



Launching Edition

# BALUCHISTAN EDUCATION SECTOR PLAN (BESP) 2020-25

Secondary Education Department, Government of Balochistan

# Balochistan Education Sector Plan (BESP) 2020-2025

Policy Planning and Implementation Unit (PPIU),  
Secondary Education Department (SED),  
Government of Balochistan





## Messages

### Honorable Governor, Balochistan

Provision of free and quality education to the children is the primary responsibility of the State. Children and young people are the future of a nation. The importance of development of their abilities to enter life as productive and responsible citizens cannot be overestimated. The potential of Pakistan's youthful population will be reaped only through investment in quality education for all children. The development of the Balochistan Education Sector Plan (2020-25) is a right step in this direction.



I congratulate the Government of Balochistan, Secondary Education Department, on this commendable effort. I am sure that Secondary Education Department will now focus all efforts and energies on the timely and proper implementation of Balochistan Education Sector Plan (BESP: 2020-25). I am also confident that the provincial Government will religiously pursue the road-map and the targets set by BESP. The implementation of BESP in letter and spirit will contribute towards the fulfillment of constitutional obligations in the shape of Articles 25-A and 37-B and the international commitments made by the country in the form of Sustainable Development Goals (SDGs).

My sincere and best wishes are with the Government of Balochistan and all the departments involved in the implementation of BESP (2020-25).

### Honorable Chief Minister, Balochistan



Balochistan has a large youth bulge with nearly 65% of its total population below the age of 30. This youth bulge represents both an opportunity and a risk. For the Government, this implies that quality education needs to be provided to a large number of children and young people so that they can become active, responsible and productive members of the society. The Government is cognizant of the scale and intensity of the challenge of providing quality education to all and is committed to taking all the necessary steps to accomplish this mission.

It was with these objectives in mind that the Government of Balochistan, soon after coming into power, embarked on the task of developing an evidence-based comprehensive plan for the education sector. The Balochistan Education Sector Plan (BESP: 2020-25) provides a holistic and integrated roadmap for delivering quality education for all. The Plan reflects the vision and aspirations of the Government and the needs of the people regarding education.

BESP (2020-25) recognizes the integrated nature of education and child development and prioritizes both improvement of quality and access to education. The Government is keen to provide all the necessary financial and administrative support for effective implementation of BESP. It is hoped that, through sound implementation of BESP, progress will be ensured on the commitments made in the Balochistan Compulsory Education Act, 2014 as well as the Sustainable Development Goals 4 and 8. The Government shall also review and monitor the implementation of the BESP (2020-25) on regular basis.

I congratulate the Department of Secondary Education and its attached departments / wings for this commendable effort. I sincerely hope that they will work with the same dedication and spirit towards the implementation of BESP (2020-25).

I am also confident that we will achieve tangible improvements in education quality and access over the next few years. I wish everyone involved in its implementation the best and pray that the efforts result in improvement of the future of children in Balochistan.

### **Honorable Minister Education, Balochistan**



The Government of Balochistan views education as a mission that needs to be pursued on an emergency basis. It is central to the development agenda and the future of Balochistan. Balochistan Education Sector Plan (BESP: 2020-25) provides a roadmap towards this future. The Plan addresses issues of learning, participation and reduction of gender gaps. These have been long-standing challenges in education for Balochistan. The arduous task of implementation faces us. Many a times in the past good plans have been undone by ineffective implementation. We will ensure that BESP (2020-25) does not meet a similar end. The Plan itself has detailed implementation, reporting and monitoring mechanisms. These will be strictly followed.

This is another opportunity to break the vicious cycle of low participation and low quality of education in the province. It will not be easy but the Government has the will and commitment to achieve it. We will ensure that there is a coordinated effort from all the stakeholders. These include the Department of Secondary Education, Department of Colleges, Technical & Higher Education, Department of Social Welfare, Balochistan Technical Education and Vocational Training Authority (B-TEVTA) and the Department of Health. The most critical symbiotic relationship is with the Department of Social Welfare. The effort to reduce out of school children and improve literacy in the province will require a combined, and coordinated, work by the Departments of Secondary Education and the Department of Social Welfare.

As the Minister of Education I will personally oversee the implementation of BESP (2020-25) and coordination with stakeholders to achieve the desired results. I see it as imperative to the development of Balochistan and its future.

### **Honorable Secretary Secondary Education Department, Balochistan**

It gives me immense pleasure that Policy Planning and Implementation Unit (PPIU), an important organ of Secondary Education Department, has developed second phase of Balochistan Education Sector Plan (BESP: 2020-25). It has been built on learning from the previous Balochistan Education Sector Plan (2013-18) and detailed consultations in districts and the provincial headquarters with stakeholders. The BESP (2020-25) improves on its predecessor in a number of areas. The Plan has introduced new strategies to address the challenges faced by the Education Sector in the province under thematic areas of Learning, Access & Participation, Data & Research, Governance & Management, and Technical & Vocational Education and Training (TVET).



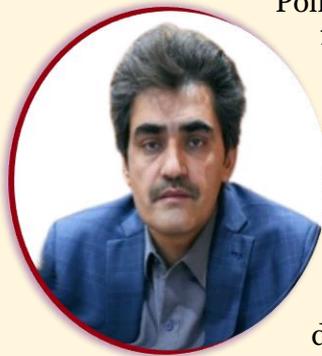
Furthermore, the reading challenge has been brought to the front as a most critical problem of education in Balochistan. Child welfare has also been focused as a subset of learning. The area of research as central to continuous improvement has been highlighted in detail with specific recommendations. Learning design as a composite of scheme of studies, curriculum and textbooks has been discussed at length and underlined as the central cause of the learning crisis.

I am grateful to the leadership of all stakeholders particularly of Planning & Development Department, Finance Department, Social Welfare Department, Colleges, Technical & Higher Education Department and B-TEVTA for their effective participation in the development of BESP (2020-25). I am specially thankful to Additional Chief Secretary (Development) for his overview and approval of BESP (2020-25).

I laud the participation of officers, teachers and students in the districts and all the attached departments of the Secondary Education Department. I also congratulate the then leadership and team of PPIU for the successful consultations, documentation and preparation of the final product.

The next challenge is of implementation of BESP (2020-25) in its true spirit. PPIU will again lead a key role in the implementation and progress tracking of BESP (2020-25). Together we will make an effort to give the children of Balochistan their right to quality education and a bright future.

**Honorable Mr. Dawood Khilji, Additional Secretary (Dev:) and Focal Person, PPIU, Secondary Education Department, Balochistan**



Policy Planning and Implementation Unit prepared the first sector plan for Balochistan. In 2019 it was given the challenge of preparation of the second version. Given a new team and leadership it was a steep task. The challenge was compounded by the time constraints given. The PPIU team can be proud of manner in which they rose to the occasion. They worked closely with the consulting team, participated in designing the process, consultations in the districts and in Quetta and provided continuous inputs to detailed discussions that resulted in honing of the final document. The fact the Sector Plan was cleared by GPE, external appraiser and the ACS development with minimal changes reflects the professional commitment of all concerned.

I thank UNICEF and the consulting team for their valuable work which ensured the timely production of a quality sector plan. I am, especially, grateful to Mariela Buonomo Zabletta of International Institute of Education Plan (UNESCO) for developing critical capacity of PPIU and other teams and providing a clear framework for plan development.

I am confident that implementation of BESP 2020-25 will be undertaken with an equally dedicated professionalism. I wish the implementers the best of luck.



## Acknowledgment

Being part of the process to develop the Balochistan Education Sector Plan 2020-25 has been an honor and a journey of learning. The strong leadership provided by the Department of Education and Policy Planning and Implementation Unit (PPIU) made it possible to complete the task with involvement of all critical stakeholders. The final product owes to everyone who participated in the consultations: students, teachers, community members, officials in the districts, deputy commissioners, members of academia, madrassah, civil society, officers of various attached departments of the Department of Education (Schools), Balochistan Technical and Vocational Education and Training, National Vocational and Technical Education and Training Commission (NAVTEC), Department of Social Welfare (especially the Directorates of Non Formal Education and Special Education) and the Local Education Group (LEG).

Policy Planning and Implementation Unit (PPIU) was led ably by Mr. Dawood Khilji, Additional Secretary (Dev) and focal person, PPIU. He not only strengthened the PPIU but also helped the PPIU function as an effective team and ensured active inclusion of officials of PPIU, other organizations and stakeholders. A solid education sector plan rooted in addressing pertinent issues in the education sector is pivotal to education sector reforms in the province. Mr. Dawood Khilji's strong leadership proved to be exemplary which helped in paving ways for the sector plan development. He ensured the teamwork and rigorous consultative process by motivating and engaging all the officials and stakeholders. Officers of Policy Planning and Implementation Unit (PPIU) led all consultations and were part of the comprehensive discussions on the evolving drafts PPIU. Their robust participation and contribution not only enabled a quality product but will also ensure stronger implementation.

The leadership role of than Secretary, Secondary Education Department, Government of Balochistan Mr. Tayyab Lehri remained admirable while empowering the PPIU to take lead in development of the BEP.

The role of the High Level Committee for the sector plan was extremely critical in advising the process. The support from Secretary Education to the autonomy of the process was extremely helpful to an objective analysis and development of a realistic set of recommendations.

The critical and analytical evaluation and guidance by the Technical Committee Lead by Mr. Ghulam Ali Baloch, and its members including Mr. Abdul Saboor Kakar, Mr. Azziz Jamali, Mr. Rashid Razzaq has helped the BEP document to become the asset for the province.

Heads and teams of Directorate of Education (DoE), Bureau of Curriculum and Extension Center (BOC&EC), Balochistan Board of Intermediate and Secondary Education (BBISE), Balochistan Textbook Board (BTBB), Balochistan Assessment and Examination Commission (BAEC) and Provincial Institute of Teacher Education (PITE).

Support and inputs from the UNICEF Country Office and Provincial team were invaluable to successful completion of the task and improvements in the final product.

We are also grateful to the Balochistan team of the USAID funded Pakistan Reading Project, Provincial Polio office, United Nations High Commission for Refugees (UNHCR), Peoples Primary Healthcare Initiative (PPHI), Japan International Cooperation Agency (JICA) and UNESCO for their inputs into their areas of expertise as well as general feedback on various drafts.

We want to give a special thanks to Mariela Buonomo Zabletta, International Institute of Education Planning (IIEP), UNESCO for her efforts in not only building requisite capacity within key government institutions but also her tireless efforts in ensuring the quality of the sector plan. Her inputs were invaluable.

Finally, the team of consultants from SCSPEB who worked tirelessly with their counterparts from PPIU and other government organizations.

We wish the Government of Balochistan all the best in successful implementation of BESP 2020-25.

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## Acronyms

|          |   |
|----------|---|
| ADE      | Associate Diploma of Education                                  |
| ADP      | Annual Development Programme                                    |
| AEPAM    | Academy of Education Planning and Management                    |
| ALP      | Accelerated Learning Pathways                                   |
| AOP      | Annual Operational Plan   |
| ASER     | Annual Status of Education Report                               |
| BACT     | Balochistan Academy for College Teacher                         |
| BAEC     | Balochistan Assessment and Examination Commission               |
| BBISE    | Board of Intermediate and Secondary Education                   |
| B.Ed     | Bachelor of Education   |
| BEF      | Balochistan Education Foundation                                |
| BESP     | Balochistan Education Sector Plan                               |
| BOC & EC | Bureau of Curriculum and Extension Centre                       |
| BPSC     | Balochistan Public Service Commission                           |
| BRA      | Balochistan Revenue Authority                                   |
| BTBB     | Balochistan Textbook Board                                      |
| BTEVTA   | Balochistan Technical Education & Vocational Training Authority |
| C&W      | Communication and Works   |
| CBOs     | Community Based Organisations                                   |
| CBT      | Competency Based Training                                       |
| CDP      | Capacity Development Plans                                      |
| CIF      | Curriculum Implementation Framework                             |
| CMS      | Complaint Management System                                     |
| CPD      | Continuous Professional Development                             |
| CPEC     | China-Pakistan Economic Corridor                                |
| CSR      | Classroom Student Ratio   |
| DAE      | Diploma of Associate Engineering                                |
| DEA      | District Education Authority                                    |
| DEG      | District Education Group  |
| DEO      | District Education Officer                                      |
| DOC      | Directorate of Colleges   |
| DOE      | District Officer Education                                      |
| DOE(S)   | Directorate of Education (Schools)                              |
| DOH      | Department of Health  |
| DLNFE    | Directorate of Literacy & Non Formal Education                  |
| DSC      | Departmental Sub Committee                                      |
| DSE      | Directorate of Special Education                                |
| ECE      | Early Childhood Education                                       |
| EFA      | Education for All   |
| EMIS     | Education Management Information System                         |
| ESA      | Education Sector Analysis                                       |
| ESP      | Education Sector Plan   |
| ETD      | Excise and Taxation Department                                  |
| EU       | European Union  |
| FGD      | Focused Group Discussion  |
| FPSC     | Federal Public Service Commission                               |
| GCEE     | Government Colleges of Elementary Education                     |
| GDP      | Gross Domestic Product  |
| GER      | Gross Enrolment Rate  |
| GoB      | Government of Balochistan                                       |
| GPI      | Gender Parity Index   |
| HDI      | Human Development Index   |
| HE       | Higher Education  |

|         |   |
|---------|---|
| HEC     | Higher Education Commission                           |
| HED     | Higher Education Department                           |
| HR      | Human Resource  |
| HRMIS   | HR Management Information System                      |
| ICT     | Information & Communication Technology                |
| IT      | Information Technology                                |
| JESR    | Joint Education Sector Review                         |
| JICA    | Japan International Cooperation Agency                |
| KP      | Khyber Pakhtunkhwa                                    |
| LEC     | Local Education Council                               |
| LEG     | Local Education Group                                 |
| LEPC    | Local Education Purchase Committee                    |
| M&E     | Monitoring and Evaluation                             |
| M.Ed    | Master of Education                                   |
| MHM     | Menstrual Hygiene Management                          |
| MIS     | Management Information System                         |
| MMR     | Maternal Mortality Rate                               |
| MNSQE   | Minimum Standards for Quality Education               |
| MoU     | Memorandum of Understanding                           |
| MTDF    | Medium Term Development Framework                     |
| NA      | Not Available   |
| NACTE   | National Accreditation Council for Teachers Education |
| NAVTTTC | National Vocational and Technical Training Commission |
| 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                            |
| NFBES   | Non-formal Basic Education School                     |
| NFE     | Non Formal Education                                  |
| NFEMIS  | Non Formal Education Management Information System    |
| NGOs    | Non-Governmental Organisations                        |
| NIPS    | National Institute of Population Studies              |
| NMDs    | Newly Merged Districts                                |
| NMSQE   | National Minimum Standards for Quality Education      |
| NTBP    | National Text book Policy                             |
| NTS     | National Testing Service                              |
| OOSC    | Out of School Children                                |
| P&D     | Planning and Development Department                   |
| PAF     | Performance Assessment Framework                      |
| PDHS    | Pakistan Demographic and Health Survey                |
| PES     | Pakistan Education Statistics report                  |
| PITE    | Provincial Institute for Teacher Education            |
| PLT     | Promotion Linked Training                             |
| PMC     | Performance Management Cell                           |
| PPHI    | People's Primary Healthcare initiative                |
| PPIU    | Policy Planning Implementation Unit                   |
| PPP     | Public Private Partnership                            |
| PRP     | Pakistan Reading Project                              |
| PSDP    | Public Sector Development Program                     |
| PSLM    | Pakistan Social and Living Measurement                |
| PTSMCs  | Parents Teachers School Management Committee          |
| PTV     | Pakistan Television                                   |
| RBM     | Results-Based Management                              |

|        |   |
|--------|---|
| R.C    | Regular Cost  |
| RTSM   | Real Time School Monitoring   |
| RV     | Refugee Village   |
| S&GAD  | Services and General Administration Department                              |
| SCAC   | Secure Card of Afghan Citizens  |
| SCSPEB | Society for Community Strengthen and Promotion of Education,<br>Balochistan |
| SDGs   | Sustainable Development Goals   |
| SED    | Secondary Education Department  |
| SITAN  | Situation Analysis  |
| SLO    | Student Learning Outcomes   |
| SMC    | School Management Committee   |
| SNE    | Schedule of New Expenditure   |
| SOPs   | Standard Operating Procedures   |
| SWD    | Social Welfare Department   |
| SWOT   | Strengths, Weaknesses, Opportunities and Threats                            |
| TB     | Textbook  |
| TBD    | To be determined  |
| TEVTA  | Technical Education & Vocational Training Authority                         |
| TRC    | Textbook Review committee   |
| TSR    | Teacher Student Ratio   |
| TTP    | Teachers Training Program   |
| TV     | Television  |
| TVET   | Technical and Vocational Education & Training                               |
| UN     | United Nations  |
| UNESCO | United Nations Education Scientific Cultural Organisation                   |
| UNHCR  | United Nations High Commission for Refugees                                 |
| UNICEF | United Nations International Children Fund                                  |
| USAID  | United States Agency for International Development                          |
| WASH   | Water, Sanitation and Hygiene   |
| WB     | World Bank  |
| WHO    | World Health Organization   |



## Summary

### 1. Context

Balochistan covers about 44% of Pakistan's territory and houses about 6% of its population. Huge distances and low population density provides a unique challenge of delivery in the social sector. Education is not an exception and faces several contextual challenges. In addition to low population density, chronic poverty, weak fiscal base, small private sector and poor institutional and human resource base are the binding constraints on the provision of public services in the province. Migration and natural hazards, including droughts, floods and earthquakes also impact delivery of education services. These constraints have, over the years, translated into weak growth performance, the poor state of socio-economic development and wide gender and regional disparities in access to public services. The province has the highest rate of multidimensional poverty, lowest coverage of immunisation for children, highest nutritional deficiencies and lowest literacy rates (44% for 10 plus age group), especially of rural females (17%), among all provinces in the country.

The benchmark of universal school completion and literacy given by Articles 25A and 37b of the Constitution of the Islamic Republic of Pakistan provides a steep slope to climb given, among others, the above challenges. Additionally there is the requirement of Sustainable Development Goal 4 (and SDG 8). Article 25A was added to the Constitution of Pakistan through the 18<sup>th</sup> Amendment 2010. Article 25A made access to education a fundamental right while Article 37b calls upon the state to ensure universal literacy. Within the province, the Balochistan Compulsory Education Act 2014 provides a detailed legal framework for the implementation of Article 25A. Furthermore, the 18<sup>th</sup> Amendment also transferred responsibility for the delivery of education from the federal government to provinces. These included development of curriculum that has now been voluntarily ceded back to the Federal Government by the provinces for development of a national curriculum.

The devolution of education to the provinces has resulted in an increased prioritisation of education in the public policy arena over the past decade. The political leadership of the province has demonstrated willingness to invest more in education. In nominal terms, the education budget of the province has increased nearly five times between 2009-10 and 2019-20<sup>1</sup>. Similarly, the share of education in the total provincial budget has hovered around 17-18% over the past five years—this is marginally higher than the 15% average budget share of education across low and middle income countries<sup>2</sup>.

Increased spending on education, however, has not translated into improved learning outcomes. The percentage of out-of-school children has not recorded a major reduction either. There are two major explanations. First, the overall education planning and resource allocation are not aligned with the goal of learning. Secondly, learning-related inputs such as curriculum, textbooks, teachers and examinations receive inadequate policy attention and resources. The consequent poor reading and numeracy skills and weak analytical ability of children lie at the heart of the learning crisis.

Secondly, the education system has a limited ability to translate increased spending into better learning outcomes and improved participation. The inability of the system to translate expenditure into effective results is explained by weak governance and limited management capacity of the education system in the province. The system cannot efficiently and effectively utilise available human, physical and financial resources for achieving its stated goals. For

<sup>1</sup> The education budget of Balochistan has increased from PKR 14 billion in 2009-10 to PKR 75 billion in 2019-20.

<sup>2</sup> World Bank. 2018. World Development Report 2018 : Learning to Realize Education's Promise. Washington, DC: World Bank. <https://openknowledge.worldbank.org/handle/10986/28340> License: CC BY 3.0 IGO.

example: improving access to education has over the years remained the primary goal of education delivery in the province. In fact, over 95% of the development budget for school education over the past ten years has been allocated to the establishment of new schools and up-gradation of existing ones. This, however, has not resulted in commensurate improvement in participation, mainly because of poor planning, a failure to assess classroom needs, weak monitoring and ineffective accountability mechanisms.

## **2. Scope of Balochistan Education Sector Plan (BESP) 2020-25**

This Plan covers school education and technical and vocational education and training (TVET). The bulk of this document covers the former.

## **3. Key Areas of Focus**

Within school education, this sector plan prioritises learning and access and participation as the two most important areas of policy focus. Furthermore, BESP 2020-25 identifies improved governance and management framework and better research and data as critical enablers for ensuring an efficient and effective education system.

In addition to a dedicated focus on the two key goals and two enablers mentioned above, the Plan also considers four additional aspects of education delivery that are of cross-cutting in nature and have, therefore, been dealt with throughout the BESP. These cross-cutting areas are standards, capacity, gender inclusiveness and partnerships with actors outside the government.

In technical and vocational education, the delivery of better and updated training programs that respond to the needs of the job market have been targeted as the key outcome. The aspects of quality, relevance and access in Technical and Vocational Education and Training (TVET) have been detailed accordingly.

The Sector plan brings the child to the center of reforms. The Sector Analysis separately reviewed child welfare, outside and within the school, and found it to be an extremely neglected area. The Plan centers its approach, around the child in all its aspects – learning, access and participation and governance. A further, particular, emphasis has been on the girl child.

## **4. Major Recommendations for School Education:**

Key recommendations pertaining to the two core areas of policy focus and two critical enablers are as follows:

### **4.1. Learning**

The learning crisis is two-pronged: children cannot read and even the ‘success stories of the system’ – which is a small percentage of the total children of school age who manage to complete schooling – have low analytical ability. Reading, numeracy and analytical ability have been taken as the core issues of learning that need to be addressed to ensure children can develop as self-learners.

BESP 2020-25 looks at learning as a product of three key inputs: the learning design, teaching and learning in the classroom and child welfare. Learning design includes curriculum framework, scheme of studies, curriculum and textbooks. Teaching and learning in the classroom looks at the teachers’ performance, in which ability is one of the factors, and assessments. Child welfare includes physical and mental health of the child as developed prior to coming to school and also during school years – practices and environment in school being important factors.

## 4.2. Learning Design

BESP 2020-25 recommends a learning design that addresses the needs of the child, meets the requirements of the classroom and is sensitive to the contextual realities of Balochistan.

The term learning design, as used in this document, consists of curriculum framework, scheme of studies, textbooks and other teaching and learning materials. These are disconnected from the realities of the majority of children in Balochistan. The design fails to cater to language and other endowments of the child, teacher capacities and school situation that includes a large prevalence of multi-grade classes. A flawed learning design results in the failure of both competent and incompetent teachers.

