPIU for coordination and monitoring of BESP	Assess capacity of PPIU	Cost cover in above	X					Sectt/PPIU
		Prepare capacity development plan	Cost cover in above	X					Sectt/PPIU
		Implement CD plan	Cost CD imp will be worked out		X	X	X		Sectt/PPIU
Community Involvement in Education Management	Framework developed for community involvement	Conduct study on situation of PTSMCs in the province	3.00		X 3.00				DOS/PPIU
		Discuss findings of the study with stakeholders	Cost cover in above		X				DOS/PPIU

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
		Prepare framework in consultation with stakeholders	Cost cover in above		X				DOS/PPIU
	5000 existing PTSMCs restructured as per agreed framework	Prepare a restructuring plan in coordination with EFOs	Minimal Cost and Plan Development Cost covered in above study			X			DOS/PPIU
		Implement the plan in phases	As per the plan results of study and plan developed			X	X	X	DOS/PPIU
	7293 new PTSMCs formed on the basis of the framework	Prepare a plan for formation of new PTSMCs in consultation with EFOs	Unit cost to be worked out in the result of the study			X			DOS/PPIU
		Implement the plan in phases	Cost to be worked in the above			X	X	X	DOS/PPIU
	School Development Plans are developed by with assistance of functioning PTSMCs	Train EFOs and head teachers in preparation of school development plans *(need some discussion current only development cost)*	2.00			X 2.00	X	X	DOS

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
		Prepare school development plans with the assistance of head teachers and EFOs				X	X	X	DOS
		Monitor implementation of school development plans				X	X	X	DOS
	PTSMC Monitoring mechanism developed and in place by June 2013	Prepare monitoring mechanism for PTSMCs in consultation with EFOs, Head teachers and community	As per above note		X	X			DOS
		Include data on PTSMCs in BEMIS				X	X	X	DOS
		Train EFOs and DOS on monitoring effectiveness of PTSMCs	Part of the In-Service training and Also Covered some portion under BEMIS			X	X		DOS

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
Minimise gaps between private and public schools	Policy framework for linkages with private schools development	Conduct dialogue with private schools to develop a policy framework	Minimal Cost		X				PPIU/DOS
		Develop a policy framework for private schools to increase linkages through asset sharing like teacher training etc.	Minimal Cost		X				PPIU/DOS
		Prepare a regulatory mechanism to minimize gaps in educational outcomes across private and public sector schools	Minimal Cost		X				PPIU/DOS
		Develop capacity of DOS to implement regulatory mechanism	Minimal Cost		X	X	X	X	PPIU/DOS
Gender balanced management approach	Gender attitudes in the workplace improved	Develop a gender awareness campaign on the basis of UNICEF studies	1.80		X 1.80				PPIU
		Implement the campaign through			X	X	X		PPIU

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
		various tools							
		Mandate gender training for all managers	Part of In-service training		X				PPIU
	Special facilities provided for females in the workplace	Audit all offices for gender friendly facilities	Part of Monitoring		X				PPIU
		Provide separate toilets in sufficient numbers for females in all offices *(study to workout total toilets required and the implementation cost)*	1.00		X 1.00				PPIU
		Set up day care centres' for females with young children in offices and schools	To be part of above study		X	X	X	X	PPIU

Cost in Billions (Pak Rs.)						
	Total	Year 1	Year 2	Year 3	Year 4	Year 5
Cost in Billions	0.13	0.02	0.06	0.02	0.02	0.02

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
		Development Cost	0.13	0.02	0.06	0.02	0.02	0.02	

Annex 2.4: Higher Education

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
Institutional framework for transition to four years graduate	Oversight body for guiding transition to 4 year undergraduate in colleges	Form an oversight committee consisting of at least 3 VCs, Secretary Higher Education, principals of concerned colleges, representative of HEC and Departments of Finance and P&D	Minimal Cost	X	X				Deptt of HE
		Prepare terms of reference for committee	Minimal Cost	X	X				PPIU/DOC
		Nominate Directorate of Higher Education as secretariat to the oversight body	Minimal Cost	X	X				Deptt. of HE
	Technical committee to plan and implement the reform process	Form committee consisting of officers of the Higher Education Directorate, at least one professor from concerned colleges and officers from	Minimal Cost	X					DOC

