

Balochistan

Education Action Plan

July 2011

Policy Planning and Implementation Unit (PPIU)



Department of Education, Government of Balochistan

Abbreviations:

AIOU	Allama Iqbal Open University
AHB	Aghaz I Haqooq I Balochistan
AusAID	Australian Agency for International Development
B.A	Bachelor of Arts
B.E	Bachelor of Engineering
B.ed	Bachelor of Education
B.Sc	Bachelor of Science
BEMIS	Balochistan Education Management Information System
BISE	Board of Intermediate and Secondary Education
BOC & ES	Bureau of Curriculum and Extension Services
BTBB	Balochistan Text Book Board
CIDA	Canadian International Development Agency
CPD	Continuous Professional Development
CT	Certificate of Teaching
DFID	Department for International Development
EFA	Education for All
ESR	Education Sector Reform
LC	Learning Coordinator
MDGs	Millennium Development Goals
NCHD	National Commission for Human Development
NER	Net Enrolment Rate
NFBE	Non formal Basic Education
NGO	Non Government Organization
NTBP	National Textbook Policy
PEACE	Provincial Education Assessment Centre
PEAS	Provincial Education Assessment System
PETF	Pakistan Education Task Force
PITE	Provincial Institute for Teacher Education
PPIU	Policy Planning Implementation Unit
PSDP	Public Sector Development Programme
PSLM	Pakistan Social and Living Measurement
PTC	Primary Teachers' Certificate
PTSMC	Parent Teacher School Management Committee
SLO	Student Learning Outcomes
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Fund
USAID	United States Agency for International Development
WFP	World Food Programme

CONTENTS

BACKGROUND	1
SITUATION	1
METHODOLOGY	2
LIMITATIONS	3
ACCESS:	3
QUALITY	5
TEACHER TRAINING	5
TEXTBOOKS	6
CURRICULUM	7
ASSESSMENTS	8
MONITORING	8
POLICY, PLANNING AND IMPLEMENTATION UNIT (PPIU)	9
PROPOSED STRATEGIES	10
ACCESS	10
QUALITY	12
TEACHER TRAINING	12
TEXTBOOKS AND CURRICULUM	13
ASSESSMENT	14
MONITORING	15
POLICY PLANNING AND IMPLEMENTATION UNIT (PPIU)	15
IMPLEMENTING THE ACTION PLAN	ERROR! BOOKMARK NOT DEFINED.
ANNEX	ERROR! BOOKMARK NOT DEFINED. - II
BIBLIOGRAPHY	ERROR! BOOKMARK NOT DEFINED.

Background

The Balochistan Education Action Plan has been prepared by the Policy Planning and Implementation Unit (PPIU) with support from the Pakistan Education Task Force (PETF). The purpose of the Action Plan is to initiate critical reforms in education pending the finalization of a complete sector plan. It focuses on areas prioritized by the Department of Education. It also attempts to address some of the challenges that have arisen from the 18th Amendment to the Constitution of the Islamic Republic of Pakistan. The amendment has devolved education completely to the provinces whereas previously there was a dichotomy of roles and responsibilities between the Federal and the provincial governments. Eventually the 'Action Plan' will subsume into the sector plan for education. Work on the latter has already been initiated. The Sector Plan will cover all areas, as against the selective prioritization of the 'Action Plan'

Situation

Balochistan covers 44% of the country with about 5% of the population. Population spreads over the vast expanse ranging from small hamlets to towns. This presents a very different governance and development proposition than the other, more densely populated, provinces. Additionally it is a multilingual province with Balochi, Pashto, Brahvi and Sindhi spoken as the key languages. Other languages spoken in the province include Punjab, Urdu and Persian. Economic resources of the province include mines, agriculture, sheep herding and trade. High levels of poverty prevail across its geographic spread and its economic performance has been the weakest of all provinces¹.

The province has the weakest education indicators² in the country. It has a literacy rate of 47%, which is the lowest of all provinces and a female literacy rate of only 18. The province also has the lowest net enrolment rates for all school levels. According to data from the Provincial Education Assessment Centre (PEACE) the learning achievements for the province are among the lowest.

Over the last two years Education Department Balochistan has increased its focus on rectification of the current problems and improvements in quality of education and access for all children of the province. Reforms have been initiated with the assistance of the development partners supporting the process: these include UNICEF, UNESCO, World Food Programme (WFP), Save the Children (UK) and the Canadian International Development Agency (CIDA). Additionally support has also been received from the Federal Government under the Aghaz I Haqooq I Balochistan (in addition to the Education Sector Reform (ESR) funding).

¹ 'Balochistan Economic Report' World Bank 2008

² Data in paragraph is from Pakistan Social and Living Measurement Survey 2008-9 for details please see Annex

To coordinate existing efforts and prepare and implement across the board reform the Department of Education set up the Policy Planning and Implementation Unit (PPIU). The Unit is already the focal organization for the Aghaz I Haqooq I Balochistan package. Additionally it has prepared an Early Childhood Education and Care Plan (ECC Plan) and an Education for All (EFA) Plan for the province with the help of UNESCO.

The Department of Education next plans to develop a sector plan for education which will also be coordinated by the PPIU. UNICEF, with assistance from AUSAID, will undertake the bulk of the activity while UNESCO will undertake part of the situation analysis. The sector plan is expected to provide a holistic view of the sector and the reform requirements while ensuring linkages across the various educational streams. It will also provide the much needed alignment and harmonization of donor support to the province.

While the sector plan remains a goal of the Education Department the state of affairs of education requires early initiation of reform. An 'Action Plan' was therefore prepared to identify critical areas for initiating the reform process that would eventually subsume into the overall sector plan.

The 'Balochistan Action Plan' targets the following areas:

1. Increased access to children.
2. Improvement of quality through:
 - a. Teacher trainings.
 - b. Improved textbooks.
 - c. More effective assessment systems.
3. Improved monitoring for more effective service delivery.

The current document elaborates the above areas. It provides a brief analysis of the situation on ground with respect to the above and also provides for implementation. In the next step these strategies will be prioritized and converted into a costed plans.