### I. Curriculum & Scheme of Studies

Curriculum development has traditionally remained a closed process, dominated by individuals who possess knowledge of concerned subjects but not necessarily the requirements of the child and schools. Issues of inadequate capacity in the curriculum, within and outside the government, further impedes the quality of the curriculum. This Sector Plan calls for a shift from existing to a new approach to curriculum development that focuses on meeting the needs of the learner in Balochistan: both at the entry point of education and exit into higher education or employment. This will require the development of a research-based curriculum framework and scheme of studies that has learning paths designed as per the natural endowments of the local learner. Secondary Education Department, specifically, the Bureau of Curriculum and Extension Centre will undertake the need analysis and engage with the Federal Government to provide provincial inputs for the Federal Government including the language policy discussed in the next paragraph.

BESP 2020-25 also calls for a review of the current school language policy (based on English and Urdu in early grades) as it is seen as a major hindrance in the development of reading and thinking ability in the child. A child-centered school language policy based on his or her linguistic advantage will be developed, again, through engagement with the Federal government. Secondly, the issue of capacity within the Bureau of Curriculum and Extension Centre (BOC&EC), which is responsible for curriculum development, as well as, in the market will be addressed to create organisational capacity within the government and a critical mass of curriculum experts in the province. Finally, the Plan calls for strict adherence to a curriculum implementation framework (CIF) that undertakes a review of the effectiveness of the curriculum in textbooks, teachers, examinations and learning on a regular and periodic basis. The CIF will include dissemination of the curriculum and an ongoing feedback loop on implementation issues. A critical component of dissemination will be the orientation of teachers on the new curriculum and any subsequent changes.

### II. Textbooks

Textbooks reviewed during sector analysis showed that they have poor learning value and are often, not even, aligned with the curriculum. There are fundamental flaws in the process of textbook development that include absence of systemic feedback mechanisms and inadequately developed standards. Weak capacity of the Balochistan Textbook Board (BTBB) plays a role in lowering the learning value of textbooks as does lack of a systemic approach for orientation of teachers on new textbooks. Owing to these shortcomings, existing textbooks encourage and induce rote learning like other components of the learning design.

This Plan recommends preparation of contextually-relevant textbooks that can help teachers in teaching and students in developing creative and analytical abilities. This can be achieved by reviewing and refining standards, especially, for inputs and processes that include training and certification of authors and field testing of textbooks. Furthermore, there is a need to improve the capacity of the Balochistan Textbook Board (BTBB). BTBB's current capacity is inadequate for both the scale and quality of the tasks of textbook development. Finally, similar

to the curriculum, the orientation of teachers on textbooks has been included in the strategies – every time new textbooks are introduced or changes are made in them.

### **4.3. Teaching Learning Process**

A thorough review of available literature, data of assessment results and findings of classroom observations carried out for the sector analysis show that teaching is not effective. One major cause is a learning design with unrealistic expectations. However, teacher availability and performance in the classroom are also critical. Lack of required number of teachers, shortage of teachers of certain subjects, especially, science and mathematics, and issues of attendance of teachers emerged as major problems in nearly all districts. Furthermore, a combination of weak motivation, poor capability and lack of adequate resources affect teacher performance.

#### **I. Teacher Performance**

This Sector Plan looks at teacher performance within the context of an organisation and as a product of motivation, capacity and resources. Motivation, in turn, depends on the institutional environment, which, among the others, fails to include teachers as professionals in decisions and planning processes, lacks effective Grievance Redressal Mechanisms and adequate opportunities for career promotion and progression. Capability depends on the quality of pre-service education, both general and professional, and professional development options after joining as teachers.

##### **a. Teacher Motivation**

Strategies pertaining to teacher motivation cover the involvement of teachers in education planning and decision-making processes, revision of career structures and promotion, and improvement of working conditions in schools, including reduction of single-school teachers. The key principle underlying these strategies is that teachers should be treated as professionals (not in an hierarchy) and as members of a larger organisation whose policies and practices impact their motivation.

##### **b. Pre-Service Teacher Education**

Pre-service teacher education was labeled as the ‘weakest link’ in the previous sector plan. It continues to have poor quality in both public and private sectors. The primary areas of concern include the weak capacity of government-run Elementary Colleges of Teacher Education, low policy priority to pre-service teacher education and inadequate implementation of standards.

The approach to pre-service teacher education has been changed drastically in the Plan. Dependence of Government Colleges of Elementary Education (GCEE) has been removed. These GCEEs will be shifted to the Provincial Institute of Teacher Education (PITE) where they will support the latter in the provision of in-service teacher education. For supply of quality teachers the Department will depend on the universities and colleges (managed by the Department of Higher Education) that run graduate programs of education.

##### **c. Teacher Professional Development**

Teacher professional development has seen improvements since the implementation of the previous sector plan. However, many issues persist and professional development as a whole remains weak.

There are three main thrusts of strategies for professional development. Firstly, there is a need for a more comprehensive approach—an approach that will view it as more than just trainings. Secondly, need-based trainings will be developed with the Directorate of Education (Schools) taking primary responsibility and the Provincial Institute of Teacher Education (PITE) functioning in support. Thirdly, the capacity of PITE will be developed as the premier in-service teacher training institution along with the GCEEs transferred under its administrative control. Furthermore, the BESP includes head teachers and supervisors as a critical part of professional development through their roles as mentors. Peer learning has also been added

as a strategy for professional development. To make them more meaningful, trainings will also be linked to career progression of teachers.

## **II. Teacher Availability**

Most districts, and schools, have a shortage of teachers. There is a dearth of science, mathematics and language teachers, especially, in female schools. Despite significant work on monitoring of teacher attendance, as part of implementation of the previous sector plan, about 20% rate of teacher absenteeism continues. Additional duties assigned also contribute as does natural attrition and failure to prepare for replacements on time.

The Plan calls for the development of a long term teacher recruitment plan that looks at the current gaps, needs arising from attrition and expected growth of the sector. Secondly, rationalisation of transfers and postings is important to ensure a balance between rural and urban areas (a specific strategy has been included under ‘Governance and Management’). For meeting immediate needs, recruitment of teachers in science, mathematics and languages will be prioritized, especially, for girls’ schools. For continuous improvement in the quality of teachers recruited, three strategies have been included: firstly, review and improvement of the recruitment and testing processes; review of recruitment rules to ensure that personnel with higher specialised degrees have a better chance of being selected; and finally the introduction of an induction training to cover for gaps in the capacity of newly recruited teachers.

Another critical strategy is the gradual phasing out of the process of assignment of teachers to duties outside their work domain like polio campaigns, elections and others. Alternate options will be explored to eventually reduce the time of teachers’ involvement in these activities.

### **4.4. Assessments and Examinations**

Assessments are another critical input included in the teaching-learning process. These have broadly been split into assessments within the school and external ones: high stakes examinations for grade 9th, 10th, 11th and 12th conducted by the Balochistan Board of Intermediate and Secondary Education (BBISE) and the large scale mandatory grade 8th examinations held by the Balochistan Assessment and Examination Commission (BAEC). Both internal and external examinations, with the exception of BAEC, induce rote learning and do not test for analytical ability. This impacts the teaching-learning process in the classroom – especially the high stakes examinations – which settles into a lesson delivery that does not involve development of critical-analytical ability. Consequently, students also rely on rote memorization.

#### **I. School Assessments**

The Plan calls for introduction of regular formative and summative assessments in schools (many schools have discontinued formative assessments) and their use in school accountability frameworks so as to ensure the improvement of teaching and learning practices. Secondly, the capacity of both teachers and supervisors (head teachers and others) will be developed in assessments.

#### **II. High Stake Assessments**

BESP 2020-25 requires the Balochistan Board of Intermediate and Secondary Education (BBISE) to shift from an organisation that primarily plans and implements the logistics of large scale, high-stake examinations to one that ensures the quality of the examination process including the paper preparation and marking. This will require a complete capacity review and overhaul, followed by a development plan, which among others, will require the Board to include assessment specialists in its organisational structure. Standards for examinations, from paper setting to conduct and checking, will be reviewed to ensure that only examiners with the requisite training and certification can prepare papers. Furthermore, it will be ensured that papers are field tested prior to finalization and an item bank is developed. For improving the quality of assessments, the target is to shift from questions that test rote

memory to those that test analytical ability and critical thinking skills. The target for the next five years is to increase the weightage of analytical questions in examinations. The ambition for a vertical climb on taxonomy has been kept low, till application, as schools will need time to adjust to changes in examinations. These cannot be changed drastically overnight.

### **III. BAEC Assessments and Examinations**

Balochistan Assessment and Examination Commission (BAEC) was established to begin testing of students prior to the secondary level, to inform the system of issues in learning. The Commission has been bogged down by conduct of large scale examinations for grade 8 (initially it was doing this for both grades 5 and 8). This has crowded out its primary functions mentioned above. BESP requires BAEC to refocus on its primary roles of system capacity building and shift from large scale to sample based diagnostic assessments. The latter is meant to inform the system of its weakness. Mechanisms will be developed to ensure that SED and its attached departments utilise the findings of these diagnostic assessments.

### **IV. Overall Assessment System – Consistency and Relevance**

The assessment structures in the province work in a general disconnect – symptomatic of the overall learning system. Three systemic issues impact all assessments: a dearth of qualified personnel; limitations of the current standards; and absence of an overall framework for assessments. BESP requires investment in preparing more specialists in assessments, both, within the government and outside. Secondly, it calls for revision of standards of assessments and examinations and, finally, the development of a provincial assessment framework that clarifies the roles, uses and standards for all types of assessments and examinations.

### **V. Credibility of Examinations**

Another problem faced is endemic cheating which has seriously undermined the credibility of examinations. There are two strategies to combat the problem. Firstly, awareness campaigns against cheating that target all relevant segments of society. Secondly, there is a need for a review of the processes and procedures of BBISE for the conduct of examinations so as to minimise the possibilities of cheating. Shift to quality examinations through reduction of memory-based portions will also help eliminate cheating.

#### **4.5. The Child**

The Sector Analysis concluded that education policies, plans and practices are not child-centered. In fact, systemic information on the child's needs and issues is very scant. This includes the child prior to coming to school, the child in school and the school going child at home.

BESP 2020-25 calls for a shift to the child as the center of all policy, planning and practices. There are two main thrusts to the strategies: more research and information on the child's physical and psycho-social development and continued improvement of child welfare. The latter can be achieved through remedial actions against known issues like corporal punishment and bullying, enhancement of school safety through training of students and teachers and revision of existing safety standards. For enhanced welfare, BESP has strategies for better implementation of the existing Child Protection Act 2016 and promulgation of a more comprehensive 'Child's Rights' law. Institutionalised coordination mechanisms will be developed between SED and the Health Department to ensure regular health check-ups and training of teachers on the identification of health issues including learning difficulties.

Two subsets of the child welfare component are issues of children with special needs and Afghan Refugees. Children with special needs are even more on the periphery of policy and implementation. The strategies for 'Children with Special Needs' firstly require better information. Secondly, strategies emphasize expansion beyond the current 11 institutions in 9 districts to at least one in each district. Only children who cannot be accommodated in regular schools will be admitted to an expanding sector of schools for children with special needs. Two

other important areas addressed are enhancement of quality of delivery in special schools through capacity development of the Directorate of Special Education and improvement in community acceptance and ownership of children with special needs.

Finally, BEBP 2020-25 provides strategies for children in schools within refugee camps. The strategies on quality recommend reversion to textbooks in Dari and Pashto – the mother tongues of the refugee children - from Urdu even as the Pakistani curriculum gets implemented. On increased access, the strategies call for improvement of conditions in schools through the provision of better facilities and involvement of communities to increase enrolment – especially, for female children. Strategies have also been included wherein refugee children have quotas in secondary and higher secondary schools and colleges. This will help them continue their education.

#### **4.6. Access and Participation**

An estimated 65% of school-age children are not in schools. The gender gap is the widest of all the provinces. The causes of these problems lie in shortcomings on the supply side, as well as, barriers on the demand side.

Given the high percentage of out-of-school children, especially females, the Plan underscores the need for expanding access to education. BEBP's approach to rectify the situation includes an increase in schooling opportunities, along with better utilisation of existing ones and provision of second opportunities through non-formal schooling to children who have either dropped or never attended school. Consolidation and rationalisation of existing infrastructure and human resources and the establishment of new schools on strictly need-basis are key components of improving access to formal schooling.

Non-formal education will be strengthened to rise to the challenge of reaching out of school children (OOSC). In the last two years, there have been improvements but more will be done to ensure a robust NFE sector. Finally, adult literacy as a component of NFE will also be improved to help with, among other benefits, retention of children in schools as there is a correlation between parental literacy and schooling years of the child.

#### **4.7. Formal Education**

Strategies for improved access and participation, presented in BEBP, are cognizant of the challenges of setting up schools in areas of low population density. Therefore, it encourages need based evaluation of schooling needs and innovation, including, possibilities of public private-partnerships – for both primary and post primary levels. The importance of community involvement in ensuring enrolment, especially, at the right age is recognised and BEBP requires it to support better access and participation. Furthermore, given the inter-district disparities, ten districts with the lowest net enrolment rates will be prioritised for investment into schooling.

##### **I. Increased Girls Participation**

Although opportunities for girls have increased in the last few years, the gender gap in access to school and participation remains wide. The gap widens from primary upwards.

Strategies to enhance girls' participation focus on increased opportunities as well as addressing additional conditions that impact female participation in schools. The latter includes the provision of transport and awareness on – and facilities for- management of Menstrual Hygiene Management (MHM). Additionally, to make schools more attractive for girls, sports will be introduced in all female schools. Besides, BEBP also recommends the conversion of primary schools to gender free enrolment policy with female teachers. This will make it easier for the community to enroll girls in co-education primary schools. Finally, similar to overall access, ten districts with the lowest female participation will be prioritised for investment in schooling.

## **II. Address Demand Side Factors**

BESP 2020-25 recognises that not all demand-side causes are known and documented. Therefore, one part of the strategy requires more research into the exploration of demand-side issues. However, the Sector Plan looks at two demand-side factors: poverty and early marriages in the case of females. For the first one, school meals will be introduced and students and parents will be given information on scholarships that can be availed. The issue of continued female education will require an awareness of, and engagement with, the community.

### **4.8. Non-Formal Education**

Non-Formal education has two components: a second opportunity for Out of School Children (OOSC) and literacy for adults. The former is known as Non-Formal Basic Education (NFBE). Non-Formal Basic Education (NFBE) fast tracks curriculum coverage to mainstream children into formal schools wherever it is possible. In some cases, this is not possible as children are older and marketable skill development becomes critical. Therefore TVET related teaching is part of NFE programmes.

With 65% of out of school children and a literacy rate of 44% for 10 plus (female literacy of 25% with rural female 17%), the importance of Non-Formal Education (NFE) cannot be overemphasized. The Balochistan Education Sector Plan (BESP) breaks up Non-Formal Education (NFE) into the standard components of any learning system: system level capacity, access and participation and quality (and relevance) with equity as a cross-cutting issue.

#### **I. System Level Capacity of NFE**

The strategies for enhancement of system capacity look at four aspects. Firstly, the capacity of the Directorate of Literacy and Non-Formal Education (DLNFE) will be strengthened further. In addition to the Directorate of Literacy and Non-Formal Education (DLNFE), the attached departments of SED responsible for curriculum, textbooks, teacher training and assessment will develop capacity in Non-Formal Education (NFE) and become regular providers of services to the sector. The other area where capacity will be enhanced is beyond the government or Directorate of Literacy and Non-Formal Education (DLNFE) is the private sector. An important partner in NFE implementation.

A critical systemic need that will be met is formal coordination between Directorate of Literacy and Non-Formal Education (DLNFE) and the Directorate of Education (Schools) and the Balochistan Technical Education and Vocational Training Authority (BTEVTA). Finally, standards and a strengthened accreditation system have been recommended in the strategies.

#### **II. Access and Participation in Non-Formal Education (NFE)**

Currently, NFE programs are not being run in all districts by the provincial government. A majority of those enrolled are males. BESP 2020-25 requires expansion of the capacity to run NFE/ALP programs. This includes primary, as well as post primary programs. The latter have been less focused in the past. Specific targeting strategies, depending on the local requirements, will be developed for inclusion of more females in both NFBE and adult literacy programs. For the latter, districts with the lowest literacy rates will be prioritised for investment. A weak element of NFE programs in the past has been community involvement. This will be targeted and strengthened to help expand and sustain successful NFE interventions.

#### **III. Quality and Relevance of Non-Formal Education (NFE)**

The primary shift is to move from scattered piecemeal Non-Formal Education (NFE) interventions to an institutionalised need-based approach to development of curriculum, learning material, assessments and teacher professional development. Directorate of Literacy and Non-Formal Education (DLNFE) will coordinate with the Bureau of Curriculum and Extension Centre (BOC&EC), Balochistan Textbook Board (BTBB), Balochistan Assessment

and Examination Commission (BAEC) and Provincial Institute of Teachers Education (PITE) for the purpose. To improve systemic capacity courses on NFE will be introduced in pre-service teacher education. Similar to formal education standards will be reviewed and revised.

To help participants of Non-Formal Education (NFE) find meaningful work a process of equivalence certification for skill-based programs will be developed, with support from Balochistan Technical Education Vocational Training Authority (BTEVTA), to allow a transition to further Technical and Vocational Education and Training (TVET) courses or employment. Career counselling will be introduced in both NFBE and adult literacy programs.

#### **4.9. Research and Data**

Data and research is a critical component that enables effective policy, planning and implementation. Strategies proposed direct three transitions: need based data collection and research to be conducted to inform policy; shift in the current decision making culture in the government to depend more on empirical evidence; and building capacity for research through, among other measures, linkages with the academia. To improve the use of data and research officers will be provided training and rules will be amended (to the extent possible) to mandate the use of data and research in the development of policies and plans. Awareness of senior decision makers and political leadership on the importance of data and research will be pursued.

#### **4.10. Governance and Management**

A poor governance framework and weak management capacity at all levels of education (including schools) are arguably the most serious problems of education service delivery in Balochistan. Key governance and management challenges include, but are not limited to weak policy, regulatory and legal frameworks, ad hoc and centralised planning, inefficient HR management systems, lack of clarity over mandates, non-availability and opacity of data on performance, low accountability, and lack of sustained political support. Most other problems in the education sector are somehow linked to poor governance and management. The prevalence of these issues means that the education system lacks the capacity to efficiently and effectively utilise available physical, human and financial resources. It also implies that increased availability of resources for education alone may not address the crisis of learning and low access.

Governance and management have been prioritised as very important areas in BEP. Improving governance and management is critical if an education system is to improve learning outcomes, ensure more efficient and effective use of available resources, and reduce inequities in access to education. This can be achieved through an improved legal framework, better planning, efficient management, and stronger accountability mechanisms.

##### **I. Policy and Legal Framework**

There are gaps in the policy and legal frameworks governing the provision of education in Balochistan. The Balochistan Education Sector Plan 2020-25 recommends the development of a sound policy and legal framework with clearly-defined policies, statutes and rules to guide the delivery of education. First, it calls for the development of provincial education policy. Secondly, the Plan focuses on promulgation of missing laws like the provincial “Curriculum, Textbook and Standards Act”. This law was a requirement after devolution of the function of curriculum and standards to the provincial government. Thirdly, a number of laws of education either do not have operational rules or are being implemented through rules developed decades ago. Both situations need rectification.

##### **II. Better Strategic Planning**

In order to ensure better planning, BEP 2020-25 recommends stakeholder engagement, accurate assessment of key needs of the sector and development of needs-based short and

medium-term plans. The strategies proposed call for systematic and structured implementation of BESP 2020-25 through an inclusive approach that involves attached departments, divisions, districts and sub-district tiers in the development of operational plans. Donor plans and projects will also be aligned with BESP. Lastly, the supervision of the development expenditures of SED will be improved.

### **III. Efficient and Inclusive Management**

Similarly, efficient management at the minimum requires that the component parts of an education system are aligned towards the goal of learning and organised in a way that they cover the mandate of education and reinforce each other in achieving the set goals. Key interventions proposed for improving managerial efficiency include implementation of a results-based management system, development of efficient HR management and development framework, consolidation of decentralisation reforms, implementation of comprehensive monitoring and evaluation mechanisms, introduction of public-private partnerships, community involvement in education management, and promotion of gender-inclusive management. Detailed strategies for these interventions are as follows:

- For implementing a results-based management system, strategies propose the development of annual work plans and a holistic monitoring and evaluation strategy for education that looks at efficiency and effectiveness in all attached departments and decentralised tiers. This will require strengthening of the existing Performance Management Cell (PMC) and establishment of a strong formal coordination mechanism among all attached departments, as well as, departments outside the domain of SED (like the Social Welfare and Higher Education Departments). The same has been proposed in the strategies.
- Better human resource management and development is seen as vital to the effectiveness of the largest organisation in the provincial government. In this regard, key strategies include the development of a holistic and integrated human resource policy (teacher recruitment plan discussed earlier will be a subset), the establishment of a specialised HR management structure and strengthening and consolidation of the existing HR Management Information System (HRMIS).
- Greater private sector engagement has been proposed in the plan. The Plan calls for regulation of the private sector (developed through engagement with the private sector) to safeguard interests of the learner but also looks at the sector as an important partner in delivery. Therefore, promotion of public-private partnerships in education has been recommended.
- Strategies for effective decentralised structures have also been included. These primarily call for strengthening and further rationalisation of the existing structures at the district level and below and include the District Education Group (DEG), the District Education Authority (DEA) and school clusters used for procurement and other activities. As part of decentralisation school-based plans will be developed and community engagement at school and cluster level will be strengthened.
- Gender-inclusive management is extremely important if the BESP is to achieve its gender targets and reduce gender gaps. The strategies target gender attitudes in the education workplace and improvement of both the social and physical environments for females working in the sector. One proposal is to redress gender imbalance through an increased representation of females in senior management positions beyond the specific posts allocated already for overseeing girls' education in districts and schools.

### **IV. Effective Accountability and Increased Transparency**

In addition to better planning and efficient management, this plan focuses on strengthening accountability and increasing transparency as a means of improving governance of education.

Sector analysis revealed the failure of accountability mechanisms at three stages in the education service delivery chain. First, citizens, especially, poor and marginalised groups such as women, young, minorities, may not have the necessary information and the collective action capacity to hold politicians accountable. Second, policymakers may not be able to hold service providers accountable. Information asymmetry, principal-agent problems, management constraints and external pressures adversely affect the capacity of governments to hold bureaucrats accountable. Third, the Secretariat may not have the capacity to hold attached departments and lower tiers to account for their performance.