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
		PPIU							
Develop academic programme for 4 year undergraduate degrees	Subject(s)/areas selected for 4 year undergraduate programme	Take a short market survey to identify subjects with high market relevance	1.40	X	X				DOC/PPIU
				0.70	0.70				
		Disseminate and discuss results of the survey with parents, students, teachers and politicians.	Cost cover in above		X				DOC/PPIU
		Select subjects after consultations	Minimal Cost		X				DOC/BACT
	Curriculum and learning material requirements finalized	Adopt curricula already developed by HEC (where available)			X	X			DOC/ BACT
		Identify requirements for learning materials: textbooks, libraries laboratories, renovation of	2159.26			X	X	X	DOC/ BACT
						539.82	863.71	755.74	

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
		buildings etc.							
Improving the teaching learning process	Faculty development programme prepared and implemented	Undertake a needs assessments of faculty development		X	X				DOC/BACT
		Design training workshops for faculty in colleges			X				DOC/BACT
		Set up a teacher professional development support system in BACT to assist teachers in applying to universities, information, GRE preparation etc. and also provide information on scholarships	10.00		X	X			DOC/BACT
					5.00	5.00			
		Provide incentives to teachers to improve their qualifications to Phd. through introduction of tenure track system for college faculty	400.00			X	X	X	DOC
						133.33	133.33	133.33	

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
		Borrow visiting faculty from universities for specified percentage of courses			X	X	X	X	DOC/BACT
	Assessment processes strengthened	Standardize assessment processes (Consultancy cost)	2.25		X				DOC/UOB
					2.25				
		Train faculty on assessments			X	X	X	X	DOC/BACT/UOB
		Undertake awareness campaign against cheating in examinations			X	X	X	X	DOC/UOB
	BACT strengthened as a professional development institute	Assess capacity of BACT to undertake the role of faculty development *(Study Cost)*	2.25		X				DOC/PPIU
					2.25				
		Prepare a capacity development plan for BACT	Cost may be covered in above cost		X				DOC/PPIU
		Implement CD plan in phases	CD plan will provide the cost		X	X	X	x	DOC/PPIU
Revamp governance and	DOC capacitated to manage higher education	Assess capacity of DOC in view of	4.50		X				DOC/PPIU

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
management structure	programmes	future needs (Consultancy Cost)			4.50				
		Prepare capacity development plan for DOC	Cost may be covered in above cost		X				DOC/PPIU
		Implement CD Plan	CD plan will provide the cost		X	X	X	X	DOC/PPIU
	Meritocratic decision making independent of political pressure in higher education institutions	Discuss issues of student politics with political parties and student leaders	Minimal Cost		X	X			Deptt. HE/DOC/BACT
		Conduct seminars and debates on role of student politics in higher education	Minimal Cost			X	X	X	Deptt. HE/DOC/BACT
		Develop a mutually agreed code of conduct	Minimal Cost				X		Deptt. HE/DOC/BACT
	HEC standards applied in colleges through a provincial oversight body	Set up a provincial higher education standards body with linkages to HEC	2.25		X				Deptt. HE/DOC/BACT
					2.25				
		Develop provincial standards in consultation with HEC	part of above cost		X	X			Deptt. HE/DOC/BACT

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
		Disseminate standards to all provincial private and public sector institutions				x	X		Deptt. HE/DOC/BACT
		Assist institutions in transition to new standards					X		Deptt. HE/DOC/BACT
		Monitor implementation of standards across public and private institutions						X	Deptt. HE/DOC/BACT
Improve employability of graduates	Research conducted on an ongoing basis to evaluate market opportunities	Provide funds to BACT to conduct research on market opportunities on a regular basis	2.00		X				Deptt. HE/BACT
					2.00				
		Disseminate findings of the research to parents, students and the chambers through various tools including a website	Linkages with Media to minimize the cost			X	X	X	Deptt. HE/BACT