Methodology

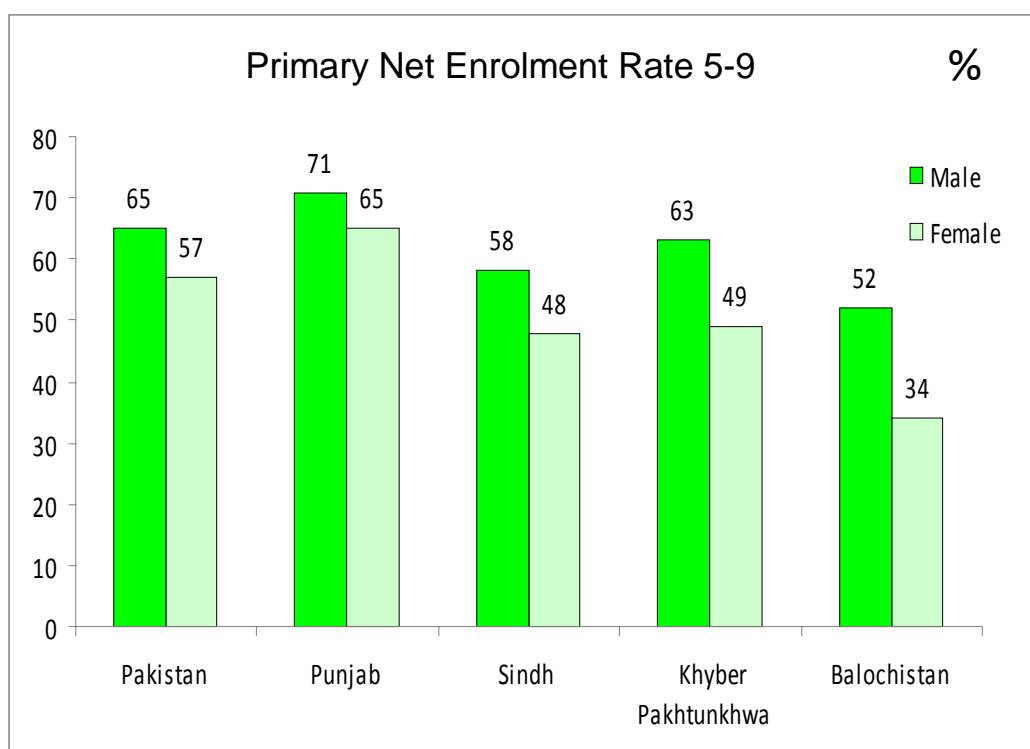
The 'Action Plan' has been developed through deliberations with officials of the Department of Education, Directorate of Schools (DOS), Balochistan Textbook Board (BTBB), Board of Intermediate and Secondary Education (BISE) and Balochistan Education Management Information System (BEMIS). Also groups of teachers and field officers were also met.

Limitations

The Action Plan is effectively a chunk out of a sector plan. In the absence of a complete sector evaluation it prioritises on the basis of the understanding and needs of the current education leadership in the province. However, with an understanding that the eventual sector plan will connect the missing links and contextualise the entire reform process within an overall situation analysis report. The current report does not cover education in its entirety. Higher education, technical and vocational education and literacy and non-formal education are not covered. Even within school education the report has not covered governance issues in its entirety and aspects of quality and access have been discussed as per the scope defined for the 'Action Plan'.

Access:

Balochistan has about 833,000³ out of school children of ages 6 to 10. It has low gross and net enrolment ratios for all levels (NER: primary = 44; Middle=11, High=5)⁴. As a low population density area (44% of Pakistan's landmass and about 6% of the population) delivery of education services presents a different set of difficulties than the rest of the country. Poor communication networks exacerbate the problems of service delivery to scattered settlements.



In many areas of the province community's attitude towards education remains a factor in children not joining schools or dropping out. The attitudes particularly impact girls. However, many other factors also impact the dropout rates. These include:

³Balochistan Education Statistics 2010.

⁴ Pakistan Social and Living Measurements Survey (PSLM) 2008-09.

1. Infrastructural issues:

- a. Ten thousand settlements, out of a total of 22,000, have no schools.
- b. There is a major bottleneck at the middle level and above as 8 out of 10 schools are primary (see statistical annex for details).
- c. There are more than 5000 single teacher schools
- d. Many schools do not have critical facilities as water, electricity, toilets and boundary wall (57% schools have no drinking water, 29% have no toilets, 52% no electricity, 46.2% no boundary wall)⁵

In addition to the above deficiencies there are limitations at the systemic level. The current school design is based on the traditional structure developed by the Communications and Works (C&W) Department and cannot be considered as child friendly (or education friendly) as it has been designed without inputs from educational experts. Building standards do not cater to needs of the school population and weather differences across the province.

2. Internal School Culture

A coercive hierarchical culture exists in schools. Learning is impeded because questions are not encouraged and corporal punishment is the norm. The latter is quoted by many educationists in the province as a major factor for children leaving schools.

3. Other Factors

Poor quality of education also impacts on the attitude of students and parents towards schooling. Loss of confidence in the public sector school system, poverty and resultant opportunity cost of education all combine to increase dropouts. Additionally opportunity cost due to poverty and cultural attitudes, especially, towards female education also either keeps children out of school or contribute to their early departure from the system.

Teacher absenteeism has also contributed to drop outs as many single teacher schools have no provision of alternatives. Absence of critical facilities in schools also impacts student enrolment and retention. Teacher distribution is not rationalized and some schools located in cities with better facilities have an oversupply why many in more distant areas have shortages. A large number of primary schools are single teachers schools.

Efforts from the World Food Programme (WFP) to provide oil and high energy biscuits have improved enrolment but have also created some distortions. The latter have been the result of uneven coverage as only girls schools are covered which results into transfer of

⁵ Balochistan Education Statistics 2010; BEMIS, Department of Education, Balochistan.

students. Also incentives stop at the primary level and there were views that some girls prefer to continue in the primary to benefit from the supplements. It was also reported that girls from the nearby middle schools tend to shift to these schools.

Institutional Challenge(s):

Balochistan has no chance of meeting the targets defined by Education for All (EFA) and Millennium Development Goals (MDGs). An additional challenge now comes from Article 25A of the Constitution of the Islamic Republic of Pakistan, inserted by the 18th Constitutional Amendment. Article 25A has made free and compulsory education, for children aged 5 to 16, a fundamental right. Implementation has been made subject to a law to be passed by the provincial assembly. Balochistan has already drafted a law for the purpose. In its present form the law does not give a time frame for implementation, nor does it provide a definition of free education.

The real challenge remains in implementation of the law, especially, the financial requirements. In addition to increase in enrolment the law also requires sustainability through elimination of dropouts. Ensuring quality education will be imperative to attainment of objectives of Article 25A.

Quality

Education in Balochistan does not have a focus on quality, in fact the system does not define quality per se. Resultantly no indicators for quality are generated within the province. Additionally quality inputs generate rote learning and not analytical, critical thinking. Some of the areas impacting quality (and included in the current 'Action Plan') are discussed below:

Teacher Training

Increase in private pre-service teacher education institutions has led to a decline in the quality of graduates available for recruitment in the province. Malpractices, and resultant low credibility of examinations, are considered to be the main reason for the poor output. The easy path to degree provided by private institutions has led to a decline in enrolment in the government run Elementary Colleges of Education (ECE) (there are 12 ECEs in the province). The Balochistan Action Plan, however, is currently focused on in-service teacher training only.

Two institutions carry out in-service training: the Bureau of Curriculum and Centre for Extension Services (BOC&ES) and the Provincial Institute for Teachers' Education (PITE). These trainings are not structured within an overall teacher professional development programme and are run under various projects run by development partners. The Aghaz I Haqooq I Balochistan (AHB) package, funded by the Federal government, also includes a

teacher training component run by BOC. The AHB follows a cascade model through training of Master Trainers who function at the district and tehsil level. In addition to being a scatter of programmes with no common structure there is no information on the trainees and also no follow up.