This plan proposes measures to strengthen accountability at all three steps. First, for strengthening the accountability link between citizens and politicians, the plan recommends transparency, which will improve public access to information on key aspects of education delivery and enable them to hold their political representatives accountable. Secondly, for strengthening the accountability link between politicians and service providers, mandatory sharing of information on the performance of Secondary Education Department (SED) is recommended. Thirdly, for the link between the Secretariat and the attached departments, this plan proposes the implementation of a results-based management system with periodic progress review meetings. The implementation of these measures will ensure a multi-tiered accountability system in education delivery.

Furthermore, recognising that the traditional route to accountability (citizen -> politicians -> service providers) is long and vulnerable to breakdown at multiple places, this plan promotes a shorter route to accountability through the engagement of community at each level of education delivery i.e. school, cluster, district and province. Social accountability forums have already been created at school, cluster, district and provincial levels. This plan recommends the consolidation and strengthening of these forums.

This plan recommends transparency to improve trust between the government and citizens and promote citizen-led accountability. These measures will improve public access to information on key aspects of education delivery such as budget and expenditures and enable them to hold their political representatives accountable.

## **V. Constructive Political Engagement**

BESP 2020-25 recommends constructive engagement with the political leaders so that the political interest in education can be translated into an asset that supports systemic reform and improvements. Constructive political engagement will be pursued through regular interaction on education with senior political leadership through the Minister of Education and, most importantly, the Provincial Assembly's Standing Committee on Education will be given updates and feedback on the reform process. This will help receive better and positive political support for the implementation of BESP.

## **5. Key Cross Cutting Areas**

Four considerations are cross-cutting, the first of these is standards. All quality products (curriculum, textbooks, teachers, assessments and examinations and teacher training) require a review of their current standards for inputs and processes. These inputs and processes will ensure achievement of the high-level standards given in the National Minimum Standards for Quality Education (NMSQE) 2017. Implementers of the Plan will ensure standards are inclusive and cover ethno-linguistic and religious diversity, gender, children with special needs and socio-economic differences.

The second cross-cutting area is capacity. This includes the development of a critical mass of human resources in areas like curriculum, assessments, teacher training and other technical aspects of education. The third important theme, repeated at various places in the plan, is gender inclusiveness. Finally, the Balochistan Education Sector Plan 2020-25 does not depend

on government resources alone – whether technical or financial- options of partnerships with academia and private sector have been explored wherever feasible.

## **6. Major Recommendations for Technical and Vocational Education**

The approach to Technical and Vocational Education and Training (TVET) looks at a comprehensive reform of all its aspects: access and participation, quality and relevance, and governance and management. The key being better employment results for its graduates that will not be possible without seriously repairing the current system that is broken at multiple points.

The primary problem of Technical and Vocational Education and Training (TVET) is the low absorption of its graduates into the market; this is due to governance and quality issues that also impact participation. The objective is to reverse the trend with increased participation of women for which BESP 2020-25 calls for increased training opportunities and engagement with community and employers to change the attitude towards female mobility and work – especially, in trades that traditionally have walls against women’s inclusion. On the quality side, strategies call for greater exposure to the industry during training and development of quality standards for training providers with gradual movement towards hiring services of high-end technical personnel for the purpose. The key to eventual success is the alignment of trades offered with market needs – there is a disconnect at present.

Concerning governance, better coordination and strengthening of Balochistan Technical Education and Vocational Training Authority (BTEVTA) as the oversight body for Technical and Vocational Education and Training (TVET) in the province have been recommended. The trainings will continue under the different departments (e.g. Labour, Industries etc.), but Balochistan Technical Education and Vocational Training Authority (BTEVTA) will oversee standards and their implementation.

## **7. Costing**

Financial outlays of Rs. 72.75 billion have been estimated for the implementation of BESP 2020-25 over the next five years. This amount will be over and above the current budgetary allocations. It is expected that the government will provide the funds along with other sources to cover the financing gaps. Given the high dependence of the provincial government on transfers from the Federal Government from revenues collected by the latter, national economic growth will have implications. However, the shift in resource requirements is gradual with no additional money required for year 1 of the Plan.

## **8. Implementation and Monitoring**

BESP 2020-25 will be implemented by each respective organisation identified for various strategies. Where required, and as identified in the Plan, coordination with other organisations will be undertaken. Policy Planning and Implementation Unit (PPIU) will coordinate the overall process through assisting organisations in the development of annual operational plans and by monitoring the progress. It will monitor the progress on a monthly basis through the indicators included in each organisation’s annual operational plan and those given in the results matrices in BESP. Each result matrix provides annual targets for key indicators and a final value for each to be achieved by the end of year five of the plan. There will be two evaluations: one at the end of two years and the second after four years.

A “High-Level Oversight Committee” headed by the Additional Chief Secretary will review the progress, at least twice a year. The committee also includes Secretaries of Education, Social Welfare, Finance, Planning and Development as well as senior members of academia and the civil society.

In addition to the above, a Local Education Group (LEG) headed by Secretary Education will also review progress. LEG includes secretaries of social welfare, head of Balochistan Technical Education and Vocational Training Authority (BTEVTA) and secretary higher education along with the representatives of development partners and key civil society organisations.

## 9. COVID 19 Threat and BESP

COVID 19, as a health risk, was declared a pandemic by the World Health Organisation (WHO) on 11th March 2020. The sector plan was already in the finalization stages. Given the impact on education, additions have been made in BESP 2020-25. Traditional room-based classroom teaching cannot continue as long as the risk of contagion is high; alternative schooling options through online videos, television and radio have been recommended. The challenge for all media are the limitations of coverage in Balochistan and, equally importantly, the household practices where such media (even if present) may not be effectively used for schooling. Awareness on the latter has been included as a strategy for implementation. As the risk reduces, regular schools may begin but under the advise of the Department of Health. BESP provides space in its strategies for innovative options as per local conditions. The same applies to non-formal education and delivery of Technical and Vocational Education and Training (TVET). The Plan provides room for innovative schooling options at the district level, based on level of COVID 19 risk. However, in case of Technical and Vocational Education and Training (TVET), there are limitations when practical work on machinery will be required.

Education activities are not limited to schooling. Teacher education and training are essential. Strategies have been included for online and distant learning options for both pre-service and in-service teacher education. High stake examinations is another area. Even as the threat reduces at some point, examinations may not be possible to hold in the traditional method and on a full scale. BESP has recommended staggering of examinations over 3 to 6 months - moving through specific districts – to ensure a minimal (manageable) number is examined at a point of time. Even these examinations will have arrangements based on advice from the Department of Health. A challenge will be the standardisation of papers and the management of multiple papers. Internet-based papers and checking is not a possibility in the near future.

Several other activities of BESP like curriculum review and standards development can be pursued with minimal risk and even through electronic communication.

## 10. Methodology

Balochistan Education Sector Plan (BESP) 2020-25 has been based on a detailed education sector analysis undertaken through a comprehensive consultative process. The latter included meetings with teachers, students and district authorities across 12 districts of Balochistan. In parallel, groups of professionals were formed under different themes to meet and analyse the various problems and policy options. Detailed meetings were held in each of the Secondary Education Department's key organisations, as well as, Board of Intermediate and Secondary Education (BISE) and the Department of Finance. A high-level consultative group of senior civil servants, with experience in education, functioned as advisers to the process. In addition to the consultations, secondary data available on access, participation, equity, learning and child welfare was used to identify issues. Specific workshops, with a mix of stakeholders, were held to finalize strategies for the Sector Plan.



## 1. Introduction

Balochistan Education Sector Plan (BESP) 2020-25<sup>3</sup> follows in the footsteps of BESP 2013-18 – the first education sector plan in the province. Extensive consultations through detailed discussions with multiple stakeholders and secondary research have provided valuable inputs to this document. There has been agreement on the core thrusts, strategies and the approach to implementation with the proviso that, as a living document, the Plan will be reviewed on an ongoing basis over the next five years.

BESP 2020-25 differs from its predecessor in many ways. Firstly, its thrust on ‘learning’ as the key to change is very emphatic and detailed. In the past, teachers, or at best, textbooks, were targeted for improvements in children’s learning. This Plan challenges the entire structure of the learning design: scheme of studies, curriculum and textbooks. The disconnect of the design from the child’s realities creates a barrier for even the better teachers to ensure improved learning among school children. Therefore, the entire sphere of ‘learning’ emerges as a separate high priority program. While other components of learning, including the role of teachers, have been discussed in detail and strategies for improvement proposed, the emphasis on ‘learning’ being a result of the composite of all the inputs in the classroom has been emphasized. The strategies combine to improve the whole system and not just its parts.

Main focus is on reading, numeracy and analytical ability as the targets for learning. In the previous Sector Plan, primarily, the critical-analytical ability was discussed as the core problem. New data on the reading crisis makes it necessary to include it as a significant area for improvement. If children cannot read, the entire edifice of formal learning fails to be built. Several reports and assessments have indicated this as the most severe crisis in education in Pakistan, especially, in Balochistan.

Another shift has been a greater focus on child welfare. Physical health, psychosocial development, and general treatment of the child, both in communities and schools, receive much greater attention. The girl child has been further included not only in terms of access and participation but also in other areas, including governance and management. The latter approach is premised on the understanding that greater involvement and empowerment of females in decision making positions will help improve female education policies and practices. Issues of adolescent girls have also been included as special interventions needed for their welfare and continued education given the trend of substantive decline in female participation after primary.

Finally, the area of research and data has been emphasized. The sector analysis carried out for plan development clearly highlighted a lack of research and data deficiencies as an essential cause for the disconnect between child’s realities, needs of the society, and the design and execution of education services. Without vibrant research support and availability of reliable data changes cannot be measured, problems and their causes cannot be identified and policies and plans with targeted and prioritised impact can neither be developed nor implemented. Even during the sector analysis process for the BESP, limitations were faced due to lack of research and data in numerous areas.

While the above are added thrusts, many problems of education included for improvement continue to be similar to the situation in the past. Access and participation challenges are still massive, with wide gender gaps in opportunities and participation. These need to be prioritised at par with learning. Here the Plan addresses supply and demand issues and, specifically, looks at potential solutions for children in low population density areas that cover

<sup>3</sup> The period has been based on the financial year followed in the province. It starts from 1<sup>st</sup> July and ends on 30<sup>th</sup> June of the following year. This plan will effectively cover financial years 2020-21 to 2024-25.

large parts of Balochistan. There has been an increased focus on non-formal education given a large number of out of school children (nearly 65% according to one estimate) and low adult literacy. Formal schools alone will not be able to address the issue of out of school children on a fast track. It will have to be a combined effort with a more vigorous NFE sector supporting an improving formal school system.

Technical and vocational education and training has been included as it is an important conduit for the employment of youth in a province with a massive youth bulge. This was not part of the previous Sector Plan. Issues of governance, quality and expansion with relevance to the market are the key areas. Again, the limited capacity and the nascent state of some of the governance structures means that TVET will face huge challenges in the next few years. Strategies suggested will help organise reform.

The Plan includes responses to emergencies in general as part of the child welfare (school safety), but more specific strategies have been incorporated for education amid the COVID 19 crises. Pakistan, similar to the rest of the World, faces a threat from the pandemic. Social distancing measures have included closure of schools. Given the uncertainty and also to prepare education systems for the continued threat strategies have been added under different relevant heads: continued schooling, teacher education, curriculum and school safety. Options using information communication technologies (ICT) have been provided. The limitations of these options are recognised in an underdeveloped region like Balochistan. The path of COVID 19 is difficult to predict. The Sector Plan provides flexibility to implementers to adjust as the situation changes and risks reduce. Its strategies and approach have been based on the Pakistan National Education Response and Resilience Plan (K-12) prepared by the Ministry of Federal Education and Professional Training of the Government of Pakistan consequent to consultation with the provinces.

Implementation of BEBP will not be easy. It has questioned the 'business as usual' scenario and expects major shifts in priorities. These changes will require a transition in the approach of policy and decision-makers. It will also need capacity building in the system beyond the current levels. Changes are not easy, especially, when they contest the fundamentals. Therefore, targets have been set at as realistic a scale as possible. Even with these relatively lower targets, commitment from the highest levels will be vital to ensure reform in education.

Lessons learnt from implementation of the last Sector Plan will have to be incorporated in implementation. Some key lessons were drawn. Only 36% of the Plan was implemented. High-level meetings and support from the Government was limited and took place mainly in the early years of Plan implementation. The approach, and much else, will need to change if the current Sector Plan is to be given a greater opportunity to succeed.

This Sector Plan provides a blueprint for the path to prepare Balochistan for a better future. The province cannot be complacent. It lags behind most of the country and has massive challenges ahead to transform education service delivery. Renewed political support and its sustenance will be the key. ***The child, the future of the province and the country will have to be elevated to the position of the most important citizen.*** Short of this transformation the largely broken education system cannot be expected to lead to a future that provides growth opportunities, allows social development and promotes sustainability.

## 2. Context

Balochistan's natural assets provide it with vast opportunities. Over the years, these assets have remained under-utilised due to a myriad of reasons but none more significant than poor human resource development. The province lags the rest of the country in all development indicators: population growth, poverty, health and education. Progress will require answers to the ecological challenge, especially water scarcity, and development of human resources to not only benefit from emerging opportunities but also to meet the challenges of social development and optimize the economic returns on its natural assets. This chapter outlines some of the contextual opportunities and risks that should be considered in all human resource development reforms. It covers the demography, economy, social structures, social development indicators, including the gender gap, and vulnerability of the province to nature.

### 2.1. Demography

Balochistan's demography has three key dimensions: a low population density, a high population growth rate and a youth bulge. Each of these features has ramifications for development. Low population density means greater cost per unit; high population growth means increased challenges in each population cluster while the youth bulge creates opportunities and risks dependent on the response from the government. An additional dimension is the refugee population that has been a continuous factor since 1980.

#### 2.1.1. Low Population Density

Balochistan accounts for nearly 44% of Pakistan's total land area but is home to only 6% of the country's total population. The province has a population of 12.34 million, which is scattered over a large swath of arid, inhospitable and mountainous terrain (347,190 square kilometers). It has the lowest population density of all provinces (36 per sq. km. compared to the national average of 261 per sq. km.). A small population in a vast geographic region with a poor communication infrastructure means that the unit cost of public service delivery in Balochistan is significantly high compared to other provinces. This has implications for the development model and expenditure.

#### 2.1.2. High Population Growth Rate

Balochistan has the highest population growth rate among the provinces of Pakistan. Its population increased from 6.56 million in 1998 to 12.34 million in 2017, registering an increase of 88%. The average annual growth rate was 3.37 percent during this period.<sup>4</sup> Of the 12.34 inhabitants, over 72% live in rural areas. In what is a reflection of the broader national trend, the population of males (52.5%) in Balochistan is greater than that of females (47%.5).<sup>5</sup> The total number of households is 1.78 million approximately.

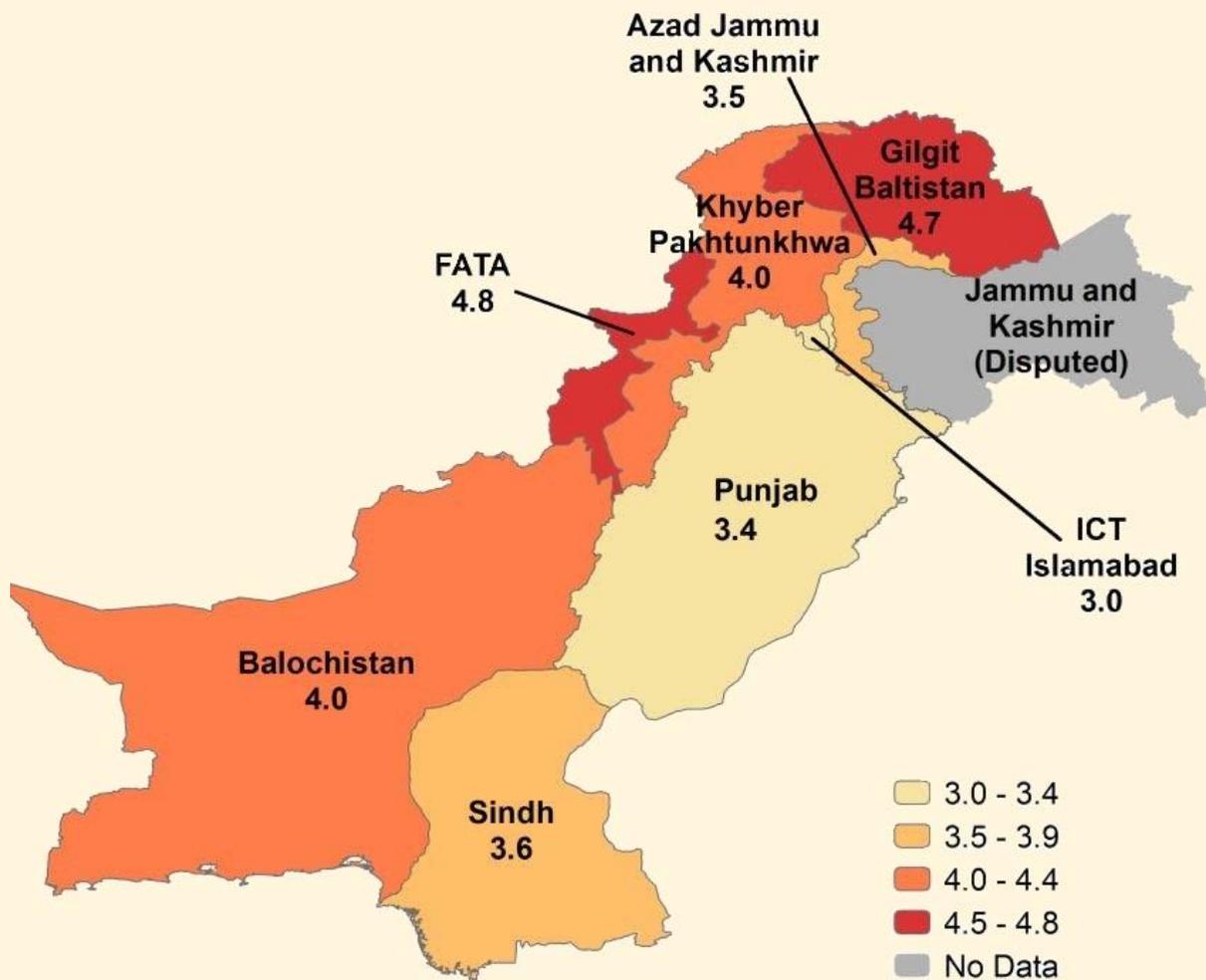
The Pakistan Demographic and Health Survey (PDHS) 2017-18, reveals that Balochistan has one of the highest fertility rates in the country (See Figure 2-1) The Total Fertility Rate<sup>6</sup> in Balochistan is four births per woman against the national average of 3.6 births per woman.

<sup>4</sup> 2017 Census Report Provisional, Pakistan Bureau of Statistics, Government of Pakistan

<sup>5</sup> Ibid.

<sup>6</sup> The average number of children a woman would have by the end of her childbearing years if she bore children at the current age-specific fertility rates. Source: National Institute of Population Studies (NIPS) [Pakistan] and ICF. 2019. Pakistan Demographic and Health Survey 2017-18. Islamabad, Pakistan, and Rockville, Maryland, USA: NIPS and ICF

Figure 2-1 Total Fertility Rate by Region



Source: Pakistan Demographic and Health Survey (PDHS) 2017-18. National Institute of Population Studies (NIPS), Pakistan

High fertility rates predict a continued increase in population. The growth rate in population clusters places further stress on core public resources such as education and health and emphasizes the need to improve the productivity of its human resource on an emergency basis.

### 2.1.3. Youth Bulge

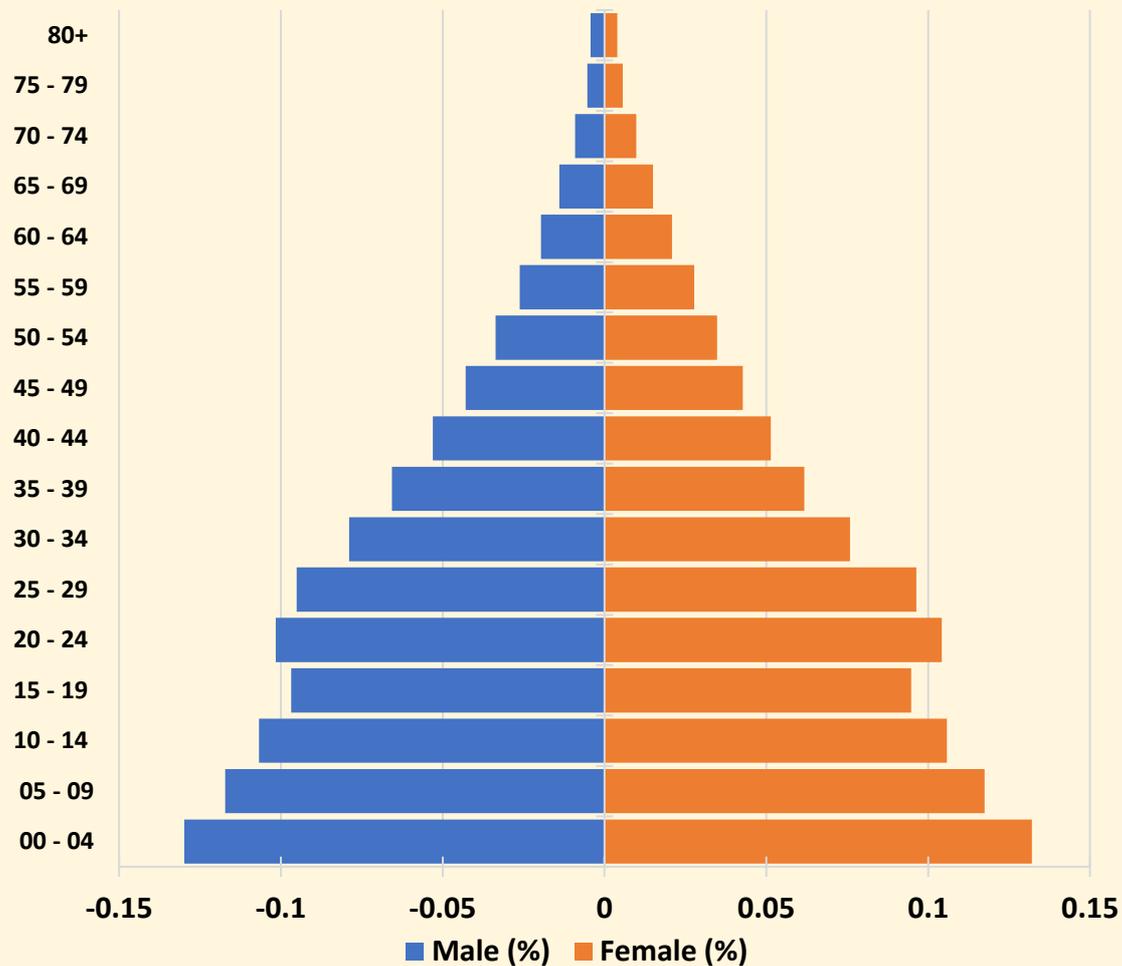
The province has a young population. Figure 2-2 illustrates the age and sex structure of the province's population.<sup>7</sup> The population pyramid has a broad base that narrows down as one moves up the pyramid. The degree of shrinking of the pyramid is particularly acute after the age of 29. The broad and relatively squarish base indicates a combination of falling child mortality rates and high birth rates.<sup>8</sup> The narrow top of the pyramid shows short life expectancy and high death rates. Most of the population is clustered around the bottom of the pyramid. *Nearly 65% of the population is below the age of 30*, indicating that the province is experiencing a youth bulge.<sup>9</sup>

<sup>7</sup> The age break-down of the 2017 Census is not yet available publicly. These estimates are based on the population projections of the National Institute of Population Studies (NIPS).