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
	Chambers of commerce and industries involved in higher education	Include members of the provincial and federal chambers in curriculum development	Minimal Cost		X				DOC/BACT
		Set up a students guidance centre with assistance of the Chambers	Minimal Cost			X			DOC/BACT
		Identify internship opportunities in collaboration of the chambers	Minimal Cost			X	X	X	DOC/BACT
	English language proficiency as per higher education and professional needs	Set up English language support centres for students in colleges for students with low proficiency (Consultancy cost to work out the Plan)	2.10		X				DOC/BACT
					2.10				
		Train teachers in English as a second language teaching	Cost to be determined from the above		X	X			DOC/BACT

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
		Develop language laboratories within the English language centres in colleges selected for 4 year courses	Cost to be determined from the above			X			DOC/BACT

Cost in Billions	2.59	0.00	0.02	0.68	1.00	0.89
Establishment Cost (??)	2.57	0.00	0.01	0.68	1.00	0.89
Other costs towards Quality	0.02	0.00	0.02	0.00	0.00	0.00
Cost in Billions						
Material and Construction Cost	2.16	0.00	0.00	0.54	0.86	0.76
Teachers Training Cost	0.41	0.00	0.01	0.14	0.13	0.13
Other costs towards Quality	0.02	0.00	0.02	0.00	0.00	0.00
Total Matched	2.59	0.00	0.02	0.68	1.00	0.89

Annex 2.5: Adult Literacy and ALP

Purpose	Results	Activities	Cost (in	Timeframe	Responsible

			Million Pak Rs.)	2013-14	2014-15	2015-16	2016-17	2017-18	
Institutionalization of Youth/ Adult Literacy (YAL) and Non-Formal Education (NFE) Program in the province	Policy framework for NFE and Youth/Adult Literacy (YAL) programs formulated and implemented	Formulation of a team of experts to develop minimum standards of NFE & YAL.	3.38	X 3.38					DSW & PPIU, Directorate of Literacy
		Develop minimum standards of NFE & YAL in line with the national curriculum.		X					DSW & PPIU, Directorate of Literacy
		Formation of policy for : a. Mainstreaming of NFE graduates through a system of equivalence. b. Provision of second chance for drop out adolescents after completing their primary education. c. Aligning NFE with Article 25-A for introduction of compulsory education.		X					DSW & PPIU, Directorate of Literacy
		Introduction of developmental incentives (roads, streets, sanitation, drainage WATSAN) for communities showing better results in improvement of literacy.			X	X	X	X	DSW, PPIU, FD and P&D

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
	Institutional arrangements in place.	Formulation of Standing committee on NFE & YAL in the provincial assembly.		X					DSW, PPIU, S&GAD and Cabinet
		Formulation of Supervisory Council on NFE & YAL.		X					DSW & PPIU
		Restructuring / re-invigoration of Directorate of NFE & YAL	3.00	X 3.00					DSW & FD
		Establishment of Divisional Directorates of NFE & YAL.			X				DSW, FD & S&GAD
		Creation of new positions aligned with enhanced responsibilities of NFE & YAL Directorate.			X				DSW, FD & S&GAD
		Formulation and approval of the service rules of new positions			X	X			DSW, FD & S&GAD
	Increase awareness for NFE among stakeholders	Conduct advocacy campaign to create awareness among policy makers regarding needs and importance of NFE & YAL.	1.00	X 0.50	X 0.50				DSW, FD & P&D

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
		a. Creation of consensus with Finance Department for budgetary allocation to meet the expenditure on initial activities b. Advocacy with the Finance Department for enhanced annual budget to promote NFE and YAL. c. Advocacy with P&D department for enhanced PSD							
	Increasing awareness among communities on NFE and YAL	a. Preparing awareness material b. Training of staff on awareness techniques c. Launching awareness campaign d. Meetings with PTSMCs	1.50	X 0.75 X X	X 0.75 X X X	 X X	 X X	 X X	DSW, ED