The PPIU plans to undertake a mapping exercise of all teacher training programmes in the province to assist in development of a comprehensive teacher training programme, with UNESCO's assistance.

Institutional Challenge(s)

There are 45,051 teachers in the province with 39,286 at the primary, and 5,765 at both the middle and secondary levels⁶. While there has been no study to evaluate teachers competency there is a perception that teaching ability remains poor. As access increases under the obligations of Article 25A more teachers will need to be recruited and the pressure on in-service trainings will increase to ensure quality education.

Institutionally, the work is divided between two organisations and there has been no evaluation of the trainings conducted. Firstly, the issue of determining the right (single) organization for teacher training and secondly, the capacity within the province to undertake the task remain a challenge.

Textbooks

Textbooks face two problems: administratively, the government's policy to distribute free textbooks suffers from delayed deliveries; the academic content of textbooks is considered to be of poor quality.

The Government of Balochistan adopted the policy of provision of free textbooks to all students of the province up to matric since FY-2006/07. There have now been complaints of schools not receiving books on time and also of not receiving all titles in a single delivery. A number of reasons have been identified for the problems. There appears to be a gap between the data provided by the Balochistan Education Management Information System (BEMIS) and the actual field requirement manifested through complaints from schools and districts. The gaps have been explained through the following possible reasons:

1. Gaps in data collected by BEMIS.
2. Pilferages through delivery of books to individuals under pressure from influential personnel and;
3. Issue of timely printing of the books by the Balochistan Textbook Board (BTBB). Delay in financial releases, procurement of paper and printing by the small set of printers in the province all impact on timely printing (and subsequently distribution).

⁶ Ibid

Issues in academic content include books being written in a dull narrative, generally uninteresting with language not necessarily commensurate with the age and linguistic requirements. Horizontal and vertical management of the syllabus has not been focused leading to distortions within classes as well as across them. Like most other qualitative inputs textbooks do not induce children to think critically.

Institutional Challenges:

Textbook development is not governed by any standards beyond the requirements of paper etc. No guidelines exist for academic content and review processes. Poor quality of textbooks is not only owed to absence of academic standards but also paucity of quality textbook authors. The printers in the province have no publishing capacity which limits the application of the National Textbooks Policy (NTBP) of 2007 agreed to by all provinces. The policy outsources the publishing function to the private sector (hitherto performed by the boards) with the expectation that competition will improve the quality of textbooks in the province. The policy was linked to development of books under the Curriculum developed in 2006. Balochistan has not produced a single book under the new curriculum.

On distribution the primary concern comes from finances as unlike Punjab and Sindh the activity is not supported by external agencies (World Bank, DFID and USAID). Currently the BTBB has a financial deficit of Rs.30,000,000⁷. Efforts of the World Food Programme, which provided transportation on cost basis, have greatly reduced distribution costs.

Curriculum

With the removal of the concurrent legislative list from the Constitution the Federal role in curriculum development and textbooks review has devolved to the provincial level. The province now needs to identify the organization for curriculum development and textbooks review and capacitate the designated organization to perform the function(s). The link between the textbook board and the designated organization will also need to be clarified.

As already mentioned curriculum will be now exclusively in the purview of the provincial government which at present has no capacity to undertake the task. So far the province has not even implemented the 2006 curriculum and all the books in schools are based on the 2002 curriculum. Curriculum development will not be the only task of the organization given the task. Final clearance to textbooks, previously given by the Federal government, has also now been devolved and the organization designated for curriculum review will also provide this clearance. This will be in addition to review by the Textbook Board itself.

⁷ This year Finance Department has agreed to allocate and release the entire amount at the beginning of the financial year. The costing, however, does not include inflationary adjustment and possibilities of cost overruns remain.

A critical part of the curriculum is language planning. Many experts are of the view that initial education should be in a familiar language or mother tongue. In Balochistan there have been past attempts at this but they all failed. It will however be critical for schools to have a school language policy which balances across the various languages taught in schools from a learning as well as relevance perspective.

Assessments

Assessments suffer from poor quality as well as endemic cheating in external examinations. Absence of standards, poor capacity of teachers and absence of quality examiners for developing external papers by the Board of Intermediate and Secondary Education (BISE)⁸ reinforce rote learning. Malpractices further exacerbate the situation as teachers interviewed revealed that the BISE results are not consistent with internal school examinations. Complaints of endemic cheating were common.

Teachers have little or no capacity for conducting assessments. Internal school examinations suffer from similar deficiencies as the BISE papers. In fact in many schools regular internal exams are not conducted.

A very important opportunity lies in the form of the work of the Provincial Education Assessment System (PEAS). However, the work has not been channelized into system improvements and the dissemination strategy of PEAS has not been strong enough to reach key stakeholders effectively.

Institutional Challenge(s)

BISE manages examinations in a traditional manner where papers are not set against standards and examiners are neither trained nor certified. Also at present (except PEAS) no organization measures learning outcomes (Board results cannot be considered a proxy).

Monitoring

Monitoring in the province can be divided into three portions: disciplinary, academic and system wide. District authorities are primarily responsible (along with head teachers) to ensure teacher attendance and discipline. Monitoring of academic performance within schools is the responsibility of the district officers through the Learning Coordinators (LCs).

District formations suffer from a number of shortcomings that impede their ability to effectively perform these functions. A number of positions are vacant (only 375 LCs are

⁸ Board of Intermediate and Secondary Education (BISE) conducts terminal examinations from grades 9 to 12.

available against a requirement of 880). Distances, terrain and poor communication structure pose serious challenges to the field officers. The situation has been worsened by limited availability of transportation and funds to travel (e.g. fuel). The most serious problem in effective monitoring is political interference and the role of teachers' associations. It has diluted the ability of the system to hold individuals accountable leading to indiscipline. The quality of Learning Coordinators is also considered inadequate as many are posted as LCs towards the end of their careers and have little training or incentive to perform.

System wide monitoring requires the ability to measure performance of the system through indicators for inputs, processes and outputs. The measurement has to be against a set of standards. Balochistan, like the rest of the country, has no standards or benchmarks for education. At present the Balochistan Education Management System (BEMIS) generates a few quantitative indicators but lacks capacity for a comprehensive regime. Even these indicators have not been developed because of any demand.

The primary problem lies on the demand side. The culture for information based decision making is weak and the data is generated through a supply side understanding of the need.

Institutional Challenges

The primary problem remains in the input focused approach in management (and hence monitoring). A culture of data based decision making, and therefore data demand, remains low. BEMIS therefore functions without adequate direction from either the Directorate of Education or the Education Department of the Government of Balochistan. Once the demand side issues are clarified BEMIS may need to review its data collection tools. A key weakness from the supply side has been the failure to validate data through a third party.

Policy Planning and Implementation Unit (PPIU)

Policy Planning and Implementation Unit (PPIU) has been formed to lead, much needed, reforms of the education sector. It will facilitate and coordinate all reform efforts in the province in support of the primary organisations while being responsible for provincial policy on education and collation of plans to form a common plan for the province. An important role is harmonization and alignment of all donor interventions in the province and providing linkages across various educational interventions.