<sup>8</sup> For details, see: Sathar, Zeba, Rabbi Royan, and John Bongaarts (eds.). 2013. "Capturing the demographic dividend in Pakistan." Islamabad: Population Council.

<sup>9</sup> National Institute of Population Studies (NIPS) Population Projections for 2019

Figure 2-2 Balochistan Population Pyramid 2019



Source: National Institute of Population Studies (NIPS) Population Projection 2019

Balochistan's large youth bulge presents both an opportunity and a risk for its education system. On the one hand, it means that the education system can equip students with skills demanded by the market. On the other hand, youth bulge means that the education system will have to cope with the entry of a large number of children and young people into schools, colleges, universities, and programs for technical and vocational education and training. The education system will also have to review the types of skills that it teaches to students. If the education system fails to prepare young people for life and livelihood, then the youth bulge may become a demographic time bomb.<sup>10</sup>

#### 2.1.4. Refugee Population

According to the United Nations High Commission for Refugees (UNHCR), there are currently 324,280 registered Afghan refugees in the province.<sup>11</sup> There is also an equally large number of those who are unregistered. The ethno-linguistic ties between refugees and certain ethnic groups of Balochistan, mainly Pashtuns and Hazaras, make Balochistan a prime destination

<sup>10</sup> Pakistan National Human Development Report 2017 Unleashing the Potential of a Young Pakistan, United Nations Development Program Pakistan

<sup>11</sup> UNHCR Website 2019

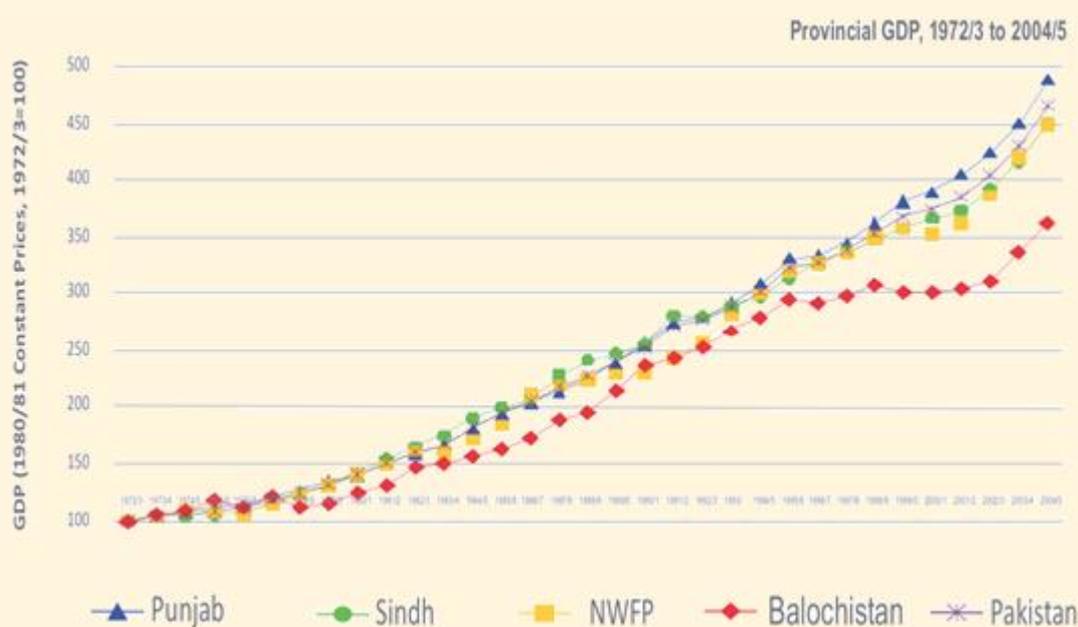
for Afghan refugees coming to Pakistan. Over the past decade, many refugees have returned to their country. However, a significant number still remains in the province. They have become a vital part of the socio-economic fabric of the region. Despite organised external support for refugees, their influx puts a strain on existing resources and services. This is primarily due to large refugee populations living outside designated camps.

## 2.2. Economic Context

The province has the lowest per capita income and the weakest growth performance over the past few decades compared to other provinces of Pakistan. Between 1972 and 2005, Balochistan's GDP is estimated to have grown at an average rate of 4.1 percent per year in real terms.<sup>12</sup> The region's GDP has lagged that of other provinces by at least one percentage point annually since the early 1970s. Key barriers to growth include a poor security situation, low population density, a weak fiscal base, uncertain and limited supply of water, low investment, a weak private sector, and an inadequate institutional and human resource base.

Figure 2-3 GDP Growth by Region (1972-73 to 2004-05)

(PKR Millions, 1980-81 prices)



Source: World Bank, *Balochistan: Development Prospects and Issues 2013*

The province has a small industrial base, mostly located around Hub, near Karachi, and an underdeveloped services sector. The latter's share has remained relatively stagnant in Balochistan, increasing from approximately 42% in 1972 to 47% in 2010. In contrast, the services sector has registered tremendous growth in other provinces, with its share in GDP rising to 55% or more in 2010.<sup>13</sup>

Even the existing assets perform way below their potential due to the reasons cited earlier.

<sup>12</sup> The World Bank, *Balochistan: Development Issues and Prospects* (Multi-donor Trust Fund World Bank, Islamabad, 2013), p. 23

<sup>13</sup> Ibid.

### 2.2.1. Key Economic Assets

Balochistan has many economic assets that, despite the high potential, continue to yield low dividends. The main assets are mines and minerals, location, livestock and agriculture and coastal area with potential for fisheries<sup>14</sup>.

#### I. Minerals

Balochistan has large deposits of coal, copper, lead, gold, chromite and other minerals. Despite having an abundance of mineral resources, the mining sector in the province remains very small. This sector has tremendous potential to become a major contributor to the provincial GDP. However, weak governance, a dearth of geological data, poor connectivity, and lack of required skills and technology have impeded realization of the sector's true potential.

#### II. Location

The province's landmass endows Pakistan with a vital strategic space for both security and regional trade. Balochistan connects South Asia with the strategically and economically important regions of Central Asia and the Middle East. This important strategic location, as well as, the large coastline make it a gateway and hub for regional transit trade.

#### Box 2-1 The CPEC Opportunity

A significant opportunity is the multi-billion dollar China Pakistan Economic Corridor (CPEC) that has opened up new avenues for growth and development in the province. CPEC has the potential to create jobs, bridge major infrastructural gaps, address energy needs and foster industrial development in Balochistan. The realization of this potential can be made possible only through adopting an inclusive and participatory approach to development. The Federal and Provincial Governments need to undertake a whole lot of reforms and corrective measures to make the most of the opportunities arising out of CPEC. Human resource development should be central to these reforms, along with structural changes in the sectors discussed above.

Balochistan's enormous locational and natural resource potential, however, remains untapped. An opportunity is arising through the China-Pakistan Economic Corridor (CPEC) – See Box 2-1.

#### III. Agriculture & Livestock

With over 30% share in the province's GDP, agriculture has remained the most important sector of the economy. It employs over 40% of the total Labor force and provides livelihood to more than half of the province's population. The share of agriculture in GDP has dropped from 35% in 2007 to 30% in 2016.<sup>15</sup> Notwithstanding this decline, Balochistan's economy still remains more dependent on agriculture than that of other provinces. Between 1972 and 2010, the share of agriculture in GDP decreased by 19, 11, and 22 percentage points respectively in the Punjab, Sindh and Khyber Pakhtunkhwa<sup>16</sup>. In contrast, the GDP share of agriculture in Balochistan fell by a mere 5 percentage points during the same period.<sup>17</sup>

Over the past decade, agriculture and livestock, transport and wholesale, and manufacturing respectively have remained the biggest sectors of the economy, accounting on average for 77%

<sup>14</sup> Balochistan Economic Report 2009; World Bank

<sup>15</sup> Government of Balochistan, Budget White Paper 2017-18

<sup>16</sup> The World Bank, Balochistan: Development Issues and Prospects (Multi-donor Trust Fund World Bank, Islamabad, 2013), p. 23

<sup>17</sup> Ibid

of the province's GDP.<sup>18</sup> The mining sector's contribution to provincial GDP has averaged around 5% during the same period. A critical analysis of the structure of Balochistan's economy reveals several significant trends and lessons for policy-making and growth planning.

Agriculture, which is the backbone of the province's economy, is highly dependent on reliable availability of water. Balochistan currently faces severe water scarcity and is vulnerable to seasonal and permanent droughts. Between 1878 and 2013, it experienced 13 mild, 12 moderate, and 8 severe droughts with an average duration of 9, 11 and 13 years, respectively.<sup>19</sup> The total annual water demand in the province is about 6.26 MAF. Agriculture constitutes nearly 80% of this demand and consumes about 70-80% of underground water and nearly all of the surface water<sup>20</sup>.

The province relies primarily on underground water and non-perennial surface water, except the Kachi plains that are connected to the Indus Basin Irrigation System through canals. More than two-thirds of the surface water remains unutilised, owing to the inadequate water harvesting capacity and limited storage infrastructure.<sup>21</sup> Underground water is over-utilised, leading to depletion and exhaustion of this resource. Climate change has further increased variations in precipitation and vulnerability to droughts.

Given the lack of reliable water access, the excessive reliance on agriculture in the province for livelihood is unsustainable. This implies that a strategy to reduce dependence on agriculture and facilitate the transition to sustainable farming practices and techniques should be an integral part of future growth policy and plan for the province. In the absence of such a transition an ecological and economic disaster remains inevitable.

#### **IV. Coastal Area**

The province possesses nearly 750 km long coastal belt—accounting for almost two-thirds of Pakistan's total coastline. Due to this, the fisheries sector offers great potential for becoming agents of economic development in the province.

The coastal area also provides an opportunity to develop renewable energy using wind. This, again, remains an under-utilised potential. In the case of renewable energy, the possibilities and potential for solar are also high. The realization of this potential, however, is constrained by a combination of institutional and financial constraints.

### **2.3. Social Context**

Balochistan's social context is defined by three critical factors: ethno-linguistic diversity, tribal structures and limited urban dwellings.

#### **2.3.1. Ethnicity and Languages**

Balochistan is one of the most diverse and linguistically-heterogeneous provinces<sup>22</sup> of Pakistan. According to the 1998 census, 55% of the population identify themselves as ethnic-

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<sup>18</sup> Government of Balochistan, Budget White Paper 2017-18

<sup>19</sup> Drinking Water, Sanitation and Hygiene: Balochistan Strategic Master Plan 2015-2025

<sup>20</sup> Department of Irrigation, Feasibility Study for Development of Water Resources with the Construction of Small and Medium Dams in Balochistan (Government of Balochistan, Quetta, 2017)

<sup>21</sup> Ibid.

<sup>22</sup> The Balochistan Mother Languages as Compulsory Additional Subject at Primary Level Act, 2014 recognises Balochi, Pashto, Brahui, Sindhi, Persian, Punjab and Siraiki as mother languages of Balochistan.

Baloch<sup>23</sup>. This figure also includes the Brahui-speakers of the province as a part of the larger Baloch ethnic group (the other part of the group speaks Balochi).

Pashtuns are the second-largest ethnic group in the province, making up approximately 30% of the population. Sindhi-speakers are the third major linguistic group and account for almost 6% of the total population. Sindhi-speakers are followed by the Punjabis (3%) and Urdu-speakers (1%). The latter two often collectively referred to as the “settlers”. The Hazaras are another minority ethnic group. A people of Mongol descent, the Hazaras have a population of approximately 500,000 and speak Hazargi, which is a dialect of Persian. They are classified under “others” in the 1998 Census.

A salient aspect of ethnic diversity in Balochistan is the settlement pattern. The main ethnic groups in the province are regionally segregated. Most of the Pashtuns live in the districts north of Quetta, including Pishin, Killa Abdullah, Zhob, Loralai, Killa Saifullah etc. The Brahuis form a majority in districts of central Balochistan such as Mastung, Kalat and Surab. Balochi-speakers reside primarily in southern, western and pockets of eastern Balochistan. Sindhis are mainly concentrated in the Southeast and the Kachi plains.

### 2.3.2. Tribal Structures

Tribal networks and tribalism define the social mode of organisation among major ethnic groups in the province. The “tribe” can be broadly defined as a “kinship-based group with a shared history, exclusive customs and myths, and coherent internal systems of leadership and collective action”.<sup>24</sup> With few exceptions, the Baloch, Brahuis and Pashtuns have a very comprehensive tribal system characterised by a clear leadership structure and lineage patterns, strong bonds of affiliation and well-defined dispute resolution mechanisms.<sup>25</sup>

Tribal networks and systems play a key role in political mobilisation and management of collective action. Tribalism and ethnic diversity have defined the politics of Balochistan in profound and diverse ways. It has encouraged the provision of public services through patronage networks and prevented the emergence of inclusive political parties and stable coalitions among ethnic elites.<sup>26</sup>

This complicates consensus on policy or development priorities.

## 2.4. Gender Context

Patriarchy is the building block of social organisation in Balochistan. Specific gender roles are defined vis-à-vis space, labor, and authority. The role of women is limited mainly to the four walls of the house for an overwhelming majority. Gender segregation in public spaces is a key feature of public life. Women’s access to basic public services is limited compared to men. Political, economic and social authority is almost always reserved for men. Of all the provinces of Pakistan, Balochistan has the lowest percentage of women (10%) who participate in major household decisions, including decisions pertaining to health care, major household purchases, and visits to family or relatives.<sup>27</sup> Similarly, Balochistan has the highest percentage of women who have experienced physical violence (49%) since age 15.<sup>28</sup>

<sup>23</sup> The language-wise breakdown of the 2017 census is not available.

<sup>24</sup> Haris Gazdar, *Balochistan Economic Report: Background Paper on Social Structures and Migration* (Karachi: Collective for Social Science Research, 2007), pp.14

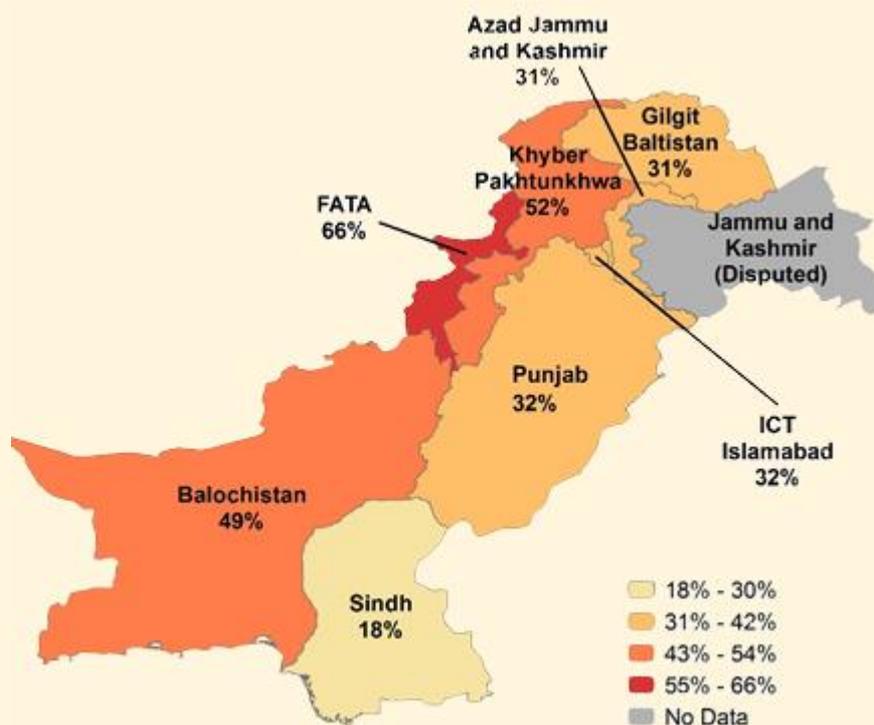
<sup>25</sup> Haris Gazdar, *Balochistan Economic Report: Background Paper on Social Structures and Migration* (Karachi: Collective for Social Science Research, 2007), pp.14-15

<sup>26</sup> Rafiullah Kakar, ‘Understanding the Balochistan Conundrum’. In B Zahoor, R Rumi (eds.) *Rethinking Pakistan* (Lahore: Folio Publishers, 2019)

<sup>27</sup> Pakistan Demographic and Health Survey 2017-18. National Institute of Population Studies, Pakistan

<sup>28</sup> Ibid.

Figure 2-4 Spousal Physical, Sexual or Emotional Violence Experienced by Ever Married Women 15-49

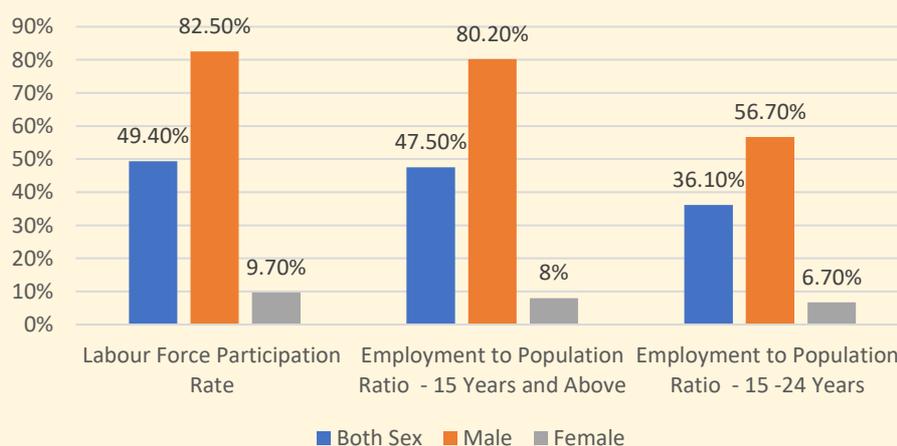


Source: PDHS 2017-18. NIPS, Pakistan

With the advent of information technologies and the expansion of higher education, patriarchy is increasingly coming under pressure, especially in urban areas. An increasing number of girls are going to Universities and joining various professions.

Female participation in the Labor force is low at 9.7% as compared to 82.5% for males – overall Labor force participation rate for 15 plus being 49.4 %.

Figure 2-5 Labor Market Analyses for Balochistan 2017-18



Source: Employment Trends 2018 Pakistan' Pakistan Bureau of Statistics

The situation for employment to population ratio is similar for 15 years and above. For youth (15 to 24 years) the ratio of female participation declines to 6.7% though at this age overall participation also reduces as part of the group is in schools.

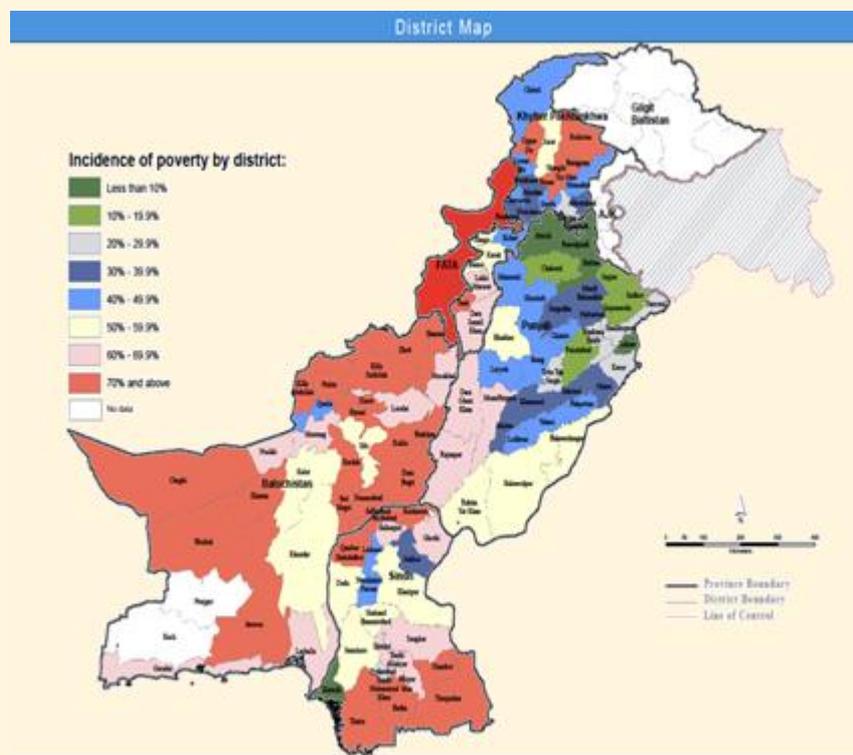
## 2.5. Socio-Economic Development Overview

Balochistan is the least-developed province of Pakistan, lagging in nearly every important indicator of social and human development. According to the United Nation's Human Development Index 2015, it has the lowest HDI score of all the provinces in Pakistan and is the only one to fall in the low human development category. Balochistan's score is 0.421 as against the national score of 0.681.<sup>29</sup>

### 2.5.1. Poverty

According to the Multi-dimensional Poverty Index 2016 - which measures not only monetary deprivation but also standard of living and access to health and education services- Balochistan has the highest rate of multi-dimensional poverty among all provinces in Pakistan.<sup>30</sup> Nearly three out of every four persons in the region are living in multi-dimensional poverty. Similarly, Balochistan also has the highest average intensity of deprivation (55%) among all provinces. This means that each poor person in the province, on average, is deprived in more than half of the indicators included in the index. It is worth noting that regional discrepancies of intensity of deprivation are not as stark as those of poverty headcount.