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
		Government includes NFE and YAL in its Annual Budget and PSDP and allocates at least 2% of the total budget.			X	X	X	X	DSW, P&D and FD
Review and development of Teaching/ Learning Material.	Need based teaching/learning material available	Collection of existing teaching/learning material of NFE & YAL	2.25	X 2.25					DSW, Education Department
		Formation of team of experts to review the existing material and make recommendations for adoption/adaptation of material.		X					DSW
		Development of new material as per the recommendations of the Review Committee.		X	X				DSW
		Approval of material in light of standards.			X				DSW & PPIU
Increase/ expand the literacy rate of the province by introducing YAL & NFE programs.	Increasing literacy rate by 20% of illiterate population by introducing YAL programs.	Conduct baseline survey to identify illiterates of all age groups in the province.	3.75	X 1.50	X 2.25				DSW through partners
		Establishment of 3000 YAL Centers on gender parity basis.	450.00		X	X	X	X	DSW & partners

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
		Estimates for Adult Literacy Centers *Estimates for YOUTH Literacy Centers*		Cost to be worked out	75.00	120.00	135.00	120.00	
		Identification and hiring of YAL Teachers.	part of above cost		X	X	X	X	DSW & partners
		Capacity building of hired teachers for YAL.	22.50	0.00	X 3.75	X 6.00	X 6.75	X 6.00	DSW, PPIU & PITE
		Assessment of learning and certification of Literacy graduates.	15.00	0.00	X 2.50	X 4.00	X 4.50	X 4.00	DSW, ED, PPIU & PEAS
	Increase 20% Access for out of school adolescents by establishing NFBE centers	Conduct baseline survey to identify adolescents dropped out from schools without completing education, in the province.	3.75	X 1.50	X 2.25				DSW & partners
		Establishment of 1500 NFE Centers on gender parity and needs identified through	675.75		X	X	X	X	DSW & partners

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
		survey.		0.00	135.15	225.25	225.25	90.10	
		Identification and hiring of NFE Teachers.			X	X	X	X	DSW & partners
		Development of training curriculum of NFE teachers		X					DSW, PPIU & PITE
		Capacity building of hired teachers for NFE.	0.00 **Cost reported in Primary(2) sheet**	0.00	X 0.00	X 0.00	X 0.00	X 0.00	DSW, PPIU & PITE
		Examination and Certification of NFE graduates.	13.13	0.00	2.63	4.38	X 4.38	X 1.75	DSW
		Mainstreaming of graduates of NFE in Formal Education System.						X	DSW
Monitoring & Assessment.	Improved learning outcomes for NFE & YAL Programs.	Review of the Assessment techniques by a committee of experts	1.58	X					DSW, PPIU & PEAS
				1.58					

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
		Develop Monitoring Tools and mechanism in the light of recommendation of the review committee	Cost cover under above	X					DSW, PPIU & PEAS
		Development of strong linkage with Education Department for Monitoring and Assessment	Cost cover under above	X	X	X	X	X	DSW & PPIU
	Monitoring & Assessment	Capacity building of the monitoring teams on assessment techniques	1.20		X 0.30	X 0.30	X 0.30	X 0.30	PEAS, DoS
		Development and implementation of a sustainable monitoring and assessment program		X	X	X	X	X	DSW
		Evaluation of the programs and improvement				X	X	X	DSW & PPIU
	Management of YAL and NFE Database	Establishment of MIS	Join hand with BEMIS	X	X				DSW
		Regular updating the MIS with monitoring and assessment results	0.80		X 0.20	X 0.20	X 0.20	X 0.20	DSW
		Dissemination of information			X	X	X	X	DSW
Establishment of Institute for capacity building of NFE and	Establishment of training institute for YAL and NFE staff	Development of PC-I and approval	Cost to be worked out under PC-I	X					DSW & P&D

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2013-14	2014-15	2015-16	2016-17	2017-18	
YAL teachers		Establishment of Training Institute			X				DSW
		Development of Teachers Training curriculum for NFE and YAL Teachers.		X					DSW & PPIU
		Development of Master Trainers		X	X				DSW
		Conduct training of NFE and YAL teachers			X	X	X	X	DSW

Cost in Billions Pak Rs.						
	1.20	0.01	0.23	0.36	0.38	0.22
Centers Establishment and Mgt Cost	1.18	0.00	0.22	0.36	0.38	0.22
Other proposed Cost	0.01	0.01	0.00	0.00	0.00	0.00
Center Establishment Cost	1.13	0.00	0.21	0.35	0.36	0.21
Teachers Training	0.02	0.00	0.00	0.01	0.01	0.01
Other cost of Department Development	0.05	0.01	0.01	0.01	0.01	0.01
Total Cost in Billions (Pak Rs.)	**1.20**	**0.01**	**0.23**	**0.36**	**0.38**	**0.22**

Summary Recurrent and Development Costs in Billions (Pak Rs.)