PPIU will pursue a consultative approach to identification of gaps, development of reform programmes, policies and monitoring of their implementation.

Institutional Challenge(s)

PPIU faces capacity limitations in terms of number of personnel as well as the skill sets required. It has been further bogged down by the work assigned to it under the Aghaz-I-Haqooq-I-Balochistan (AHB) package. Involvement in direct implementation under AHB violates the basic premise for creation of PPIU. The Unit has also raised concerns among other organisations within the education department and there appears to be some lack of clarity on its role and responsibilities, among other organisations in the department. Given the mandate of PPIU it is critical that its role as a facilitator of reform is understood by all provincial sister organisations.

Proposed Strategies

Access

Target: Universal school enrolment by 2020 (Article 25 A requires all children from 5-16 to be in schools).

Strategies

Infrastructure

1. To remove the bottlenecks between primary and middle (and upwards) existing primary and middle schools should be upgraded, wherever feasible.
2. Provide schools for non-school settlements through the following steps:
 - a. Map and identify settlements that need schools along with basic data on, distances, communications networks, populations, local educational levels. (The term settlements requires definition; data from Benazir Income Support Programme (BISP) be used for the above information).
 - b. Local solutions for teachers and schools (recruit & train locals, depend on local architecture).
3. Use the current data on missing facilities to develop a 3 year replenishment plan under the oversight of the PPIU and also define school facilities clearly to ensure standardized reporting of missing facilities.
4. Review the Provincial School Building Code to ensure that they accommodate educational needs and the facilities cater to requirements of the school populations and the local climatic conditions

5. To increase enrolment in primary schools (or reduce dropouts) mixed schools with female teachers should be established at the primary level where feasible.
6. Develop a rationalization programme of teacher deployment to create a balance with teachers from overstaffed schools moving to understaffed ones.

Internal School Issues:

7. Teachers, especially head teachers, should be sensitized on the need for a more open school environment conducive to activity based learning and freedom of inquiry with no corporal punishment.
8. Community awareness on negative impact of corporal punishment.
9. A school rationalization programme should be developed for meeting the agreed minimum teacher-students ratios over a 5-8 year period (given the inverse population density of Balochistan higher averages should be acceptable in many areas). Minimum two teacher schools should be targeted for the next three years
10. Teacher absenteeism (dealt under monitoring)

Extraneous Factors

1. A stipend programme be initiated for girls in poorest districts.
2. Community to be sensitized on importance of education, especially, girl child participation'
3. Teacher quality (under teacher training)
4. Community participation in school management should be increased through revival and empowerment of PTSMCs and training of head teachers on community mobilization.
5. The WFP programme to be reviewed to ensure even distribution of benefits and to remove distortions in incentives.

Cross-cutting:

1. Draft law on compulsory and free education should be presented to the provincial assembly. However, before finalizing the law should include:
 - a. Timeframe for implementation.
 - b. Definition of 'Free Education'.

2. Financial projections should be made for implementation of article 25 A till 2020. These should be preceded by stocktaking and development of strategies.

Quality

1. Operational definition of quality education within the context of Balochistan should be developed to guide inputs and processes for quality.
2. Develop a system for measuring system wide learning outcomes. (Building on the work of the Provincial Education Assessment Systems)

Teacher Training

Target:

1. *Short term:* 100% teacher's complete one training cycle by 2015.
2. *Long term:* Improve teachers' competencies and learning outcomes for students by xx units.

Strategies

1. Develop a Continuous Professional Development model that allows each teacher to receive at least one training every five years.
 - a. Quality assurance cycle with a feedback mechanism used to develop and rectify training systems, priorities and modules.
 - b. Teachers baseline competencies study based on curriculum should be conducted periodically to develop standards and benchmarks on teacher competencies and measure performance of the system.
 - c. Eventually evaluation of teacher training programmes should be based on students' learning outcomes.
 - d. Incorporate the national teachers standards developed by the Higher Education Commission.
 - e. PITE should be given exclusive mandate for in-service teacher training and developed into an apex body serving as a 'Directorate of Staff Development' responsible for all teacher training (CPD).
 - i. Capacity assessment of PITE to be undertaken for eventual capacity development including organizational re-structuring, if required.
 - ii. Resources from the 'Extension Wing' of BOC be shifted to PITE

Textbooks and Curriculum

Target(s):

1. Timely distribution of books by March 2012 for winter zone and August 2012 for summer zone.
2. Preparation of books on 2006 curriculum for Phase I by 2012.
3. Standards for book quality and book development process by end 2011.

Distribution

1. Prepare a costed distributional plan with a monitoring mechanism in consultation with stakeholders (already prepared).

Content

2. Establish standards for textbook development and review.
 - a. Adopt initial standards from Punjab.

Policy

3. Improve quality of textbooks by undertaking the following reforms:
 - a. Adopt the policy of outsourcing of publishing function.
 - i. Adapt books already prepared in other provinces for Phase I
 - ii. Development of local capacity for Phase II.
4. Develop capacity and processes for curriculum development in the province.
 - a. Initially adopt the 2006 curriculum for implementation.
 - b. Develop a standardized curriculum development process.
 - c. Adopt a curriculum dissemination strategy.
 - d. Develop a school language policy and plan for Balochistan through undertaking a study to understand the various ramifications and evaluate the options.
5. Clarify institutional roles and responsibilities
 - a. BOC be designated as the body responsible for curriculum development and capacitated as per requirements.

- b. Textbook Board to develop books, followed by internal review and NOC by BOC.
6. Strengthen institutional capacity:
- a. Develop local capacity for curriculum development in BOC and initially adopt the curriculum for 2006.
 - b. Assess and improve the capacity of the textbook board as a regulator of textbook development.

Assessment

Target(s):

1. Revamp the BISE into an effective, standardized examination body by 2014.
2. Establish a system to measure children learning outcomes for grades 5 and 8 by end of 2012.
3. 50% Teachers trained on internal assessment in first cycle of training

Strategies

External

1. Revamp the assessment and examinations system in the province through undertaking the following:
 - a.
 - b. Develop standards for examinations, especially, the following aspects:
 - i. Examination papers
 - ii. Conduct of examinations
 - iii. Evaluation of papers.
 - iv. Training and certification of examiners
 - c. Prepare a capacity enhancement plan for BISE to enable it to develop and implement the above standards.
2. Directorate of education to conduct examinations for grades 5 and 8 through a specialized agency functioning under it.
3. Ensure PEACE data is disseminated effectively and utilized for analyses of system weaknesses and policy development.

Internal

4. In-service teacher training to include training on assessments.

Monitoring

Target(s):

1. Develop system wide quality and quantity indicators by 2015 (student learning outcome(s) by 2012).
2. Reduce teacher absenteeism by 25% by 2012
3. Improve coverage of schools by field staff by 25% by 2012 and enhance capacity of LCs to conduct academic monitoring.