Figure 2-6 Pakistan Multi-dimensional Poverty Index 2016

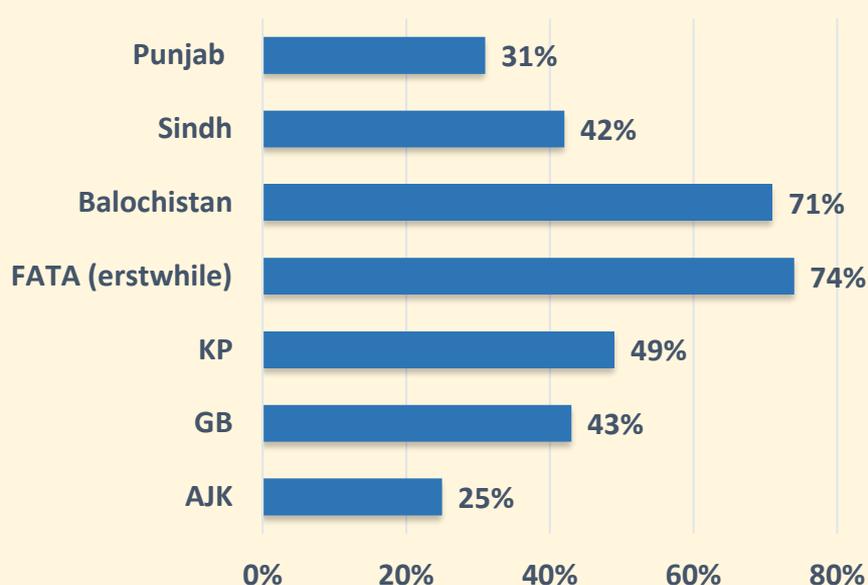


Source: Pakistan Multi-dimensional Poverty Index 2016

<sup>29</sup> Pakistan National Human Development Report 2017 Unleashing the Potential of a Young Pakistan, United Nations Development Program Pakistan

<sup>30</sup> Pakistan Multi-dimensional Poverty Index 2016

Figure 2-7 Multi-dimensional Poverty Index Score by Region



Source: Pakistan Multi-dimensional Poverty Index 2016

Over the past two decades, Pakistan has experienced a significant reduction in poverty, with the total poverty headcount declining from 55% in 2004-05 to 39% in 2014-15. However, the pace of reduction was not uniform across provinces. Poverty reduction was lowest in Balochistan, where the headcount fell by 12.2 percentage points between 2004-05 and 2014-15. This is even more striking given that Balochistan had a high level of poverty in the baseline year for the study. In contrast, poverty headcount in the Punjab, Sindh and KP fell by 18.3, 14.2 and 16.6 percentage points respectively, during the same period. A similar study by the World Bank (WB) corroborates the finding that poverty reduction has been the lowest in the Balochistan province between 2001 and 2015.

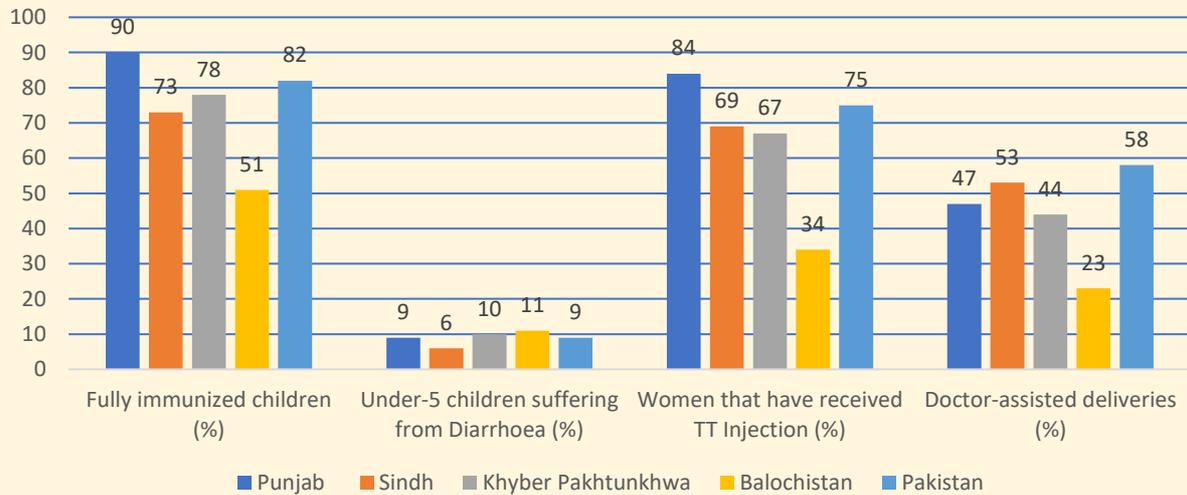
Within Balochistan, there are variations among rural and urban areas and different districts. Multi-dimensional poverty in rural areas of the province (85%) is significantly higher than in urban areas (38%). Quetta, Kalat, Khuzdar, Gwadar and Mastung, in that order, are the least poor districts, whereas Chaghi, Ziarat, Barkhan, Harnai and Killa Abdullah respectively are the poorest districts in the province. The pace of progress has been uneven within Balochistan. While most districts in the province have reduced their poverty headcount between 2004 and 2015, few districts have recorded an increase in poverty incidence. The latter include districts of Harnai, Panjgur, Killa Abdullah, Ziarat and Pishin. The Districts of Musakhel, Khuzdar, Loralai, Turbat and Mastung respectively have registered the highest decrease in poverty in Balochistan during the same period.

### 2.5.2. Health, Standard of Living and Basic Social Services

Again Balochistan fares worst of all provinces on nearly all indicators of health, education, standards of living and access to basic services. It has the lowest percentage of fully-immunised children, the highest percentage of under-five children suffering from Diarrhoea and the lowest rate of contraceptive use (16%) of all provinces. It has the highest Maternal Mortality Rate and the second highest rate of under-five mortality and stunting. Furthermore, people in Balochistan are the least-satisfied with basic public services such as health, education, family planning and agriculture.

Figure 2-8 shows the basic health indicators: fully immunised children, children under 5 suffering from diarrhoea, women that have received TT injections and doctor-assisted deliveries. Balochistan has the lowest figures in all except children suffering from diarrhoea.

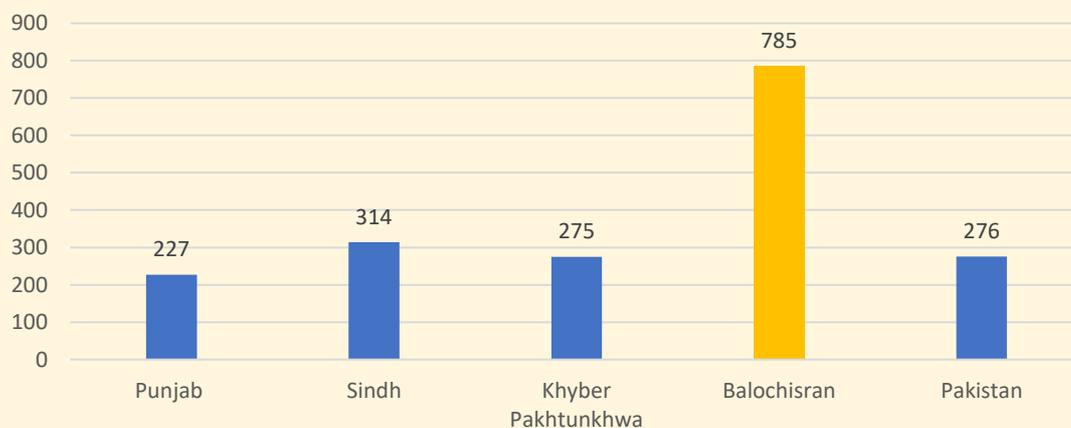
Figure 2-8 Health Indicators



Source: Pakistan Social and Living Standards Measurement (PSLM) Survey 2014-15, Pakistan Bureau of Statistics

Maternal mortality rates are given in Figure 2-9. They again show the highest number for Balochistan per 100,000 live births.

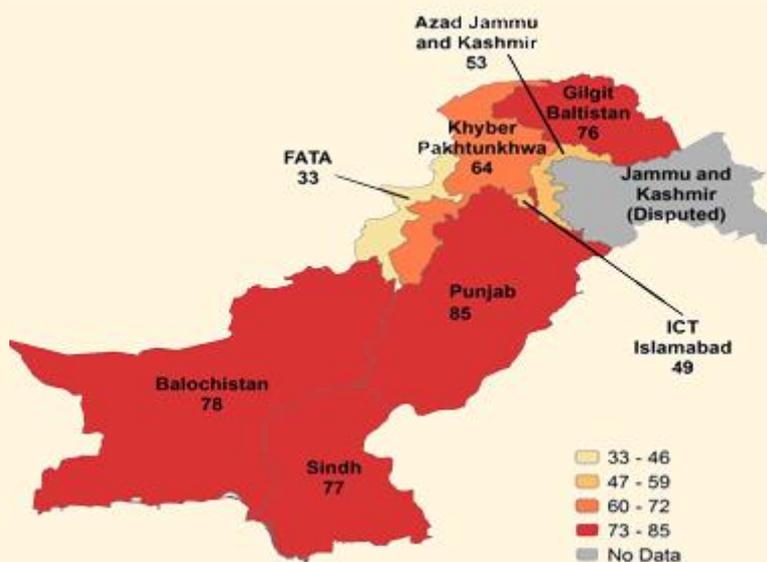
Figure 2-9 Maternal Mortality Rate by Region (Per 1,000 live births)



Source: UNICEF Report

Infant mortality rate in Balochistan is 78 per 1000 live births. This is lower than Punjab (85) but higher than all other provinces and areas. Another indicator that shows weak health services and practices.

Figure 2-10 Under-Five Mortality Rates by Region (Deaths per 1,000 live births)



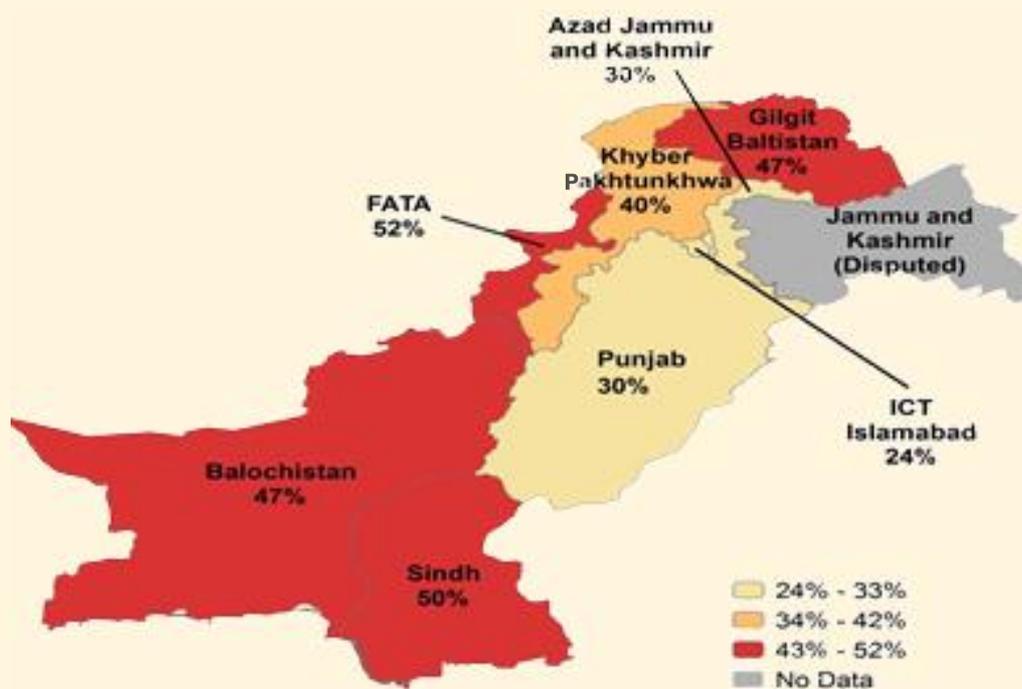
Source: PDHS 2017-18. NIPS, Pakistan

Indicators on satisfaction with public services surveyed by PSLM 2014-15 again show Balochistan at the lowest level.

Stunting rates in under 5 is one of the most serious health issues.

“Substantive evidence indicates that low birth weight, reduced breastfeeding, stunting and iron and iodine deficiency are associated with long term deficits in children’s cognitive and motor development, and school readiness” EFA Global Monitoring Report 2007

Figure 2-11 Stunting rates in under 5



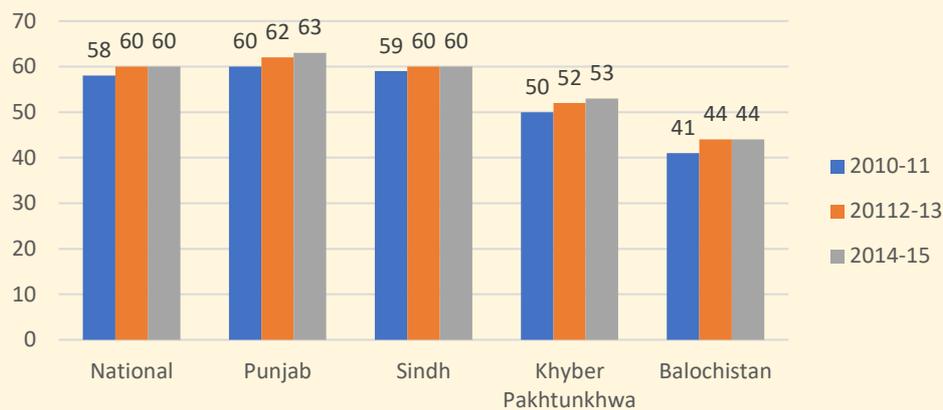
Source: PDHS 2017-18. NIPS, Pakistan

Balochistan has a stunting rate of 47% among children under 5 years. This is the second highest of all provinces in the country after Sindh. The other exception are the newly merged districts<sup>31</sup> (NMDs) of Khyber Pakhtunkhwa where the rate is 52%. Stunting not only reduces physical growth, it also impacts brain development. This is a crisis.

### 2.5.3. Literacy Rates

Similar to other indicators, Balochistan has the lowest literacy rate in the country. This holds true for both the 10 plus and 15 plus categories. In the 10 plus, there is a slight improvement from 2010-11 to 2014-15, but still, the values are about 9 percentage points lower than the next lowest of Khyber Pakhtunkhwa and 16 percentage points lower than the national literacy rate.

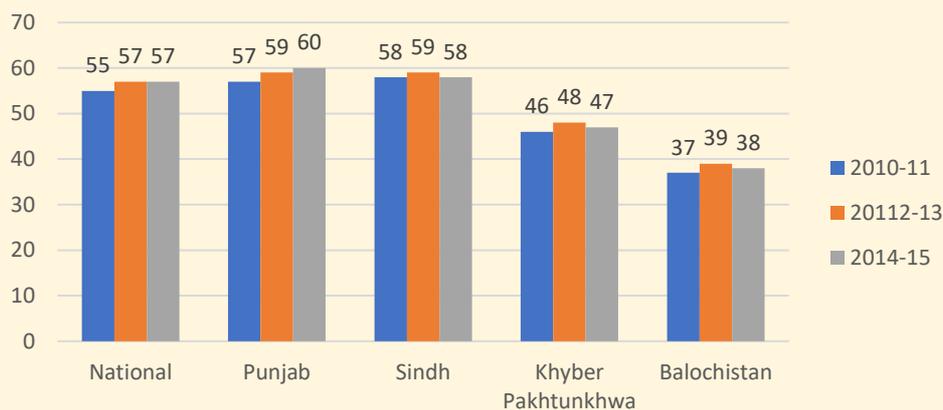
Figure 2-12 Provincial Comparisons of Literacy Rates for 10 plus



Source PSLM Survey 2014-15, Pakistan Bureau of Statistics

In the 15 plus category, the values go down for all jurisdictions, but the gap between Balochistan and others increases. Compared to Khyber Pakhtunkhwa, it increases from 9 percentage points to 11 and from the national figure, the gap increases to 19 percentage points.

Figure 2-13 : Provincial Comparisons of Literacy Rates for 15 plus

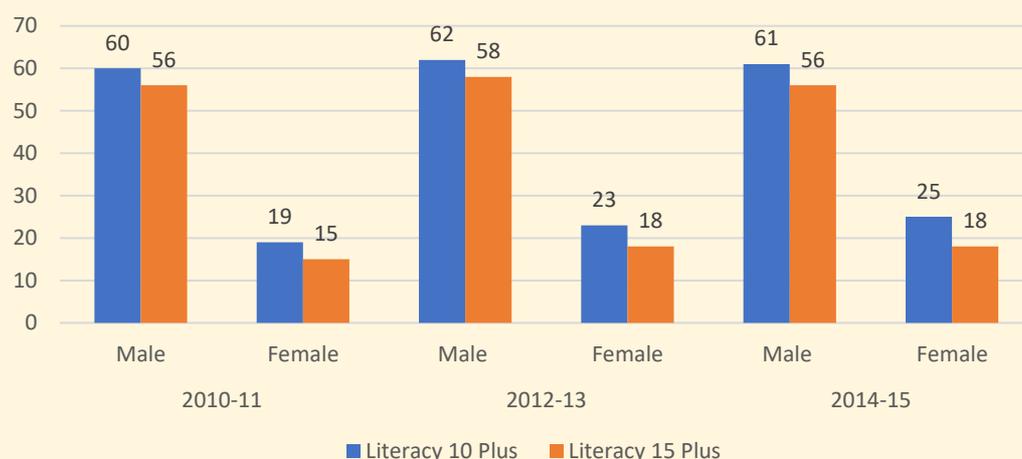


Source Source PSLM Survey 2014-15, Pakistan Bureau of Statistics

Balochistan's gender-wise breakup shows that female literacy rates are lower than males by a considerable percentage for all years and both categories – 10 plus and 15 plus.

<sup>31</sup> These were previously the Federally Administered Tribal Areas (FATA)

Figure 2-14 Comparison of Male and Female Literacy Rates in Balochistan



Source PSLM Survey 2014-15, Pakistan Bureau of Statistics

For the 15 plus category it is at 18 percent for both 2012-13 and 2014-15.

## 2.6. Vulnerability to Nature

In the last three decades, Balochistan has seen three types of natural calamities: droughts, floods and earthquakes. Additionally, coastal areas have risks of cyclones. Recurring droughts are among the most significant challenges faced by the province, with serious implications for livelihoods. Only 5% of the region has a dependence on the Indus river – the primary water source for the other three provinces. There is a high dependence on groundwater and indigenous water channels. Excessive tube well installation in the 1980s for agriculture use has placed groundwater under threat. Resultantly every time there is a pause in rainfall for a longer period, droughts occur.

Additionally, the province has also seen increased flash floods when the rain pattern changes. There were major floods in 2010 and some in 2019. The last major earthquake was in Ziarat in 2008.

## 2.7. Conclusion

Balochistan faces an uphill development task. The challenges include threats to the environment and poor socio-economic indicators. It lags in almost all of the SDG indicators. However, there are also opportunities. These include, optimally benefiting from the province's traditional assets and the new ones emerging out of the proposed China-Pakistan Economic Corridor (CPEC). Human resource development will remain central to the resolution of the developmental crises. This will require quality education for all children and the use of education to create awareness on the province's developmental agenda.

### 3. Plan Development Process and Frameworks

Balochistan Education Sector Plan (BESP) 2020-25 has been developed through a consultative process in two stages. The first stage ended with the development of the Education Sector Analysis, which lay the basis for the strategies in BESP. The sector strategies were then reviewed jointly with different stakeholders for finalization.

#### 3.1. The Sector Analysis

The Sector Analysis was undertaken to review the issues and their causes in school education and technical and vocational education in Balochistan. The analysis was undertaken based on the requirements of Articles 25 A and 37b of the Constitution, Balochistan Compulsory Education Act 2014, and the SDGs, specifically SDG 4. The following thematic areas were finalized for the ESA:

*Table 3-1 Thematic Groups*

| Thematic Groups   |   |
|---|---|
| <b>Theme 1: Learning</b>  | Both Article 25A and SDG 4 targets cannot be achieved without major improvements in learning or quality of education. This has been added through an approach that looks at the entire value chain of learning: teachers, curriculum, textbooks, child welfare and the classroom practices.   |
| <b>Theme 2: Girls Education</b>                                 | Girls' education has historically been seen in terms of access and participation (even the previous BESP was mostly limited to this aspect). There are other dimensions that have been ignored in the past, including, a more exhaustive discussion on causes for low participation rates. This is again critical for Article 25A, SDG 4 and SDG 5. |
| <b>Theme 3: Out of School Children</b>                          | BESP 2013-18 looked at the issue from a perspective of access and participation. The debate on out of school children was started after its approval. The latter has now been used as the target for the analysis.  |
| <b>Theme 4: Non Formal Education and ALP</b>                    | SDG 4, SDG 5 and SDG 8 reinforced the importance of this area that had been given a low priority for a long time. Without a strong NFE (especially targeting out of school children) targets of Article 25A will not be possible to achieve.  |
| <b>Theme 5: School Readiness</b>                                | This is an important component of the learning chain but has been pulled out separately because of its peculiar issues. Again a requisite of SDG 4 (Target 4.2.1).  |
| <b>Theme 6: Technical and Vocational Education and Training</b> | An important area for economic development of Balochistan in view of its existing economic assets, potential opportunities in the near future and the youth   |

|  |   |
|--|---|
|  | bulge. It also derives partly from SDG 4 and SDG 8.   |
| <b>Theme 7: Governance &amp; Management</b>                  | No target can be achieved without an effective governance and management system focused on the right issues. Organisations, systems and processes are components of the discussion in this thematic area. |
| <b>Theme 8: Financing</b>                                    | An important component and enabler. In addition to allocation and utilization, efficiency of money used was also analysed.  |
| <b>Theme 9: Science, Mathematics, Information Technology</b> | This can again be seen as a subset of quality education but given its importance and poor performance the area has been separated out as a theme.   |
| <b>Theme 10: Data and Research</b>                           | This also emerged from the discussions as a critical enabler. Limitations of data and research handicap development of education and achievement of any major goal.                                       |
| <b>Theme 11: Inclusive Education</b>                         | Another critical area which is covered by both SDG 4, SDG 10 and Article 25A. It has been an area of low priority for years despite being part of BESP 2013-18 and other documents.                       |

All of the above thematic areas included the following themes to the extent applicable to specific topic:

1. Gender
2. Environment
3. Disaster Risk Reduction
4. Refugees
5. School Health & Nutrition
6. Social Cohesion/Peace building
7. Infrastructure & Equipment/Materials
8. Community Participation/PPP
9. Capacity

### 3.2. Objectives of ESA

The Education Sector Analysis looked at the following:

1. Progress towards targets of Article 25A of the Constitution of the Islamic Republic of Pakistan, Sustainable Development Goal 4 and other relevant SDGs.
2. Progress in the implementation of Balochistan Education Sector Plan 2013-18.
3. Causes of the differences between the required and actual targets where the causes analysed include:
  - i. Gaps in past policies and plans in terms of coverage of issues, prioritisation, approaches and implementation.

- ii. Capacity constraints in the education sector institutional structures and personnel, and the context in which the education sector operates.
- iii. Demand-side factors that impede effective improvements in education. These are contextual conditions in the province as a whole and within communities.
- iv. Environmental conditions, including perceptions and approaches of senior political leadership that impact education service delivery.

### 3.3. Methods of Collection of Information

Each of the above thematic areas was analysed through four processes employed for collection of information and the results from all have been triangulated for conclusions.