	Access & Equity	ECE	Governance & Management	Quality Education	Inclusive Education	DRR	Higher Education	Adult Literacy and NFE	Total Estimate
Recurrent Cost:	**12.939**	**3.921**	**0.000**	**0.000**	**0.000**	**0.000**	**0.000**	**0.720**	**17.581**
Salary Cost	12.939	3.921	0.000	0.000	0.000	0.000	0.000	0.720	17.581
Development Cost:	**32.184**	**4.775**	**0.130**	**3.387**	**0.130**	**0.008**	**2.586**	**0.478**	**43.678**
Construction Cost	21.278	1.944	0.000	0.000	0.000	0.000	1.252	0.000	24.475
Material Cost	9.555	1.361	0.000	0.000	0.115	0.000	0.907	0.405	12.343
Teachers Training	0.990	1.465	0.000	0.000	0.003	0.000	0.410	0.023	2.890
Textbooks	0.101	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.101
System Strengthening Cost	0.361	0.005	0.130	3.387	0.012	0.008	0.017	0.050	3.970
Total	**45.224**	**8.696**	**0.130**	**3.387**	**0.130**	**0.008**	**2.586**	**1.199**	**61.359**

Bibliography

1. *Annual Budget Statements, (Finance Department Government of Balochistan)*
    i. *Year 2006-07*
    ii. *Year 2007-08*
    iii. *Year 2008-09*
    iv. *Year 2009-10*
    v. *Year 2010-11*
    vi. *Year 2011-12*
    vii. *Year 2012-13*
2. *Annual Budget Statements, (Federal Ministry of Finance Government of Pakistan)*
    i. *Year 2006-07*
    ii. *Year 2007-08*
    iii. *Year 2008-09*
    iv. *Year 2009-10*
    v. *Year 2010-11*
    vi. *Year 2011-12*
    vii. *Year 2012-13*
3. *"Assessing National Achievement Levels In Education", World Bank Report (Volume 1, 2007 Edition)*
4. *ASER Report 2010-11*
5. *Balochistan Civil Servants Act 1974.*
6. *Balochistan Education Foundation Reports*
7. *Beyond Madrassas - Assessing the link between Education and Militancy by Rebecca Winthrop and Corinne Graff*
8. *Balochistan Economic Report (2009): World Bank 2009*
9. *BEMIS Reports:*
    i. *2001-02*
    ii. *2002-03*
    iii. *2003-04*
    iv. *2004-05*
    v. *2005-06*
    vi. *2006-07*
    vii. *2007-08*
    viii. *2008-09*
    ix. *2009-10*
    x. *2010-11*
10. *Balochistan Public Service commission (2009) Annual Report.*
11. *Constitution of Islamic Republic of Pakistan 1973*
12. *Consultancy Report on Draft Proposed National Professional Standards for Teachers in Pakistan; Prof. Dr. Mahmood H. Butt, UNESCO (2008).*
13. *Development Budgets, Finance Department, Government of Balochistan*
    i. *Year 2006-07*
    ii. *Year 2007-08*
    iii. *Year 2008-09*

   iv. *Year 2009-10*
   v. *Year 2010-11*
   vi. *Year 2011-12*
   vii. *Year 2012-13*