Strategies:

1. Standards should be developed for educational inputs, processes and outputs by the department through study of various international models.
2. Indicators be developed or adopted for monitoring performance of quantitative and qualitative targets. These indicators would be modified, if required, once a complete standards regime is established.
 - a. Enhance capacity of BEMIS to collect data on school types and include data on learning outcomes from the examination bodies (above) to develop indicators to measure system side performance.
 - b. Department of Education should conduct an exercise to determine data needs. (Such exercises should be undertaken on a regular basis, at least once, every three years).
 - c. Regular data analysis report be prepared and disseminated.
 - d. Dissemination strategy for the above should be developed. It should include multiple tools including websites, media, community participation etc.
3. Improve ability of the field officers to monitor schools through improved transportation facilities and training (this should include Learning Coordinators).
4. Review the current structure of Learning Coordinators to improve capacity and effectiveness.

Policy Planning and Implementation Unit (PPIU)

1. A communications strategy be developed for explaining the role of PPIU to other organisations within the department of education and other key stakeholders.
2. Capacity enhancement of PPIU in view of its mand

IMPLEMENTING THE ACTION PLAN

ANNEX

BIBLIOGRAPHY

Implementing the Action Plan

The Action Plan (and the subsequent sector plan) will bring fundamental changes into the approach to education service delivery in the province and subsequently benefits to the children. Successful implementation will entail increase in financial outlays, capacity development and most significantly leadership to guide the change process. Political will remains the most critical factor.

Politicisation of education has negatively impacted education service delivery. Constituency politics interferes into everyday decisions from transfers and postings to procurements. Support from the political level as well as champions within the education department have enabled recent reforms in the sector. However, more significant changes and sustainable change will require champions from the political leadership.

The reform process will need focused advocacy by the PPIU and the Department of Education targeting political leadership, community, teachers and the development partners.

Recommendations in the Action Plan will be converted into costed strategies and eventually detailed plans. Implementation process will be coordinated by the PPIU and monitored by the donor group in the province headed by the Secretary Education. Representatives of Finance and Planning and Development Department (P&D) will also be members of the group. Eventually, like the 'Action Plan' itself the process will progress into the implementation and monitoring of the sector plan.

Sustainability will require the formation of an oversight mechanism that can review and guide progress. Secretariat and the Directorate of School will also need to strengthen their capacity to successfully oversee and accept the reforms suggested. The ability of the oversight mechanism to gauge the impact will be critical. While detailed planning will include preparation of intermediate indicators BEMIS will have to be focused for overall output and impact level indicators.

This document identifies specific steps for implementation of the prioritized recommendations from the detailed diagnostic document of the Balochistan Action Plan. The later was written on the basis of the areas already identified in consultations. The areas prioritized in internal consultations were:

1. Quality

- a. Curriculum reform, especially, in response to the challenge from the 18th Amendment to the Constitution.
- b. Developing a rational and effective school language policy
- c. Improving textbook quality.

d. Improving teacher capacity through a professional development programme.

e. Strengthening assessments.

2. Access

a. Provision of schooling to all settlements in the province.

b. Provision of missing facilities in schools.

c. Up-gradation of all primary schools to middle level.

d. Improving school culture to eliminate corporal punishment.

3. Cross Cutting

a. Strengthening of the Policy, Planning and Implementation Unit

Detailed actions for initiating all of the above have been developed with two additions:

1. Under cross-cutting areas capacity development of the Directorate of Schools and the Secretariat are essential to sustain the reform in other areas.
2. Oversight mechanisms have been suggested at various levels to ensure that the implementation process stays on course in terms of direction as well as time and also gets ongoing guidance. These include a suggestion to set up an education committee in the provincial assembly.
3. To assist the oversight mechanism reform of BEMIS has also been suggested to allow impact assessment.

Implementation Steps:

The specific steps include those that the government feels it can undertake through internal processes and capacity and others where support of development partners would be needed because of resource or capacity deficiencies. The costs given against each action are broad estimates and can be revised in a more detailed plan linked to the specific action.

Indicators for implementation will also be developed as more detailed plans are developed for each prioritized recommendation. For quality the impact assessment should use PEAS data as the starting point and evaluate progress on the basis of changes in the scores. Although, some intermediate and proxy indicators will need to be developed and generated by BEMIS.

The timelines are not in chronological order. Many actions can be initiated in parallel, though some will be completed earlier than others. Each timeline starts at point zero and ending at 3, 12, 36 and 60 months.

The document must be used as an initial plan which will be flexible to changes as the implementation process begins.

Access to Education

Balochistan’s challenge of access is different from other provinces. It covers 44% of Pakistan with only about 5% of the population. Only 10,000 of the 22,000 settlements have a school, there is an imbalance between primary and middle and many schools lack basic facilities. All of these impact the ability of children to access schools and education. Additionally a coercive school culture with corporal punishments also plays a role in drop outs (missing facilities and coercive school culture also impact quality but they have been placed under access in the ‘Balochistan Action Plan’.

Access				
	Policy	Actions	Cut off Date	Support
0-12 months	Develop a policy on ensuring school availability to all children of the province in line with Article 25A of the Constitution	PPIU in consultation with the Directorate of Education and the School Education Department	31-Dec-11	Internal
	Prepare draft law on compulsory education as required by Article 25A	Draft in consultation with the Directorate of schools and the law department.	31-Dec-11	Internal
	Plan for rationalisation of teacher deployment	In Consultation with the Directorate of Schools and teachers association	31-Dec-11	Internal
	Develop a plan for implementation for schooling in all settlements	Map and identify settlements that need schools along with basic data on, distances, communications networks, populations, local educational levels. Data may be used from the Benazir Income Support programme.	30-Jun-12	Internal
		Deliberations on solutions as per local needs and endowments	30-Jun-12	Internal
	Upgradation of Primary to Middle	Prepare a costed plan for upgradation of all primary schools in consultation with the Directorate of Schools	30-Nov-11	Internal with technical support from development partners
	Provision of Missing Facilities	Prepare costed plan in consultation with Directorate of Schools	31-Dec-11	Internal with technical support from development partners
	Changing school culture	Preparation of an awareness plan through consultations with Directorate of schools, PITE, BOC, Textbook Board, Head Teachers and teachers association	31-Dec-11	Internal with some technical support
		Implementation of awareness plan on school culture		
		Strengthening Parent Teacher School Management Committees(PTSMC) for improving access	Develop a plan for strengthening of PTSMCs in consultation with the Directorate of Schools	31-Dec-12
0-36 months		Implementation of plan on missing facilities	31-Dec-14	Development partner
		Implementation of the plan on school settlements in phases	31-Dec-15	Development partner

Note: The actions have not been costed as these will be developed as detailed planning is ensued. Development partners are welcome to support the internal exercises through technical inputs.

Teacher Training

The current teacher training is not structured. Discrete separate packages funded by donors form the training regime. No feedback on impact exists.