- I. **Desk Research:** Covered secondary data, reports and research conducted on the various thematic areas described above.
- II. **Thematic Group Discussions:** Included groups of individuals with knowledge of the respective area, working within the government and outside. Each thematic group consisted of 8 to 12 members. Given the complexity of the Learning theme, this group was broken up into separate smaller groups. This is explained in greater detail below.
- III. **District Consultations:** Education takes place in schools. Districts visits were designed to get a better understanding of the processes in schools and districts that have a direct bearing on the processes and outcomes in schools. Students, teachers, district education administrators, deputy commissioners and communities were consulted.
- IV. **SWOT Analysis of Organisations** in the educational administration

*Table 3-2 Consultations conducted for ESA*

| Consultations Conducted for ESA              |                |                    |
|--|----------------|--------------------|
| Meetings/Workshops                           | No of Meetings | Total Participants |
| Thematic Groups                              | 47             | 776                |
| ESA Review Meetings                          | 3              | 48                 |
| Consultative Group Meeting                   | 7              | 5                  |
| SWOT   | 8              | 164                |
| Other meetings (Colleges, Schools, TVET etc) | 32             | 282                |
| ESA Workshop                                 | 4 days         | 380                |
| District Consultations                       | 143            | 1122               |
| Workshop on Objective and Strategies         | 4              | 60                 |
| Consultative session with Higher education   | 1              | 30                 |
| Sharing of BEBP with thematic groups         | 2              | 200                |
| <b>Total</b>                                 | <b>251</b>     | <b>3067</b>        |

After collection and analysis of information causative models were drawn for each sub-theme, as well as, the systemic level analysis, connecting all sub-areas. These formed the basis for eventual strategy development for the sector plan.

Additionally, a 'Consultative Group' was formed of government personnel with experience of education in the past. Five Consultative Group meetings were held before the finalization of

the findings of the ESA and the strategies and another two on the draft sector plan. Table 3-2 details the number of meetings and persons consulted during the process.

### 3.4. Key Frameworks

The Plan has been built on two main frameworks. Provisions in the Constitution of the Islamic Republic of Pakistan and Sustainable Development Goals 4, 5 and 8. The relevant provisions of the Constitution are as follows:

#### 3.4.1. Article 25A

Article 25A, inserted in 2009 as a result of the 18th Constitutional Amendment, covers basic education as a fundamental right. It reads as follows:

*"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."*

Based on the above Balochistan Assembly passed the Balochistan Compulsory Education Act 2014. The Act provides a detailed legal framework for the implementation of Article 25A. The Balochistan Compulsory Education Act 2014 was promulgated by the provincial assembly to operationalise the Constitution's requirements as enunciated in Article 25A.

#### I. Benchmarking for Article 25A

Performance against Article 25A and the Balochistan Compulsory Act 2014 can be assessed against a set of indicators that are illustrated below (Table 3-3), along with Balochistan's performance against them.

Table 3-3 Indicators

| Indicator                 | Required Value | Current Value |       |       |
|---------------------------|----------------|---------------|-------|-------|
|                           |                | Boys          | Girls | Total |
| NER Primary               | 100            | 67%           | 42%   | 56%   |
| NER Middle                | 100            | 31%           | 19%   | 26%   |
| NER Secondary             | 100            | 19%           | 9%    | 15%   |
| GER Primary               | 100            | 89%           | 54%   | 73%   |
| GER Middle                | 100            | 59%           | 34%   | 48%   |
| GER Secondary             | 100            | 50%           | 21%   | 39%   |
| Survival Rates to Primary | 100            | 39%           | 44%   | 41%   |

*Source: Required values are demand of Article 25-A. Whereas data for current values is from PSLM Surveys 2014-15 and survival rates from PES 2016-17*

The table is self-explanatory, which provides a snapshot of the situation of the education sector.

#### II. Projections for Article 25A

To explain the current state of affairs and the challenges ahead Table 3-4 sets out the key indicators for Article 25A, the required targets, their current value and projections. These projections have been made at three levels: if the current trend continues, if it doubles and if the rate of Improvement increases threefold. Four indicators have been used for the purpose: literacy rate, NER primary, NER middle and NER secondary.

Table 3-4 Projections for Balochistan

| Article 25A Projections for Balochistan |                |                             |       |       |   |   |  |
|---|----------------|-----------------------------|-------|-------|---|---|--|
| Indicator                               | Required Value | Current Value <sup>32</sup> |       |       | Year in Which Required Value achieved at current rate | Year in Which Required Value Achieved at Twice the Rate | Year in which value achieved at 3 times the rate |
|   |                | Boys                        | Girls | Total |   |   |  |
| <b>Primary NER (6-10)</b>               | 100            | 67%                         | 42%   | 56%   | 2052  | 2034  | 2028   |
| <b>Middle NER (11-13)</b>               | 100            | 31%                         | 19%   | 26%   | 2098  | 2057  | 2043   |
| <b>Secondary NER (14-15)</b>            | 100            | 19%                         | 9%    | 15%   | 2185  | 2103  | 2072   |
| <b>Literacy Rate 10 plus</b>            | 100            | 61%                         | 25%   | 44%   | 2095  | 2055  | 2042   |

At the current rate, NER of 100 for primary will be achieved by Balochistan only in the year 2052. If the rate of improvement doubles, then the same will be achieved in 2034 and if it triples then in the year 2028. For middle NER, the requisite value of 100 will be reached in the year 2098 if the current improvement rate persists. At twice the effort, this will be achieved in 2057 and at three times the effort in 2043. The literacy rate of 100% will be achieved in 2095 if the current rate of improvement remains unaltered. If it doubles then, it will be achieved in 2055 and at three times the effort, it will be achieved in 2042.

These projections show the massive effort required to fulfil the Constitutional mandate in terms of school participation and Non formal education (NFE) in Balochistan and the extent of systemic changes necessary to break the current trends and accelerate progress.

#### 3.4.2. Article 37b

Article 37b of the Constitution calls upon the state to ensure universal adult literacy. The Plan covers adult literacy and non-formal basic education for out of school children as a critical component to remove educational deficits. The figures in Table 3-4 above also show the situation of literacy.

#### 3.4.3. Sustainable Development Goals

In addition to the Constitutional requirement of Article 25A, Goal 4 of the Sustainable Development Goals (SDG) also guides the ESA's objectives. SDG 4 reads as follows:

*“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”*

<sup>32</sup> Data for Current Values is from PSLM survey 2014-15, Bureau of Statistics, Pakistan

It is further divided into 8 targets:

*Table 3-5 Targets of SDG-4*

| <b>Targets of SDG 4</b>   |  |
|---|--|
| <b>4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes</b>   | 4.1.1 Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by gender   |
| <b>4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education</b>  | 4.2.1 Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by gender  |
|   | 4.2.2 Participation rate in organised learning (one year before the official primary entry age), by gender   |
| <b>4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university</b>  | 4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by gender  |
| <b>4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship</b>   | 4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill   |
| <b>4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</b>  | 4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated                               |
| <b>4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy</b>   | 4.6.1 Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by gender  |
| <b>4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</b> | 4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment |

|   |  |
|---|--|
| <p><b>4.A Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all</b></p>   | <p>4.A.1 Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)</p> |
| <p><b>4.B By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programs, in developed countries and other developing countries</b></p> | <p>4.B.1 Volume of official development assistance flows for scholarships by sector and type of study</p>  |
| <p><b>4.C By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States</b></p>   | <p>4.C.1 Proportion of teachers in: (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organised teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country</p>  |

Additionally, the following two SDGs are also directly relevant to the analysis and eventual implementation:

**Sustainable Development Goal 5:** Achieve gender equality and empower all women and girls. Gender equality is also covered in SDG 4 but limited to opportunities in school. As education needs to change gender attitudes SDG 5 also becomes relevant to the analysis<sup>33</sup>.

**Sustainable Development Goal 8:** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. SDG 8 covers economic growth and employment from a comprehensive perspective. It is relevant to the technical and vocational education covered in BESEP, as well as, general education.

<sup>33</sup> All SDGs need a response from education. As gender is one of the most glaring issues within education in Balochistan the analysis has been deepened as compared to some of the other areas covered by SDGs.



## 4. Education Structures and Processes in Balochistan

Education is organised into three different departments: Secondary Education Department (SED), Higher Education Department (HED) and Social Welfare Department (SWD), having their own specialised units, tools and functions to cater to the needs of the education sector in Balochistan. By not considering pre-primary Early Childhood Education (ECE) level wise the total number of school years are 12. With pre-primary ECE, two more years are added. BESP covers Technical and Vocational Education and Training (TVET), which being an integral discipline of education, training and learning activity helps beneficiaries secure skilled jobs or opt for self-employment. Technical and Vocational Education and Training (TVET) sector is significant for Balochistan in order to achieve socio-economic growth and provide better employment opportunities to youth.

### 4.1. School Types

School education is imparted in two types of schools: formal and non-formal. Formal schools include all institutions run by the Secondary Education Department, as well as, other organisations of the provincial and federal governments within Balochistan. Additionally, private schools and madrassas registered under Balochistan Compulsory Education Act 2014 are also considered formal schools under law. Non-formal schools or institutions are set up as a second opportunity for children who have either missed schools or have been dropped out. These are overseen by the Directorate of Literacy and Non-Formal Education (DLNFE) of the Department of Social Welfare. Due to data limitations, details of private schools and madrassas are not available. Lately, the data collection process has begun.

Level wise, formal schools are from K to 12, where K denotes pre-primary level. The latter is a mixed situation. Most primary schools have the traditional 'kachi' class, where these pre-primary school children are the most ignored group in school. Others have more established early childhood education programs based on a structured curriculum built on ECE's modern precepts. These schools are a minority. Details have been shared in the relevant section on Early Childhood Education (ECE).

Levels are denoted as follows:

- i. Primary: Grades 1-5
- ii. Middle: Grades 6-8
- iii. Secondary: Grades 9-10
- iv. Higher Secondary: Grade 11-12

Grades 1-8 are also sometimes combined to be called elementary. Secondary is also known as matriculate and higher secondary as intermediate<sup>34</sup>. Schools are designated based on the most senior class available. All colleges also have grades 11 to 12, although these are part of the school. The school curriculum is from grades 1-12.

Grades 9, 10, 11 and 12 (secondary and higher secondary) are the starting point for determining career choices of students. At the secondary level, the main choice is between the arts and sciences. These split into a number of other options at the higher secondary level like pre-medical, pre-engineering, commerce etc. The decisions are impacted by the high stakes examinations held by the Balochistan Board of Intermediate and Secondary Education (BBISE), especially, beyond secondary.

<sup>34</sup> Hence the term 'intermediate' in the Balochistan Board of Intermediate and Secondary Education.

Table 4-1 shows the schools managed by SED. These are categorized as primary, middle, high and higher secondary based on the highest level of education available:

*Table 4-1 Number of Schools in Balochistan 2018-19*

| Level of Schools   | Boys         | Girls       | Co-Edu     | Total        |
|--------------------|--------------|-------------|------------|--------------|
| Primary            | 8394         | 3140        | 684        | 12218        |
| Middle             | 872          | 645         | 2          | 1519         |
| High               | 720          | 403         |            | 1123         |
| Higher Secondary   | 69           | 50          |            | 119          |
| <b>Grand Total</b> | <b>10055</b> | <b>4238</b> | <b>686</b> | <b>14979</b> |

*Source: EMIS 2018-19, Secondary Education Department, Government of Balochistan*

In all 1519 middle schools have primary sections and 1242 high and higher secondary schools also have primary sections in addition to the middle.

The SED has upgraded 119 High Schools to Higher Secondary School by starting classes XI & XII with the vision to reduce the gap between the secondary and Higher secondary education.

#### 4.1.1. Intermediate in Colleges

There 88 Intermediate and 47 degree colleges in the province. While intermediate colleges only conduct classes 11 and 12, the degree colleges have undergraduate and graduate programmes. Colleges, including intermediate colleges, are managed by the Higher Education Department. Table 4-2 shows detail of intermediate colleges:

*Table 4-2 Colleges, Balochistan 2019*

| Colleges              | Male | Female | Total |
|-----------------------|------|--------|-------|
| Degree Colleges       | 30   | 17     | 47    |
| Intermediate Colleges | 56   | 32     | 88    |

*Source: EMIS Colleges 2019, Higher Education Department, Government of Balochistan*

All degree colleges also have intermediate classes.

## 4.2. Organisations

The work of education, except for technical and vocational education, is split into the following three departments:

1. Secondary Education Department (SED)
2. Higher Education Department (HED), and
3. Social Welfare Department (SWD).

Secondary Education Department is responsible for school education from pre-primary ECE till grade 12. Higher Education Department is responsible for college education for graduate and post graduate students and it also manages certain schools like the residential colleges. Social Welfare Department looks after special education and non-formal education.

Each of these departments has a provincial civil secretariat headed by a Secretary. The secretariat develops policies for their respective sectors which are executed through their working organisations detailed as under.

#### 4.2.1. Secondary Education Department

This department is responsible for the promotion of education from ECE till grade 12. It administers 14,979 schools and provides services of over 55,000 teachers and also plans for the future. SED also has the support of the Policy Planning and Implementation Unit (PPIU), Directorate of Education (Schools), Bureau of Curriculum & Extension Center (BOC&EC), Provincial Institute of Teachers Education (PITE), Balochistan Textbook Board (BTBB), Balochistan Board of Intermediate and Secondary Education (BBISE) and Balochistan Assessment and Examination Commission (BAEC). All except BBISE, that is part of the Higher Education Department, function under SED. Their responsibilities are as follows:

**Policy Planning and Implementation Unit (PPIU)** provides policy and planning support to the Secretariat.

**Directorate of Education (Schools)** is responsible for the management of all schools and their personnel managed by 7 divisional directors and a District Education Officer (DEO) in each district. These DEOs are supported by District Officer Male and Female and officers/staff working under them.

**Bureau of Curriculum and Extension Center (BOC&EC)** is responsible for development of curriculum, review of textbooks, education standards and pre-service teacher education colleges run by the Department of Secondary Education.

**Balochistan Textbook Board (BTBB)** is responsible for regulation of textbooks in the province.

**Provincial Institute of Teacher Education (PITE)** provides in service teacher training.

**Balochistan Assessment and Examination Commission (BAEC)** holds diagnostic assessments for elementary levels (1-8) and large scale examinations for grade 8 only. The Commission also has the mandate for development of teachers' capacity in assessment.

While all of the above report to the Department of Secondary Education,

**Balochistan Board of Intermediate and Secondary Education (BBISE)** which conducts large scale, high stakes examinations for secondary and higher secondary levels, reports to the Department of Higher Education

**Balochistan Education Foundation (BEF)** operates as an autonomous body to support the functions of Secondary Education Department (SED). It has in the past engaged in schooling through public private partnerships (PPPs) and is currently responsible for regulation and registration of private schools.

#### 4.2.2. Higher Education Department

The structure of the Higher Education Department is as under:

**Directorate of Colleges (DOC):** The Directorate of Colleges and Higher Education is mandated to administer and manage public colleges functioning in the province. It is headed by a Director, supported by an Additional Director, Deputy Directors and Assistant Directors. All these posts are filled from the staff teaching in various colleges. The DOC decides all the matters related to administrative and financial concerns. It represents the Higher Education Department in the Universities functioning in Balochistan.

**Balochistan Academy for College Teacher (BACT):** Its mandate is professional development of college teachers. It not only invites in-service college teacher to update their knowledge and teaching skills but it also imparts trainings to the principals and vice principals in administrative and financial functions. The staff of the BACT is drawn from the college cadre.

**Directorate of Technical Education:** The Directorate of Technical Education is responsible to manage the Polytechnic Institutes in the province.

#### 4.2.3. Technical and Vocational Education

There is an overall authority for Technical and Vocational Education and Training (TVET) called Balochistan Technical Education and Vocational Training Authority (BTEVTA). Balochistan Technical Education and Vocational Training Authority (BTEVTA) is responsible for quality control and support to Technical and Vocational Education and Training (TVET) institutions. The institutions are run by other departments like the Department of Higher Education, Industries and Labor. BTEVTA has an overall role of setting standards and providing support to the technical institutions. There are 8 polytechnic institutes and one college of technology in Quetta and one institute of technology in Gwadar. Table 4-3 gives the detail:

Table 4-3 TVET Institutes, Balochistan

|                                  | Male | Female | Total |
|----------------------------------|------|--------|-------|
| College of Technology, Quetta    | 1    |        | 1     |
| Institute of Technology, Gawadar | 1    |        | 1     |
| Polytechnic Institutes           | 6    | 2      | 8     |

*Source: Budget Book 2019-20, and Directorate of Technical Education, Balochistan*

In addition to the above there are 141 vocational training institutions. Out of these 95 are for males and 46 for females.

#### 4.2.4. Non-Formal Education/ Accelerated Learning Pathways (ALP)

A number of NFE programs are being run in the province. Data is available for those being run by districts prioritised by the Directorate of Literacy and Non-Formal Education (DLNFE). These are given in Table 4-4.

Table 4-4 ALP Package and Gender Wise Enrollment in Focus Districts

| ALP Package and Gender Wise Enrollment in Focus Districts |             |           |      |           |      |           |      |            |             |       |
|---|-------------|-----------|------|-----------|------|-----------|------|------------|-------------|-------|
| District  | ALP Centers | Package A |      | Package B |      | Package C |      | Total Boys | Total Girls | Total |
|   |             | Girls     | Boys | Girls     | Boys | Girls     | Boys |            |             |       |
| Naseerabad  | 42          | 0         | 0    | 461       | 713  | 257       | 753  | 1466       | 718         | 2184  |
| Jaffarabad  | 39          | 30        | 35   | 532       | 841  | 196       | 406  | 1282       | 758         | 2040  |
| Lasbela   | 45          | 23        | 43   | 490       | 707  | 148       | 331  | 1081       | 661         | 1742  |
| Quetta  | 26          | 219       | 32   | 282       | 601  | 100       | 369  | 1002       | 601         | 1603  |
| Zhob  | 20          | 47        | 97   | 465       | 189  | 75        | 78   | 364        | 587         | 951   |
| Sibi/Kuhlo  | 31          | 23        | 44   | 317       | 534  | 18        | 34   | 612        | 358         | 970   |

|                        |            |            |            |             |             |            |             |             |             |              |
|------------------------|------------|------------|------------|-------------|-------------|------------|-------------|-------------|-------------|--------------|
| <b>Killa Saifullah</b> | 14         | 98         | 265        | 55          | 200         | 0          | 0           | 465         | 153         | 618          |
| <b>Killa Abdullah</b>  | 10         | 97         | 85         | 147         | 327         | 0          | 0           | 412         | 244         | 656          |
| <b>Pishin</b>          | 14         | 66         | 317        | 264         | 385         | 78         | 73          | 775         | 408         | 1183         |
| <b>Gawadar</b>         | 10         | 0          | 0          | 183         | 153         | 0          | 0           | 153         | 183         | 336          |
| <b>Katchi</b>          | 6          | 0          | 0          | 90          | 86          | 0          | 0           | 86          | 90          | 176          |
| <b>Total</b>           | <b>257</b> | <b>603</b> | <b>918</b> | <b>3286</b> | <b>4736</b> | <b>872</b> | <b>2044</b> | <b>7698</b> | <b>4761</b> | <b>12459</b> |

*Source: NFE EMIS*

#### 4.2.5. Universities

Nine universities function in the province as shown in Table 4-5 below. Out of these seven universities run programs on education. Balochistan University of Engineering & Technology, Khuzdar and The Bolan University of Medical and Health Sciences, Quetta are the two exceptions.

*Table 4-5 Universities, Balochistan*

| #. | Name   | Sector  | Category                 | City    |
|----|--|---------|--------------------------|---------|
| 1  | Balochistan University of Engineering & Technology           | Public  | General                  | Khuzdar |
| 2  | BUIITEMS   | Public  | Engineering & Technology | Quetta  |
| 3  | Lasbela University of Agriculture, Water and Marine Sciences | Public  | General                  | Lasbela |
| 4  | Sardar Bahadur Khan Women University                         | Public  | General                  | Quetta  |
| 5  | The Bolan University of Medical and Health Sciences, Quetta  | Public  | Medical                  | Quetta  |
| 6  | University of Balochistan                                    | Public  | General                  | Quetta  |
| 7  | University of Loralai  | Public  | General                  | Loralai |
| 8  | University of Turbat   | Public  | General                  | Turbat  |
| 9  | Al-Hamd Islamic University                                   | Private | General                  | Quetta  |

*Source: Higher Education Commission website (<https://www.hec.gov.pk/>)<sup>35</sup>*

In addition to the above students of Balochistan have access to Federal Universities as part of the provincial quota and also through seats available in universities in other provinces.

<sup>35</sup> The list of Universities in Balochistan is also available on Uni Rank website; <https://www.4icu.org/pk/balochistan>. The same is verified by the officials at University of Balochistan

Additionally, distant learning programs through the Virtual University and the Allama Iqbal Open University are also available.

## 5. Themes, Structure and Approach

The Balochistan Education Sector Plan (BESP) has been developed on the basis of findings of the Education Sector Analysis (ESA). The final set of themes in the Sector Plan do not fully overlap with the ESA as some (as the girl child) have been merged into different chapters of the Plan.

For each chapter, the approach to reform has been explained, followed by a summary explanation of each of the causes that create the base problem. Goals have been developed by inverting the problem. Sub-themes, based on the similarity of their roles, have been collated into one or more programs. Each program is further divided into sub-programs structured under an overall goal, sub-goals and strategies. The explanation of the rationale of each strategy has been summarized. The area of Learning, with its multifarious themes, has the most complex break up with multiple programs and sub-programs. Access and Participation is the next area in terms of complexity with six programs – three each for formal and non-formal education.

Three sets of matrices have been developed for each program to elaborate on the Plan. These include:

- I. Program Matrix
- II. Implementation Matrix
- III. Results Matrix

The Program Matrix lays out the overall goal, sub-programs and sub-goals. Each sub-goal has its set of strategies, activities and targets for implementation. The Implementation Matrix adds three further expansions to the program matrix: timelines for the activities, costs and organisation(s) responsible for implementation. It also explains the underlying assumptions for each strategy. The Results Matrix identifies indicators for measurement of progress against the overall goal and sub-goals. It not only provides the indicators for the end of five year period but also those in the intervening years. Indicators have been presented for “outcomes, intermediate outcomes, and outputs”. Program Matrices have been presented towards the end of each chapter. Implementation and Results Matrices have been inserted in the annexes.

### 5.1. Vision and Mission

BESP has been built on the following “vision” and “mission”:

#### **Vision**

*To promote and ensure quality education and its effective delivery for all without any discrimination*

#### **Mission**

*To achieve quality education for all by provision of infrastructure, missing facilities, relevant curriculum & instructional material, trained teachers and standardised assessment through good governance*

### 5.2. Themes

BESP 2020-25 has been constructed on the following themes:

1. Learning
2. Access and Participation

3. Data and Research
4. Governance and Management
5. Technical and Vocational Education and Training
6. Costing and Impact

The areas covered in each theme, as well as cross-cutting ones, have been outlined below (Table 5-1). Further details and approach to reform for each specific theme have been explained in the relevant chapters.