14. *Detail of Demands for Grants and Appropriations Vol-I and Vol-II for Current Expenditure, Ministry of Finance, Government of Pakistan*
   i. *Year 2007-08*
   ii. *Year 2008-09*
   iii. *Year 2009-10*
   iv. *Year 2010-11*
   v. *Year 2011-12*
   vi. *Year 2012-13*
15. *Detail of Demands for Grants and Appropriations Vol-III for Development Expenditure, Ministry of Finance, Government of Pakistan*
   i. *Year 2007-08*
   ii. *Year 2008-09*
   iii. *Year 2009-10*
   iv. *Year 2010-11*
   v. *Year 2011-12*
   vi. *Year 2012-13*
16. *Director of Donor Assistance 2008, Ministry of Education, Government of Pakistan*
17. *Draft Report of 'Gender Aware Work Conditions in Education Department in Balochistan', Gender in Education Policy Support Project, UNICEF/PPIU, Education Department Government of Balochistan*
18. *Directory Deeni Maadaris Pakistan 2003 (Education Department ,Ministry Education Pakistan)*
19. *'Education In Pakistan: A White Paper' Javed Hasan, Ministry of Education Government of Pakistan (2007)*
20. *"EFA Global Monitoring Report 2011: The Hidden Crises: Education and Armed Conflict"; UNESCO 2011*
21. *Education in Pakistan what works and why 2007 (Campaign for quality education)*
22. *Education Reforms in Balochistan 1990 -98 (World Bank)*
23. *ECE Strategy for Balochistan 2011 (Children Global Network Pakistan)*
24. *Education Department Government of Balochistan, Education for All (EFA) Plan Balochistan (2011- 15).*
25. *EFA Global Monitoring Report 2005: The Quality Imperative"; UNESCO 2005*
26. *Eighteenth Constitutional Amendment (Challenges and Opportunities for the Education Sector), Case Study by Deutsche Gesellschaft Fur Internationale Zusammenarbeit (GIZ) for Punjab Government.*
27. *Eighteenth Constitutional Amendment (Challenges and Opportunities for the Education Sector), Case Study by ISAPS for Punjab Government*
28. *Economic Survey 2011 (Finance Department Government of Pakistan)*
29. *Economic Survey, Planning Commission, Government of Pakistan*
   i. *Year 2007*
   ii. *Year 2008*
   iii. *Year 2009*

   iv. *Year 2010*
30. *Federal PSDP, Planning Commission, Government of Pakistan*
   i. *Year 2007-08*
   ii. *Year 2008-09*
   iii. *Year 2009-10*
   iv. *Year 2010-11*
   v. *Year 2011-12*
   vi. *Year 2012-13*
31. *Federal Supervision of Curriculum, Textbooks and Maintenance of Standards of Education Act 1976.*
32. *Finance Reports, Higher Education Commission, Government of Pakistan*
33. *Five Year Provincial Literacy Plan 2010-2015 Balochistan" developed by Literacy & Non Formal Basic Education (NFBE) Directorate of Balochistan (2009)*
34. *Higher Education Commission (HEC) Pakistan (2009- 10) Annual Report.*
35. *Higher Education in Developing Countries : Peril and Promise; World Bank, (2000)*
36. *Higher Education in Twenty- First Century: Vision and Action*
37. *Human Development Index Report 2010*
38. *"Higher Education in Developing Countries : Peril and Promise " World Bank, (2000)*
39. *Impact of Higher Education Commission (HEC) Pakistan Programmes in Balochistan (Power Point Handout)*
40. *Impact of 18th Amendment of Federal Ministry of Education and its Allied Department (Ministry of Education Pakistan)*
41. *Labor Force Survey 2010-11 (Ministry of Finance Government of Pakistan)*
42. *Learning Levels and Gaps in Pakistan 2006 (World Bank)*
43. *Multiple Indicators Cluster Survey -MICS 2004 & 2010)*
44. *"Malaysia and the Knowledge Economy: Building a World-class Higher Education System" World Bank (2007).*
45. *National Education Census 2008, Ministry of Education, Government of Pakistan*
46. *National Education Policy 2009*
47. *National Curriculum for Early Childhood Education 2007 (Ministry of Education Pakistan)*
48. *National Education Curriculum 2006, (Ministry of Education Pakistan)*
49. *National Skilled Strategy 2007 ,NAVTEC*
50. *National Standards for Accreditation of Teacher Education Programmes (HEC/ Ministry of Education Pakistan)*
51. *National Curriculum for Literacy 2007 (Ministry of Education Pakistan)*
52. *National Institute of Population Studies –NIPS (Population Trends Islamabad)*
53. *National Textbook and Learning Material Policy (2007); Ministry of Education Islamabad.*
54. *New Growth Strategy 2011 (Planning Commission of Pakistan)*
55. *PAKISTAN Learning and Educational Achievements in Punjab Schools (LEAPS): Insights to inform the education policy debate (2007)*
56. *Pakistan Social and Living Measurements Survey:*
   i. *PSLM 2004-05*
   ii. *PSLM 2005-06*