Teachers

	Policy	Actions	Cut off Date	Support
0-3 months	PITE to be declared the sole organisation for teachers professional development	Deliberations on role of PITE with Directorate of Schools and BOC	Aug-11	Internal
		Issue notifications	30-Sep-11	Internal
	Prepare or adopt teachers' guides/lesson plans on the 2006 curriculum	Deliberations with Directorate of school, BOC and PITE	30-Sep-11	Internal
0-12 months	Training Plan	A plan to be prepared and implemented through the Directorate of Schools and PITE to ensure maximum quality and dissemination within the limited time.	30-Nov-11	Internal with support of UNESCO, GIZ?, UNICEF?
	Implementation of training	Plan to be implemented through collaboration of the Directorate of Schools and PITE	31-Dec-12	Internal with support of UNESCO, GIZ?, UNICEF?
0-36 months	Undertake baseline study for teachers' competency as per curriculum needs	The study would evaluate the competencies of teachers at various levels in pedagogy as well as subject knowledge.	31-Dec-12	Development partner
	Develop continuous professional development programme	The teachers competency study will guide the development of the programme which would developed by PITE in consultation with the Directorate of Schools	31-Dec-13	Development partner
	Capacity Assessment of PITE	External consultant to be hired for review and development of Capacity Development Plan	31-Dec-12	Development partner
	Capacity Development Plan	External consultant to be hired for review and development of Capacity Development Plan	30-Jun-13	Development partner
	Implementation of CPD	To be implemented by PITE in collaboration with the Directorate of Schools.	Starting date January 2013	Development partner
	Implementation of Capacity Development Plan	Government to implement with the assistance of the capacity development team.	31-Jul-13	Development partner

Note: The costs are based on estimates, where the government would internally conduct the exercise or the action is an outcome of another action the cost has been marked as '0'.

Development partners are welcome to support the internal exercises through technical inputs.

Textbooks

Balochistan is yet to develop textbooks on the new 2006 curriculum as it continues to be on the 2002 curriculum. Also other provinces have embarked on outsourcing of the publishing function but again Balochistan has not yet assimilated the new textbooks policy. The policy actions again provide both interim and long term options.

Textbooks

	Policy	Action	Cut off Date	Support
0-3 Months	Adapt existing approved books for phase I	Deliberations with Directorate of Schools, textbook board, BOC and Department of Higher Education	31-Jul-11	Internal
		Notification on adoption of existing books	5-Aug-11	Internal
	TORs for review and selection including the composition of review committee for Phase I	Deliberations with Directorate of Schools, textbook board, BOC and Department of Higher Education	31-Aug-11	Internal
	Involvement of Publishers and printers	Negotiations with external and local publishers on terms and conditions for Phase I	15-Sep-11	Internal
	Adopt the Textbook Policy 2007	Consultations with Directorate of Schools, Textbook Board, BOC and higher education department under chairmanship of Secretary Education	31-Jul-11	Internal with support of UNESCO, GIZ?, UNICEF?
		Issue notification on adoption of policy	5-Aug-11	Development partner
		Adopt standards for evaluation of textbooks	31-Aug-11	Internal with support of UNESCO, GIZ?, UNICEF?
		Notify standards	30-Sep-11	
		Phase II onwards		
0-12 months	Agreement of Publishers and Printers	Negotiations with external and local publishers on terms and conditions for Phase II onwards	31-Dec-11	Internal with support of UNESCO, GIZ?, UNICEF?
		Deliberations on TORs for review committee	September-December 2011	Internal with support of UNESCO, GIZ?, UNICEF?
		Notify TORs for review committee	31-Dec-11	Internal
		Notify standards	31-Dec-11	Internal
0-36 months	Advertise for Phase II	The Textbook board to advertise as per regulations	Jan-12	Internal with some support
	Develop new books according to Textbook Policy 2007 for Phases II & III	Books to be developed as per adopted policy.	Mar-14	Internal with some support
	Capacity Assessment of TBB	External consultant to be hired for review and development of Capacity Development Plan	31-Dec-12	Development partner
	Capacity Development Plan	External consultant to be hired for review and development of Capacity Development Plan	30-Jun-13	Development partner
	Strengthening local publishing capacity (publishers, authors, designers etc.)	Local authors, textbook designers and publishers to be trained on producing quality textbooks as part of the textbooks policy.	30-Jun-13	Development partner
	Implement capacity development plan	Government to implement in consultation with the capacity development team	Starting date July 2013	Development partner

Note: The actions have not been costed as these will be developed as detailed planning is ensued. Development partners are welcome to support the internal exercises through technical inputs.

Curriculum

After the 18th Constitutional Amendment the province will now develop its own curriculum. At present it does not have the capacity to undertake the task. The policy options and actions guide towards the capacity process while providing intermediate and transitional strategies.

Curriculum

	Policy	Action	Cut off Date	Support
0-3 months	Adopt 2006 Curriculum	Issue notification	31-Jul-11	Internal
	Approval of Curriculum Law	Minister of Education to follow up		Internal
	BOC declared as custodian of the curriculum	Deliberations on the role of BOC including Directorate of Schools, Textbook Board, BOC and higher education	5-Aug-11	Internal
		Issue notification	15-Aug-11	Internal
	Develop/Adapt Curriculum Implementation Framework(CIF)	Workshops with textbook board, BOC, PITE, BISE, PEACE, Directorate of Schools and Higher Education Department	30-Sep-11	Internal with support of UNESCO, GIZ?, UNICEF?
	Develop a school language policy for Balochistan	Prepare Terms of Reference for a study in consultation with Directorate of Schools and BOC	31-Oct-11	Development partner
	Implement CIF	UNESCO/GIZ?	Starting date October 2011	
0-12 months	Undertake a school languages study	The study will review the languages situation in Balochistan with a view to suggest the best school language policy along with a plan to implement the same within the complex multilingual situation in the province	31-Oct-12	Internal with support of UNESCO, GIZ?, UNICEF?
	Exposure visits of key officials for curriculum & textbooks	Main implementers of the reform process would be given exposure of national and international practices and standards.	Jun-12	Development partner
0-36 months	Capacity Assessment of BOC	External consultant to be hired for review and development of Capacity Development Plan	31-Dec-12	Development partner
	Capacity Development Plan	External consultant to be hired for review and development of Capacity Development Plan	31-Dec-12	Development partner
	Implement Capacity Development Plan	Government to implement with support from the Capacity Development team	30-Jun-13	Development partner
0-60 months	BOC capacitated as Curriculum developing agency	Outcome of Implementation of the capacity development plan	31-Dec-14	
	Review of curriculum 2006	To be undertaken internally by the Government through the Bureau of Curriculum	31-Dec-15	Internal with some support

Note: The actions have not been costed as these will be developed as detailed planning is ensued. Development partners are welcome to support the internal exercises through technical inputs.

Assessments

Assessments both within the school and the terminal examinations conducted by the Board of Intermediate and Secondary Education (BISE) reinforce rote learning. There is little capacity to assess cognitive skills effectively. The policy actions address both the internal examination capacity in schools as well as the BISE.