Table 5-1 Thematic Areas, Structure and Approach

| Thematic Areas, Structure and Approach                  |   |  |  |  |
|---|---|--|--|--|
| Core Thematic Areas                                     | Cross Cutting Areas   | Programs   | Sub Programs                               | Matrices   |
| <b>&gt;&gt;&gt; Child Focused Approach &lt;&lt;&lt;</b> |   |  |  |  |
| Learning  | Gender  | 1-Learning Design                                      | 1.1 Curriculum                             | 1.Program Matrix<br>2.Implementation Matrix<br>3.Result Matrix |
|   |   |  | 1.2 Textbooks                              |  |
|   | Environment<br>Disaster Reduction<br>Refugees   | 2-Teaching and Learning – Effective Teachers           | 2.1 Motivation of Teachers                 | 1.Program Matrix<br>2.Implementation Matrix<br>3.Result Matrix |
|   |   |  | 2.2 Pre-Service Teacher Education          |  |
|   |   |  | 2.3 Continuous Professional Development    |  |
|   |   |  | 2.4 Teacher Availability                   |  |
|   | School Health & Nutrition<br>Social Cohesion/<br>Peace building<br>Infrastructure & Equipment/<br>Materials | 3-Teaching and Learning – Assessments and Examinations | 3.1 School-Level Assessments               | 1.Program Matrix<br>2.Implementation Matrix<br>3.Result Matrix |
|   |   |  | 3.2 BBISE Examinations                     |  |
|   |   |  | 3.3 BAEC Assessments and Examinations      |  |
|   |   |  | 3.4 Consistent and Relevant Assessments    |  |
|   |   |  | 3.5 Credibility of Examinations            |  |
|   | Community Participation/Public Private Partnership<br>Capacity  | 4-Child Care and Welfare                               | 4.1 Child Welfare                          | 1.Program Matrix<br>2.Implementation Matrix<br>3.Result Matrix |
|   |   |  | 4.2 Children with Special Needs            |  |
| 4.3 Afghan Refugee Children                             |   |  |  |  |
|   |   |  | 5.1 Expansion of Educational Opportunities | 1.Program Matrix<br>2.Implementation Matrix                    |

|                           |  |                              |   |  |
|---------------------------|--|------------------------------|---|--|
| Access and Participation  |  | 5-Access and Participation   | 5.2 Increased Girls' Participation                              | 3.Result Matrix  |
|                           |  |                              | 5.3 Addressing Demand Side Barriers to Access and Participation |  |
|                           |  |                              | 5.4 System Level Capacity for NFE/ ALP Programs                 |  |
|                           |  |                              | 5.5 Expansion of Opportunities for NFE /ALP program             |  |
|                           |  |                              | 5.6 Quality and Relevance of NFE/ALP Programs                   |  |
|                           |  |                              | 5.7 Approach to Schooling under COVID 19                        |  |
| Data and Research         |  | 6-Data and Research          | 6.1 Comprehensive Needs Based Database                          | 1.Program Matrix<br>2.Implementation Matrix<br>3.Result Matrix |
|                           |  |                              | 6.2 Standardised Analysis                                       |  |
|                           |  |                              | 6.3 Use of Data   |  |
|                           |  |                              | 6.4 Research Based Reviews                                      |  |
| Governance and Management |  | 7- Governance and Management | 7.1 Comprehensive policy and Legal Framework                    | 1.Program Matrix<br>2.Implementation Matrix<br>3.Result Matrix |
|                           |  |                              | 7.2 Better Planning   |  |
|                           |  |                              | 7.3 Result-Based Management                                     |  |
|                           |  |                              | 7.4 Better Human Resource Management and Development            |  |
|                           |  |                              | 7.5 Greater Private Sector Engagement                           |  |
|                           |  |                              | 7.6 Effective Decentralised Structures                          |  |
|                           |  |                              | 7.7 Gender-Inclusive Management                                 |  |
|                           |  |                              | 7.8 Effective Accountability                                    |  |
|                           |  |                              | 7.9 Increased Transparency                                      |  |
|                           |  |                              | 7.10 Constructive Political Engagement                          |  |
|                           |  | 8 –Technical and             | 8.1 Access and Participation                                    | 1.Program Matrix   |

|   |  |                                   |                               |  |
|---|--|-----------------------------------|-------------------------------|--|
| Technical and Vocational Education and Training |  | Vocational Education and Training | 8.2 Quality of TVET Provision | 2.Implementation Matrix<br>3.Result Matrix |
|   |  |                                   | 8.3 Governance and Management |  |
| Financing                                       |  | Costing and Impact                |                               |  |

### 5.2.1. Learning

Learning is a very wide term and can include many areas. BEBP looks at three variables in Learning: reading ability, numeracy and thinking skills so that children are eventually prepared for life and livelihood. It is seen as a product of multiple inputs and processes: curriculum, textbooks, teachers, assessments and examinations. Each one of these inputs and processes has been separated out and strategies included to address the gaps. The basic premise is that all these factors (collectively) will impact teaching and learning along with the presence of a healthy child in the classroom. The latter include a child's physical and psychological health that depend on both home and school conditions. Issues of children with special needs and their inclusiveness have also been covered.

### 5.2.2. Access and Participation

Access and participation have been discussed in terms of schooling opportunities available and their utilisation by children. The latter includes enrolment and attendance. Strategies have been recommended for both the supply-side and demand side gaps. On the input side, availability of schooling opportunities has been the main issue of focus. Given the large gaps between males and females, gender-related issues of access and participation have been treated as a separate, special, subset.

In view of the large number of out of school children and low adult literacy, Non-Formal Education (NFE) has been emphasized as an important domain. The entire structure of non-formal education has been discussed as a parallel, but important, learning system that supports the overall goals of education.

### 5.2.3. Data and Research

The purpose of inclusion of data and research as a separate theme is to assess and provide a way forward for building a more robust empirical basis for education policy, planning and implementation. Both these areas have been discussed in terms of their current state of availability, limitations and demand. The culture of use of empirical evidence has been targeted and strategies for improvement of information have been included for both data and research.

### 5.2.4. Governance and Management

The area of governance and management covers the themes of capacity, planning, operations, political interference, community involvement, human resource development and management, decentralisation and accountability. Strategies have been proposed to cover the entire organisational structure of the formal education system and the environment in which the system functions.

### 5.2.5. Technical and Vocational Education and Training

Technical and Vocational Education and Training (TVET) has been included as a specialised area of education. All relevant elements of TVET have been discussed and the strategies provided. These include governance and management, access and participation and quality

and relevance. The entire domain of relevance to the market and subsequent improvement in employment outcomes have been emphasized as the key outcome.

### 5.2.6. Costing and Impact

The Plan provides cost estimates over the next five years with an annual break up and expected impact on key indicators identified. These costs have been divided into those impacted by increased enrolment (the scale factors) and others that have no direct relationship with enrolments (non-scale factors).

### 5.3. Approach to Reform

It is difficult to identify a limited approach to an education system that requires major improvements in all sub-sectors. An effort has been made to structure the approach as per priorities assessed. For school education, the Sector Plan presents recommendations for multiple areas for change. However, the eventual success can be narrowed to three absolutely essential approaches that would require prioritisation:

1. A greater, and more well spread, focus on learning as compared to the past
2. Increased efficiency in the use of resources through rationalised deployment
3. Reduction of gender gaps through a holistic approach that goes beyond access and participation.

While the above are the keys to change, overall, the Plan's three main strands (that also cover the above) consist of:

- I. **Core Target Areas:** In school education, the two core target areas of the Sector Plan consist of 'learning' and 'access and participation' with a strong focus on equity. These represent the dual crises in education: firstly, learning in schools ends right in the early grades when children fail to become readers and secondly, the large proportion of out of school children that reveals a participation crisis. Within the latter, girls are disproportionately excluded from education as compared to boys. Given the situation, implementation of these two strands cannot be sequenced. It must be a simultaneous effort. However, the contours and processes of learning have been dealt with in greater detail because of limited comprehension, and attention to it, in the past.
- II. **Enablers of effectiveness:** This consists of issues of governance necessary to be addressed to enable effective implementation, and most critically, efficient use of resources. The other critical enabler of effective, and realistic, policy and implementation, is improved availability of information through strengthened processes of research and data accumulation, analysis and usage.
- III. **Child Focused Approach:** The overall life path of the child and issues of the girl child as a separate sub-set have been discussed and consequent strategies developed to ensure that all policies, plans and implementation practices place the child's benefit at the core.

An analysis of the problem and approach to change for each sub-area has been explained in the respective chapters. Strategies can be divided into those that are specific to the targeted theme, cross-cutting ones applicable to multiple themes and implicit assumptions on the approach. These assumptions have been highlighted in the Implementation Matrices attached in the annexes. Figure 5-1 on the next page shows the overall theory of change for BESP 2020-25:

Figure 5-1 Theory of Change Balochistan Education Sector Plan 2020-2025

| Theory of Change - Basic Education Sector Plan 2020-2025  |   |  |   |   |  |   |
|---|---|--|---|---|--|---|
| Problem Identification  | Path to change (through Intervention and Strategies)  |  | Desired Change  |   |  |   |
| Key Challenges  | Themes and Intervention   | Outputs  | Targets   | Outcomes  | Impact   | Global, National and Provincial Commitments   |
| Children are not learning; have low competency in reading and numeracy and no analytical skills | <p><b>Core Thematic Areas:</b></p> <ol style="list-style-type: none"> <li>1. Learning (Curriculum and Textbook Reforms, Effective Teachers, Assessment and Examinations, Child care and welfare)</li> <li>2. Access and Participation</li> <li>3. Data and Research</li> <li>4. Governance and Management</li> <li>5. Technical and Vocational Education and Training</li> </ol> <p><b>Special focus on:</b></p> <ul style="list-style-type: none"> <li>&gt; Out of School Children</li> <li>&gt; Girls Education</li> <li>&gt; Inclusive Education</li> <li>&gt; Non Formal Education</li> <li>&gt; Child care and welfare</li> <li>&gt; School readiness</li> </ul> | <ul style="list-style-type: none"> <li>-Standards on curriculum &amp; TBs</li> <li>-Provincial Curriculum Framework</li> <li>-Provincial TBs</li> <li>-Teacher feedback mechanism</li> <li>-Implementation of Child centered school language policy</li> <li>-Improved capacities of BOC&amp;EC and BTBB</li> <li>-Increased number of subject specialists, TB authors, reviewers</li> </ul>   | <p><u>Learning Grade 3 and 5:</u><br/>15% more students can read at least at minimum standards<br/>15% more students can perform at least at minimum standards in arithmetic</p> <p>15% more students at Grade 8 can successfully attempt questions on application</p>  | <p>Provincial learning design relevant to the needs and realities of the child, classroom and life and livelihood</p> | <p>Learners proficient in reading and numeracy, with developed analytical skills and prepared for life and livelihood<br/>A greater and more well spread focus on learning</p> | <p><b>Global Commitments:</b></p> <p>Sustainable Development Goals</p> <p>SDG4 -'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'</p> <p>SDG5- Achieve gender equality and empower all women and girls.</p> <p>SDG8- Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.</p> |
|   |   | <ul style="list-style-type: none"> <li>-Revised career &amp; promotion structures for teachers</li> <li>-Improved recruitment testing process</li> <li>-Teachers recruitment plan</li> <li>-Improved work conditions</li> <li>-Teachers' feedback on policies</li> <li>-Improved capacity of PITE</li> <li>-Revamped CPD</li> <li>-Number of trained head teachers and supervisors</li> <li>-Regular peer learning sessions</li> <li>-Increased number of subject teachers in schools</li> </ul> | <p>15% more students at Grade 10 can successfully attempt questions on application</p> <p>15% more students with minimum B in Secondary and Higher Secondary examinations</p> <p>Teacher absenteeism reduced from 20% to 1%</p> <p>85% teachers satisfaction with support received from head teachers and supervisors</p> | <p>Motivated and trained teachers are available and teaching effectively in the classrooms</p>                        | <p>Access and participation to formal and non-formal educational opportunities for school-age children, especially girls increased and adult literacy improved.</p>            |   |
| Highest percentage of out of school children particularly                                       |   | <ul style="list-style-type: none"> <li>-Standards of assessments and examination</li> <li>-Provincial assessment framework</li> <li>--Curriculum aligned examinations</li> <li>-Number of trained teachers and supervisors</li> </ul>  | <p>50% teachers satisfaction with feedback mechanisms</p> <p>75% teachers satisfaction with grievance redressal</p>   | <p>Strengthened Assessments and Examination system with a positive and</p>  | <p>Improvement in the processes for core areas of 'Learning' and 'Access and</p>   |   |

|   |  |  |   |   |  |  |
|---|--|--|---|---|--|--|
| girls, widest gender gaps and large areas without schools   | <ul style="list-style-type: none"> <li>&gt; Science, Maths Information Technology</li> <li>&gt; Standards</li> <li>&gt; Community Involvement</li> <li>&gt; Political engagement</li> </ul>  | <ul style="list-style-type: none"> <li>-Improved capacities of BAEC and BBISE</li> <li>-Regular diagnostic assessments by BAEC</li> <li>- Increased number of Assessment specialists</li> <li>-Awareness campaigns against cheating</li> </ul>   | 75% teachers test at least satisfactorily in follow up evaluations of CPD   | high impact on learning   | Participation' with a strong focus on Equity   | <b>National Commitments:</b>   |
|   | <p><b>Cross cutting areas:</b></p> <ul style="list-style-type: none"> <li>&gt; Gender</li> <li>&gt; Environment</li> <li>&gt; Disaster Risk Reduction</li> <li>&gt; Refugees</li> <li>&gt; School Health &amp; Nutrition</li> <li>&gt; Social Cohesion/Peace building</li> <li>&gt; Infrastructure &amp; Equipment/Materials</li> <li>&gt; Community Participation/PPP Capacity</li> </ul> | <ul style="list-style-type: none"> <li>-Research on child welfare and development</li> <li>-Legal framework for child's right and protection</li> <li>-Awareness on child health and welfare</li> <li>-More primary schools with quality ECE classes</li> <li>-Trained teachers on inclusiveness</li> <li>-Inclusive school buildings</li> <li>-Awareness on negative impact of corporal punishment</li> <li>-Regular health check-ups and counselling</li> <li>-Awareness on positive attitudes towards children with special needs</li> <li>-Improved system capacity for care and management of special education</li> </ul>  | 100% newly recruited teachers corresponding to needs identified in the long term plan   | Enhanced quality of care, support and inclusion for all children in schooling and community including those with special needs  | Improved capacities at all levels and enabling environment for evidence based and relevant policy and planning, efficient management of resources, implementation and evaluation | Articles 25 A and 37b of the Constitution<br>"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." |
| There is a huge disconnect between realities of the child, needs of the society and the design and execution of education services due to absence of data, data analysis and research |  | <ul style="list-style-type: none"> <li>-More schooling opportunities</li> <li>-Increased in take at the right age</li> <li>-Number of primary Schools converted to gender free schools</li> <li>-New female teachers hired</li> <li>-Awareness on MHM</li> <li>-Transport facilities for female</li> <li>-Increased girls' participation of girls in sports</li> <li>-Meal program in schools</li> <li>-Improved capacity of DLNFE</li> <li>-Improved capacity of quality organisations to develop NFE</li> <li>--Need based curricula and material of NFE</li> <li>-Standards for NFE</li> <li>-Accreditation system for NFE</li> <li>-Linkages of NFE with TVET</li> </ul> | 100% new school buildings applying codes for inclusiveness in structures  | Increased schooling opportunities and utilisation while targeting enhanced gender parity and strengthened non-formal education sector to complement the efforts for reduction of out of school children | All policies, implementation and review place the child's benefit at the core.   | <b>Provincial Commitments:</b>   |
|   |  |  | 60% reduction in incidence of corporal punishment and bullying in schools   |   | A culture of decision making that relies on empirical evidence and the ability of the system to produce well researched analysis and quality data                                | Balochistan Compulsory Education Act 2014<br>- providing a detailed legal framework for implementation of Article 25A  |
|   |  |  | 100% students screened at least twice in 5 years  |   |  |  |
|   |  |  | <p><b>% increase in GER:</b><br/>Primary (6 to 10) from 50% to 88%</p>  |   |  |  |
|   |  |  | <p>Middle (11-13) from 34% to 50%</p> <p>Secondary (14-15) from 17% to 24%</p>  |   |  |  |
|   |  |  | <p><b>Gender Parity Index:</b><br/>Primary from 0.69 to 0.86<br/>Middle from 0.65 to 0.74<br/>Secondary from 0.54 to 0.68</p> |   |  |  |
|   |  |  | <p><b>% decrease in OOSC:</b><br/>Primary from 50% to 12%<br/>Post primary from 74% to 62%</p>                                |   |  |  |
|   |  |  | <p><b>% increase in Survival Rate:</b><br/>Primary from 41% to 62%</p>  |   |  |  |

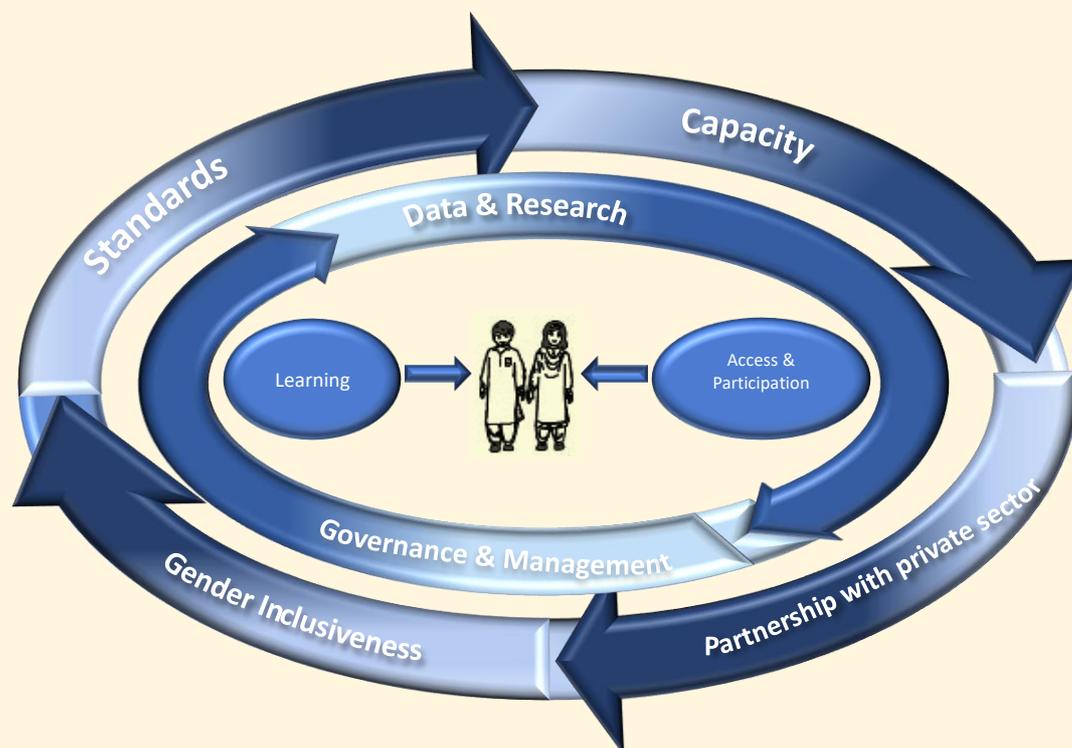
|   |  |   |  |  |  |  |
|---|--|---|--|--|--|--|
|   |  | <ul style="list-style-type: none"> <li>-Number of trained teachers in NFE</li> <li>- Improved NFE assessment and examination system</li> </ul>  | <p>Middle (Public sector) from 77% to 89%</p> <p>Adult literacy 15+ from 38% to 52%</p>  |  |  |  |
|   |  | <ul style="list-style-type: none"> <li>-Data need analysis report</li> <li>-Publication of data on private sector</li> <li>-Standardised framework for data analysis</li> <li>-Data analysis capacities of EMIS and PPIU</li> <li>-Trainings on use of data in policy &amp; planning</li> <li>-Existing rules reviewed to ensure mandatory data use</li> <li>-Improved awareness on the importance of research</li> <li>-Need based research</li> <li>-Enhanced capacity for research on education</li> </ul>   | <p>5 Number of ADPs for School Education/NFE/TVET aligned with needs-based operational plans</p> <p>60% Policies reviewed and developed based on empirical evidence</p> <p>5 Number of research conducted</p> <p>50% of complaints in Complaints redressal system resolved</p>   | <p>Education policies, planning, monitoring and reform are based on empirical evidence derived from data and research</p>  | <p>Better governance and management for a more efficient, effective, inclusive and accountable education service delivery</p> <p>Efficient use of resources</p> <p>Improved employability and participation of youth, particularly women, though market oriented, quality and increased technical and vocational education opportunities</p> |  |
| <p>Poor governance and weak management capacity of the education system - Increased spending on education has not translated into improved learning outcomes.</p> |  | <ul style="list-style-type: none"> <li>-Education policy &amp; legislative frameworks</li> <li>-Rules prepared for all education-related statutes</li> <li>-Operational and Rolling annual plans prepared for BESP</li> <li>-Result- based management system in place</li> <li>-Comprehensive M&amp;E strategy</li> <li>-Integrated HR policy</li> <li>-Specialised HR unit established</li> <li>-Revised composition and functions of DEA and DEG</li> <li>-Improved cluster-based management</li> <li>-School-based improvement and operational plans</li> <li>-Functional PTSMCs and LECs</li> <li>-Gender friendly work environment</li> <li>-Accountability mechanisms</li> <li>-Grievance redressal mechanisms</li> <li>-Improved public access to information</li> <li>-Standing Committee on Education engaged</li> </ul> | <p>8 Number of meetings of High Level Committees</p> <p>5 Number of meetings of Standing Committee on Education on education service delivery</p> <p>50% improvement in public satisfaction with education service delivery</p> <p>5% increase in number of TVET institutes disaggregated by gender and location</p> <p>10% more TVET graduate employed disaggregated by gender</p> <p>20% more persons consider TVET as a viable option</p> | <p>Better and inclusive planning, efficient management and resource allocation is achieved and aligned with the goal of learning through strong accountability and transparency mechanisms</p> |  |  |

|  |  |  |  |                                       |  |  |
|--|--|--|--|---------------------------------------|--|--|
|  |  | <ul style="list-style-type: none"><li>-Improved TVET infrastructure</li><li>-Integrated skills with literacy</li><li>-Improved perception of TVET</li><li>-Number of TVET Instructor trained</li><li>-Capacity of institutions strengthened</li><li>-TVET curriculum developed</li><li>-Training programs based on market needs developed</li><li>-Institutional capacity of BTVETA strengthened</li><li>-Quality standards for training providers</li></ul> |  | Employment of TVET graduates enhanced |  |  |
|--|--|--|--|---------------------------------------|--|--|

## 5.4. Key Considerations for Implementation

Implementers of BESP 2020-25 will need to consider the key considerations in this section when they convert strategies into operational plans. These including cross-cutting, and repetitive themes for a number of areas. In connection with the fundamentals of approach to reform, these considerations define the overall design of the sector plan (see Figure 5-2).