iii. *PSLM 2006-07*
iv. *PSLM 2007-08*
v. *PSLM 2008-09*
vi. *PSLM 2009-10*
vii. *PSLM 2010-11*

57. *Pakistan Millennium Development Goals report 2010(Planning Commission of Pakistan)*
58. *Pakistan Frame Work for Economic Growth 2011(Planning Commission Government of Pakistan)*
59. *PEACE Balochistan Report 2008*
60. *Poverty Reduction Paper I & II Ministry of Finance Government of Pakistan*
61. *Provincial Social Development Programme (PSDP) 2011-12 (Finance Department Government of Balochistan)*
62. *Provincial Census Report /District Census Report 1998(Population Census organization ,Government of Pakistan)*
63. *Provincial Literacy Plan 2010-2015 Balochistan developed by Literacy & Non Formal Basic Education (NFBE) Directorate of Balochistan (2009)*
64. *Provincial Budget (2010-11); Department of Finance, Government of Balochistan.*
65. *Provincial Report on Assessment of Students Learning of Grade IV (2006) by Provincial Education Assessment Centre (PEACE) Bureau of Curriculum and Extension Centre (BOC & EC) and National Education Assessment System (NEAS).*
66. *Poverty Reduction Paper I & II Ministry of Finance Government of Pakistan*
67. *PSDP, Planning and Development Department, Government of Balochistan*
    i. *Year 2007-08*
    ii. *Year 2008-09*
    iii. *Year 2009-10*
    iv. *Year 2010-11*
    v. *Year 2011-12*
    vi. *Year 2012-13*
68. *Report of the Commission on National Education, Government of Pakistan, 1959.*
69. *'Situation Analysis Of Teacher Education: Towards a Strategic Framework for Teacher Education and Professional Development" UNESCO and USAID: 2006*
70. *Skilling Pakistan: National Skills Strategy 2009-13" NAVTEC 2009.*
71. *Status of Colleges, Higher and Technical Education Balochistan Prof. Abdul Wahid Kakar (PowerPoint Briefing Handout).*
72. *Strategic Implementing Framework for Improving Teacher Education and Professional Development in Pakistan (Draft Document 2008).*
73. *Study on Needs Assessment and Capacity Building Plan Of Social Welfare Department (Non Formal Education and Literacy Programmes): Prof. Sajjad Akhtar and Noor –Ul- Haq Baloch (2009)*
74. *The Subtle Subversion: The State of Curricula and Textbooks in Pakistan - Sustainable Development Policy Institute*
75. *Tracer Study on Bureau of Curriculum ; Sajjad Akhter 2007*
76. *"Tertiary Education Support Project" Project Appraisal Document, World Bank 2011*
77. *Vision 2030 (Planning Commission of Pakistan)*
78. *Why Gender Equality in Basic Education in Pakistan 2010 (UNESCO)*

79. *White Paper on Budget 2010-11; Department of Finance; Government of Balochistan*
80. *White Paper, Ministry of Finance, Government of Pakistan*
    i. *Year 2007-08*
    ii. *Year 2008-09*
    iii. *Year 2009-10*
    iv. *Year 2010-11*
    v. *Year 2011-12*
    vi. *Year 2012-13*
81. *White Paper, Finance Department, Government of Balochistan*
    i. *Year 2009-10*
    ii. *Year 2010-11*
    iii. *Year 2001-12*
    iv. *Year 2012-13*