Assessments

	Policy	Action	Cut off Date	Support
0-3 months	Review current examination quality and standards	Internal review by PPIU in consultation with BISE, NEAS, Directorate of Schools and Higher education department	31-Oct-11	Internal
	Identify parameters for BISE capacity development	Internal review by PPIU in consultation with BISE, Directorate of Schools and Higher education department	31-Oct-11	Internal
0-36 months	Develop standards as required by Curriculum 2006	Identify relevant development partner	31-Dec-12	Development partner
	Develop a certification programme for examiners	Identify relevant development partner	30-Jun-12	Development partner
	Implement Training Programme	Identify relevant development partner	30-Dec-12	Development partners
	Develop a teacher training programme on assessment to be introduced under the CPD (link to author training)	linked to CPD development	31-Dec-13	Development partner
	Capacity Assessment of the BISE	Identify relevant development partner	31-Dec-12	Development partner
	Capacity development plan	Identify relevant development partner	30-Jun-13	Development partner
	Implementation of the Capacity Development Plan	Identify relevant development partner	Starting date July 2013	Development partner

Note: The actions have not been costed as these will be developed as detailed planning is ensued. Development partners are welcome to support the internal exercises through technical inputs.

Policy Planning and Implementation Unit (PPIU)

PPIU was formed in 2010 as the organization for designing, coordinating and overseeing reform in the province. So far it has managed to provide continuity but needs capacity review and strengthening to ensure it can oversee implementation of the action plan and preparation (and implementation) of the Sector Plan.

Strengthening of PPIU

	Strengthening PPIU	Actions	Cut off Date	Support
Immediate (0 -3 months)	Assessment of PPIU requirements and capacity gaps	Internal consultations and also with Secretariat, Directorate of Schools and Department for Higher Education	31-Aug-11	Development partner
	Capacity Development Plan	Internal consultations and also with Secretariat, Directorate of Schools and Department for Higher Education	30-Sep-11	Development partner
Short-Term (0-12 months)	Implementation of Plan	Locate interested development partners	31-Mar-12	Development partner
	Dissemination of PPIU's role	Internal plan to be developed by PPIU	31-Dec-11	Internal with support from UNESCO

Note: The actions have not been costed as these will be developed as detailed planning is ensued. Development partners are welcome to support the internal exercises through technical inputs.

Monitoring

Impact assessment of the education sector and the reform process, in particular, would require the ability to measure the outcomes. As the plan gets under way a number of intermediate indicators will be developed. However ability of the system to generate output based indicators and use them along with other indicator sets remain critical to sustainability.

Monitoring

	Policy	Action	Cut off Date	Support
0-3 months	Orientation of senior management on output based management	Sessions with senior managers at provincial and district level	31-Oct-11	Development partner
0-12 months	Familiarisation with basic education indicators	Sessions with senior managers at provincial and district level on education indicators and their use	31-Mar-12	Development partner
	Review BEMIS scope and capacity	Consultations among PPIU, Directorate of Schools, Directorate of Colleges, BOC and BISE	30-Jun-12	internal with some technical support
	Enhance the database for BEMIS	Based on above discussion explore possibilities for BEMIS to collect data for schools outside the management of the school education department, to add qualitative data including examination results and also	15-Aug-12	internal with some technical support
	Develop indicators for inputs, processes, outputs and impact	To be prepared in consultation with the secretariat, directorate of schools and the BOC and BEMIS capacitated accordingly in the following steps	30-Sep-12	Development partner
	Capacity assessment of BEMIS	External consultant to be hired for review and development of Capacity Development Plan	31-Oct-12	Development partner
0-36 months	Capacity Development plan for BEMIS	External consultant to be hired for review and development of Capacity Development Plan	Starting date December 2012	Development partner
	Implement capacity development plan	BEMIS, Directorate of Schools and PPIU to implement with the support of the capacity development team.	Starting date June 2013	Development partner

Note: The actions have not been costed as these will be developed as detailed planning is ensued. Development partners are welcome to support the internal exercises through technical inputs.

Cross Cutting and Overarching

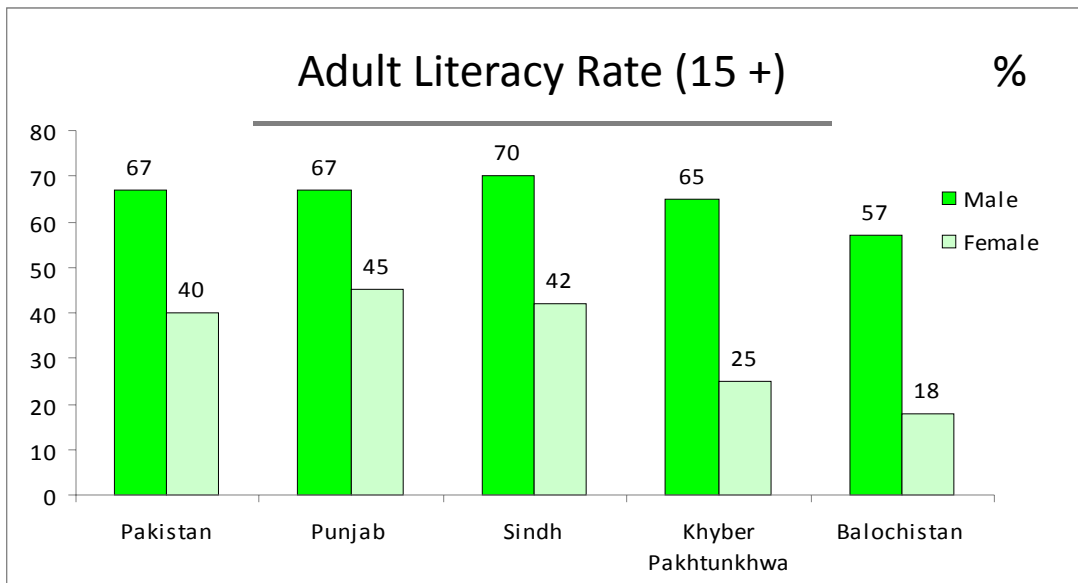
As the above reforms ensue there would be a need for oversight and guidance. Also for sustainability purpose the capacity development process cannot remain confined to the specialized organisations identified for quality. Directorate of School and the Secretariat will need to develop corresponding capacity.

<p>Cross Cutting & Overarching</p>	<p>Capacity Development of the Education Department(including the directorate) to adjust to the changes</p>	<p>Directorate of Schools to eventually become the coordination body for educational inputs, processes and outputs</p>	<p>Development of a steering structure for implementation involving Secretary School and Higher Education, Directors and heads of specialised agencies</p>	<p>Oversight mechanism headed by Chief Secretary and including secretaries of education, P&D, Finance and Social Welfare</p>	<p>Education Committee of the Balochistan Provincial Assembly to be formed</p>
---	---	--	--	--	--

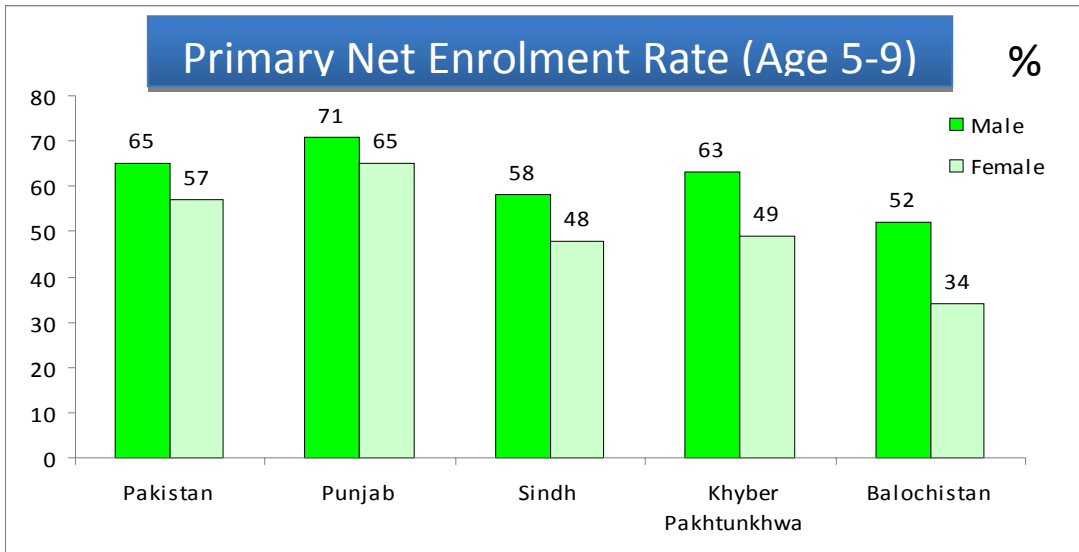
Annex

Annex: Education Picture of Balochistan

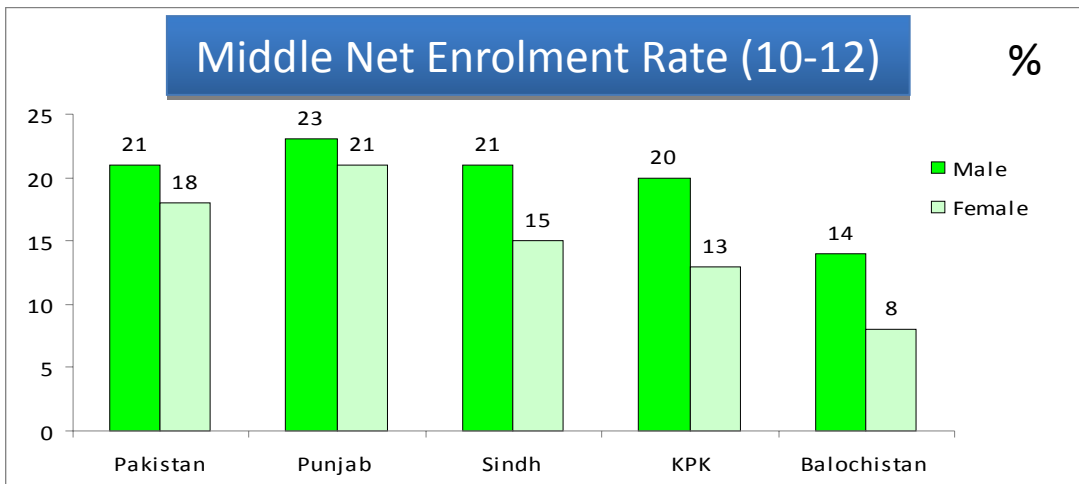
Source: Pakistan Social & Living Measurements Survey 2008-9



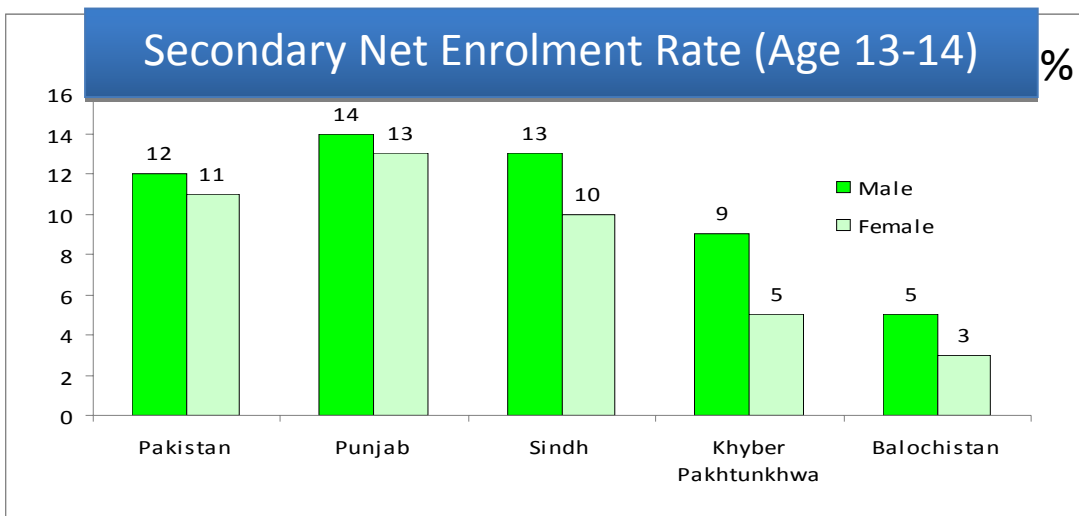
Source: Pakistan Social & Living Measurement Survey 2008-9



Source: Pakistan Social & Living Measurements Survey 2008-9



Source: Pakistan Social & Living Measurements Survey 2008-9



Source: Pakistan Social & Living Measurements Survey 2008-9

Bibliography

1. *'Education In Pakistan: A White Paper'* Javed Hassan Aly, Ministry of Education Government of Pakistan (2007).
2. *Balochistan Economic Report (2008)*, The World Bank.
3. *Balochistan Economic Report*, World Bank 2008.
4. *Balochistan Education Statistics 2010*, BEMIS, Directorate of Schools, Department of Education Balochistan.
5. *Eighteenth Constitutional Amendment (Challenges and Opportunities for the Education Sector)*, Case Study by ISAPS for Deutsche Gesellschaft Fur International Zusammenarbeit (GIZ) for Punjab Government.
6. *Federal Supervision of Curriculum, Textbooks and Maintenance of Standards of Education Act 1976*.
7. *National Textbook Policy (2007)*; Ministry of Education Islamabad.
8. *Pakistan Social and Living Measurements Survey (PSLM)*, 2008, Statistics Division, Government of Pakistan.
9. *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).
10. *Report on Draft Proposed National Professional Standards for Teachers in Pakistan* by UNESCO Prof. Dr. Mahmood H. Butt (2008).
11. *Tracer Study on Bureau of Curriculum* ; Sajjad Akhter 2007.