Figure 5-2 Reform Design of BESP 2020-25



### 5.4.1. Standards

Review of all standards, and inclusion of new ones where needed, has been recommended at a number of places. All inputs, processes and outputs for each respective area will have to be standards based. The starting point for revision of standards will be the National Minimum Standards for Quality Education (NMSQE) 2017. These cover a vast ground and focus on the child. The standards given in NMSQE include all learning inputs (textbooks, curriculum, assessments, teachers, etc.) in addition to standards for learners and others. The standards outlined for every aspect of education (curriculum, textbooks, teacher, assessment etc.) provide the view of the end product through output level standards for each. For example what should a good textbook contain? The standards provide a direction for the province but standards at the endpoint level do not suffice. The path to achievement of these standards cannot be operationalised with the current capacity and processes of the relevant organisations. Additional standards will need to be developed at the input and process level to ensure that requirements of NMSQE 2017 are met (See Box 5.1).

### Box 5-1 Operationalising Standards

National Minimum Standards for Quality Education (NMSQE) establish the standards for all education inputs, processes and outputs at the systemic level. For each of the inputs, the standards target high level objectives. There are no details on standards that would operationalise their achievement. One example is the standards for the curriculum. One of the standards for curriculum is that it:

**“Promotes higher order thinking skills that develop the capacity for self-directed learning, a spirit of inquiry, critical thinking, reasoning and teamwork;”**

NMSQE does not describe the processes and inputs through which the above will be ensured. Given the low capacity of the system, the above cannot be expected to be achieved without clarity on standards for inputs and processes that will help attain the above standards. The provincial government will need to define these and ensure their operationalisation. Strategies on standardisation cutting across various areas of the Plan will have to follow this principle.

The strategies for standard development begin with a situation analysis of the existing ones that are currently available in bits and pieces without a coherent direction, and often, neither focused on the child nor grounded in local needs. The following steps will be required:

- I. Analyses of the situation as an important consideration must be the current capacity of the system. Standards cannot be too far from existing reality. The first step will be to review the standards for each area given in the NMSQE and assess the timeframe required for meeting them. If required, intermediate output standards may be developed for the next five years with the aim to reach the ones in NMSQE eventually. Expectations should be realistic and limited to gradual, and not radical, changes over time.
- II. Identify input and process standards, based on Balochistan’s endowments, needed to achieve the above. Once finalized, the standards must be notified.
- III. Ensure inclusive in all standards. All standards, in addition to the above, will need to cover inclusiveness. Parameters of inclusiveness will, among others, cover:
  - a. Gender
  - b. Children with special needs
  - c. Socio-economic differences

Inclusiveness will be implemented in the classroom through the standards notified for teaching to ensure it is part of the teaching-learning process in the classroom.

#### 5.4.2. Capacity

Capacity development has also been recommended in strategies for different areas. These will also have to follow a gradual change approach in terms of organisational shifts and a critical mass approach to human resource development. The sector analysis showed a huge deficit of qualified human resource both within and outside the government. These include specialists in curriculum, assessments, education planning, andragogy and other areas of education. In all relevant areas, the need for the development of specialised human resource has been identified in the strategies.

#### 5.4.3. Sustainable Development Goals

There are 17 Sustainable Development Goals (SDGs). Together they cover all environmental, health, economic and sociological issues in Balochistan. These Goals should be incorporated in the learning processes through curricula, textbooks, teachers and co-curricular activities.

SDGs will be included in the guidelines for the development of all of these products for implementation.

#### **5.4.4. Gender inclusiveness**

Gender will always require special attention in all implementation processes in view of wide gaps in Balochistan, not only in terms of enrolment but also in other aspects of female inclusiveness. Reform in all areas requires a special focus on redressal of gender imbalance. Some of the areas where gender has been, especially, focused are governance, quality and standards for both school education and Technical and Vocational Education and Training (TVET).

#### **5.4.5. Exploration of External Resources**

The Government's approach to date has been only to consider internal capacity. In some exceptional cases, external support has been solicited though often such support is resented within the permanent human resource. Implementation of BESP 2020-25 will consider resources in the private sector (in the market) and academia for both the short term and the longer term. For an area such as research, which has been treated as a high priority issue in this Plan, it has been recommended that the academia gets a prominent and permanent role.

### **5.5. Approach to Reform in TVET**

For Technical and Vocational Education and Training (TVET), the desired outcome is increased employment through the development of relevant skills that will require interventions in quality, governance and access and participation. Increased relevance has been targeted in conjunction with stronger market engagement and alignment.

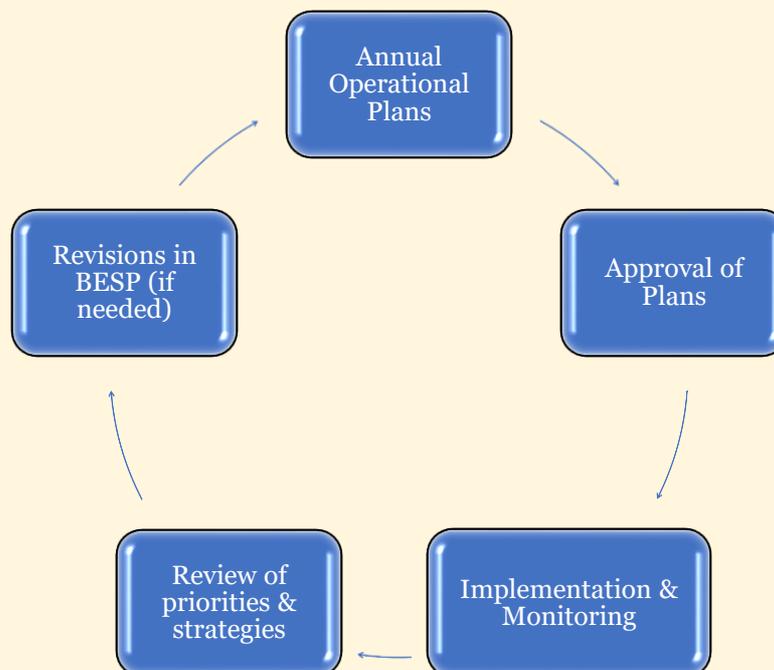
## 6. Implementation of BESP

Implementation of the Balochistan Education Sector Plan (BESP) 2020-25 is based on the premise that it will be a living document. It will function as the reference point for all education reforms over the next five years. Deliberations on reform will not end with the preparation of the Plan. As implementation ensues, each measure recommended in BESP will be debated, prioritised and planned in detail for operationalisation in Annual Operational Plans (AOP). Strategies and activities recommended in BESP will be reviewed annually in the light of lessons learnt from the implementation and monitoring of preceding AOPs. All of this will be undertaken through a structured process explained in this chapter.

### 6.1. Implementation Cycle of BESP

BESP will be implemented as a rolling plan reviewed annually. The respective organisation will prepare its plans for each financial year in consultation with the Planning and Development Department, Finance Department and relevant donors/partners. Each organisation, and district, will prioritise strategies every year based on the initial timelines suggested in the 'Implementation Matrix'.

Figure 6-1 Implementation Cycle of BESP



In subsequent years priorities and strategies selected will depend on the lessons learnt from the implementation and monitoring of AOPs of the preceding year.

### 6.2. Unpacking the Sector Plan

As already detailed in the previous chapter the Sector Plan provides three matrices: program, implementation and results.

- *Program matrix* lays out the strategies, activities and targets recommended for each programmatic or thematic area of education
- *Implementation matrix* delineates timelines, costs, and implementation responsibility for achieving the targets set in the program matrix

- *Results matrix* outlines indicators for monitoring implementation of strategies and activities on an annual basis

These will be used to prioritise strategies, develop Annual Operational Plans and prepare and implement monitoring plans for each year.

### **6.2.1. Operational Plans**

The most important step in the implementation of BESEP will be the development of rolling Annual Operational Plans (AOPs). Program and implementation matrices will be used to develop AOPs for example: programs and strategies that are planned to be implemented in year 1 will be included in the first operational plan. The structure of Annual Operational Plans (AOPs) will be finalized in consultation with the Planning and Development Department (P&D) to ensure the AOPs are aligned with the requirements of the Public Sector Development Programme and the structural needs of the budget books. Policy Planning and Implementation Unit (PPIU) will coordinate with all attached organisations and P&DD for development of the first, and subsequent, operational plans. Annual Operational Plans (AOPs) will have the following components:

- i. Annual Strategic Objective (derived from the sector plan objectives)
- ii. Sub-sector objectives for the year
- iii. Main Strategies
- iv. Activities against strategies, to be identified by each level of implementation for the given year
- v. Monitoring indicators (derived from the overall indicators framework)
- vi. Budget
- vii. Timelines for the specific year
- viii. Annual targets
- ix. Implementation modality

Each organisation will be responsible for the implementation and monitoring of its own components, as shown in the Implementation and Results Matrices and will prepare its annual operational plan based on the implementation and program matrices. A focal person will be nominated by each organisation (i.e BTBB, BOC&EC etc.) for coordination with the Policy Planning and Implementation Unit (PPIU) and reporting on progress against activities and indicators for its component.

Each district will prepare its own prioritisation and Annual Operational Plan (AOP) to be collated into the Annual Operational Plan (AOP) of the Directorate of Education (Schools). Districts will review the Sector Plan to indicate their priorities in terms of objectives and strategies over the five years of the plan period, prior to the AOP. 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 improvements in numbers, initially.

Districts will have their own monitoring and implementation mechanisms. 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.

### **6.2.2. Monitoring Plan**

Annual monitoring plans aligned to the AOPs will be developed using the indicators in the results matrices. There will be additional activity-based indicators included in the operational plans for monthly monitoring of the progress. All organisations and districts will report on the progress, through an agreed format, to PPIU.

### 6.2.3. Annual Monitoring Process

In addition to the routine monthly reporting, progress on an annual basis will be reviewed based on the indicators given in the Results Matrices. PPIU will prepare a data collection plan for annual indicators as a follow up to the BESP. Data for most indicators will be collected through respective tools identified in the Results Matrices. Surveys will need to be conducted for monitoring progress against some programs. In some cases, secondary sources may also be used.

### 6.2.4. Key Steps in Monitoring

Monitoring will be undertaken at four levels:

- I. The organisations and districts that will directly implement the Sector Plan: This will be on the basis of detailed indicators included in the operational plan. In the districts, monthly monitoring meetings will be held by the District Education Authority (DEA).
- II. The Policy Planning and Implementation Unit: This has been described in detail below.
- III. Local Education Group: The LEG will oversee progress based on the operational plan and the key indicators identified in the BESP.
- IV. High-Level Committee: It will review progress against the operational plans as well as the annual review of the indicators given in the Performance Assessment Framework (PAF).

Details of High Level Committee and LEG are provided in section 6.4.

## 6.3. Evaluation

There will be two evaluations of the Sector Plan. First at the end of two years and the second at the end of 4 years. The findings of the second evaluation will be used as the basis for the next sector plan. These evaluations will be undertaken by an independent third party. Its findings will be presented to the LEG and the High-Level Committee.

## 6.4. Oversight and Monitoring

A multi-tiered oversight and monitoring mechanism will be developed. The oversight mechanism will consist of a two-tiered committee model supported by the Policy Planning and Implementation Unit (PPIU) as the secretariat for monitoring and reporting. The first level constitutes the high-level oversight committee.

*Figure 6-2 Oversight and Monitoring Structure for BESP*



The high-level committee will consist of:

- i. Additional Chief Secretary
- ii. Secretary Secondary Education
- iii. Secretary Higher Education
- iv. Secretary Social Welfare
- v. Secretary Labor and Manpower
- vi. Secretary Finance
- vii. Secretary P&D
- viii. Two Vice Chancellors
- ix. Director Colleges
- x. Director Schools
- xi. Director Literacy and Non-Formal Education
- xii. Managing Director, BTEVTA
- xiii. Focal Person PPIU (Secretary)
- xiv. Two members from civil society (at least one from the business community)

The Committee will meet, at least, twice a year to review progress and will have the following powers:

- i. Oversee progress on implementation of the Sector Plan, at least, twice a year
- ii. Approve prioritised areas and annual operational plans
- iii. Approve changes in the BESE, if required.
- iv. Give directions to PPIU on the Plan and its implementation process as needed.

The second level constitutes of Local Education Group (LEG) at the secondary education level that will be headed by the Secretary, Secondary Education. The composition of the committee will be as follows:

|    |                                     |     |   |
|----|-------------------------------------|-----|---|
| 1. | Secretary Education                 | 9.  | Chairman BBISE                                    |
| 2. | Secretary Social Welfare            | 10. | Director BOC&EC                                   |
| 3. | Secretary Higher Education          | 11. | Director PITE                                     |
| 4. | Managing Director, BTEVTA           | 12. | Chairman BAEC                                     |
| 5. | Focal Person PPIU                   | 13. | Development partners                              |
| 6. | Director of Education (Schools)     | 14. | Members from civil society                        |
| 7. | Chairman Balochistan Textbook Board | 15. | Academis  |
| 8. | Director Literacy & NFE             | 16. | Private schools, madaris and teacher associations |

The rest of the committee will decide the exact number of participants and actual members for serial numbers 14 and 15, in its inaugural meeting. This committee will review performance, as well as, the processes involved in the implementation. It will meet at least once per quarter to review progress. While its detailed terms of reference will be finalised through mutual discussion and agreement (and notified by PPIU) the Committee will perform the following key functions:

- i. Review of implementation of the Sector Plan (at least one meeting per quarter)

- ii. Suggest feedback on implementation and revisions in the Plan
- iii. Provide feedback on the evaluation of the implementation of the Sector Plan.

Whenever possible progress on the Sector Plan will be presented to the Standing Committee on Education of the Provincial Assembly. These presentations will be led by the Provincial Education Minister.

### **6.5. Role of PPIU**

PPIU will play a central role in the implementation of the Sector Plan. It will undertake the following tasks:

- i. Serve as Secretariat to the High-Level Committee and LEG
- ii. Disseminate BESP
- iii. Coordinate for development of “Operational Plans” to be prepared by each implementing organisation (attached departments and districts etc.)
- iv. Monitor and evaluate progress
- v. Report to committees on progress
- vi. Make changes to the Sector Plan authorized by the Oversight Committee
- vii. Coordination and conduct of Joint Education Sector Reviews (JESRs)

An important concomitant task of the monitoring process will be capacity development of PPIU on a fast track basis as it will function as the secretariat to all the above committees and as coordinators of the implementation process.

#### **6.5.1. Secretariat to Committees**

As secretariat to the two committees mentioned above PPIU will perform the following tasks:

- i. Schedule meeting plans for every year
- ii. Issue call notices for meetings
- iii. Report progress against agreed indicators
- iv. Minute the meetings and issue the same
- v. Follow up on any recommendations made by the committees

The follow up may include changes required to be made in the Sector Plan following discussions.

#### **6.5.2. Dissemination of BESP**

The concepts, targets and indicators of the Sector Plan will be disseminated to teachers, students, headteachers, administrators, civil society, political leadership and media. Multiple tools will be used to ensure that the concepts reach the grass root level. PPIU will coordinate, plan and implement the dissemination of the Plan in partnership with districts and other attached departments of SED. This will be an ongoing activity.

#### **6.5.3. Coordination of Operational Plans**

PPIU will collate Annual Operation Plans prepared by districts and organisations at the provincial level, which will be used for monitoring to report to LEG and High-Level Committees.

PPIU will follow up on timely preparation of these plans at the district and organisational levels and submit the collated plans, as per the requirements of the PSDP, to P&D for any components that require budgets. PPIU will also engage with development partners to identify options for filling financial gaps.

#### 6.5.4. Monitoring and Evaluation of progress

PPIU will use the Implementation and Results Matrices to monitor implementation of the Sector Plan. Depending on the level of details, indicators will be monitored on a monthly, bi-annual and annual basis. These will include indicators identified in the Sector Plan, as well as additional ones in the Operational Plans and the Performance Assessment Framework.

#### 6.5.5. Reporting to Committees on Progress

Meetings of technical committee, LEG and the High-Level Committee will require reporting of progress. PPIU, based on indicators agreed for the period, will present progress to these committees.

#### 6.5.6. Changes in the Sector Plan

During the BESP implementation process, new issues will come to the fore, both, in terms of the level of ease of implementation and additional information. This may require changes in the strategies and priorities of the Sector Plan. PPIU will collate all such feedback and present it to the High-Level Committee. Any changes authorized by the High-Level Committee will then lead to modification of the Sector Plan by PPIU.

#### 6.5.7. Coordination of JESRs

Joint Education Sector Reviews (JESRs) will be conducted once a year to review progress on Sector Plan implementation through a group of representatives and experts of development partners. PPIU will be responsible for coordination and facilitation of Joint Education Sector Reviews (JESRs) .

### 6.6. Monitoring Indicators

Two sets of monitoring indicators have been developed for BESP: annual and for the plan period as given in the Performance Assessment Framework (Table 6-1). The following set of indicators have been prepared for the BESP's Performance Assessment Framework:

Table 6-1 Performance Assessment Framework

| Performance Assessment Framework  |  |                          |        |   |
|---|--|--------------------------|--------|---|
| Indicator   | Base Value   | Final Value              | Source | Approach  |
| <b>Learning Design</b>  |  |                          |        |   |
| % students at Grade 3 and Grade 5 who can read at least at minimum standards<br>Total<br>Female<br>Male | TBD on the basis of BAEC (sample based) assessment | 15% growth over baseline | BAEC   | BAEC will develop a reading assessment based on EGRA or use the one prepared by PRP and apply on a sample basis annually using RTSM staff especially trained for the purpose. |
| % students at Grade 3 and Grade 5 who perform at least at minimum standards in arithmetic               | TBD on the basis of BAEC (sample based)            | 15% growth over baseline | BAEC   | BAEC will develop a reading assessment based on EGMA or use the one prepared by PRP and apply on a sample basis   |

|   |  |                            |                     |   |
|---|--|----------------------------|---------------------|---|
| <b>Total</b><br><b>Female</b><br><b>Male</b>  | assessment   |                            |                     | annually using RTSM staff especially trained for the purpose.   |
| <b>% students at Grade 8 who can successfully attempt questions on application</b><br><b>Total</b><br><b>Female</b><br><b>Male</b>  | TBD on the basis of BAEC (sample based) assessment | 15% growth over baseline   | BAEC                | BAEC will prepare diagnostic assessments for the purpose and administer with the help of DOE(S) in years 1, 3 and 5 of the Plan picking a sample of students for each district. |
| <b>% students at Grade 10 who can successfully attempt questions on application</b><br><b>Total</b><br><b>Female</b><br><b>Male</b> | TBD on the basis of BBISE exam                     | 15% growth over baseline   | BBISE               | This will require BBISE to change its reporting pattern from simple overall results to more detailed analysis on the same lines as BAEC.  |
| <b>% students with minimum B in Secondary examinations</b><br><b>Total</b><br><b>Female</b><br><b>Male</b>                          | 32%  | 47%                        | BBISE               | The current pattern of reporting will provide the data.   |
| <b>% students with minimum B in Higher Secondary examinations</b><br><b>Total</b><br><b>Female</b><br><b>Male</b>                   | Percentage as per annual examinations 2020         | 15 increase over baseline% | BBISE               | The current pattern of reporting will provide the data.   |
| <b>Teacher Effectiveness</b>  |  |                            |                     |   |
| <b>Teacher absenteeism rate</b><br><b>Total</b><br><b>Female</b><br><b>Male</b>   | 20%  | 1%                         | RTSM                | Data is already being reported by RTSM.   |
| <b>% teachers expressing satisfaction with support received from head teachers and supervisors</b>                                  | NA   | 50%                        | DOE(S)/ PPIU survey | These surveys will be developed by PPIU in consultation with DOE(S) and conducted on a sample of the  |

|   |     |                          |                           |   |
|---|-----|--------------------------|---------------------------|---|
| <b>Total</b><br><b>Female</b><br><b>Male</b>  |     |                          |                           | teachers through PPIU teams in partnership with third parties.  |
| <b>% teachers expressing satisfaction with feedback mechanisms</b><br><b>Total</b><br><b>Female</b><br><b>Male</b>                            | NA  | 50%                      | DOE(S)/<br>PPIU<br>Survey | These surveys will be developed by PPIU in consultation with DOE(S) and conducted on a sample of the teachers through PPIU teams in partnership with third parties. |
| <b>% teachers expressing satisfaction with grievance redressal</b><br><b>Total</b><br><b>Female</b><br><b>Male</b>                            | NA  | 75%                      | DOE(S)<br>Survey          | These surveys will be developed by PPIU in consultation with DOE(S) and conducted on a sample of the teachers through PPIU teams in partnership with third parties. |
| <b>% teachers who test at least satisfactorily in follow up evaluations of CPD activities</b><br><b>Total</b><br><b>Female</b><br><b>Male</b> | NA  | 75%                      | DOE(S)/<br>PPIU/PITE      | PITE will prepare evaluation tools, which will be administered by DOE(S) and data collected by PPIU as part of progress against BESP.                               |
| <b>% newly recruited teachers corresponding to needs identified in the long term plan</b><br><b>Total</b><br><b>Female</b><br><b>Male</b>     | 0   | 100%                     | DOE(S)/<br>PPIU           | DOE(S) to build profile of new entrants against requirements and share with PPIU  |
| <b>Assessment and Examination</b>   |     |                          |                           |   |
| <b>% questions in school summative assessments testing application</b>  | TBD | 35% growth over baseline | DOE(S)/BA<br>EC           | BAEC will form a team to analyse on a sample basis.   |

|  |                                |                           |                |   |
|--|--------------------------------|---------------------------|----------------|---|
| % increase in questions of BBISE examination papers testing for application                      | TBD                            | 100% growth over baseline | BBISE/BAEC     | BBISE & BAEC will form a team to analyse on a sample basis.   |
| % reduction in the incidence of cheating in examinations   | TBD                            | 50% growth over baseline  | SED/BAEC/BBISE | Joint team will calculate based on sample based candidate feedback.   |
| % schools that conduct formative assessments   | TBD                            | 50% growth over baseline  | DOE(S)/BAEC    | DOE(S)/BAEC to measure through sample based survey.   |
| regularly % teachers who receive training on assessment  | TBD on the basis of BBISE exam | 25% growth over baseline  | DOE(S)/PITE    | PITE data   |
| <b>Child Welfare</b>   |                                |                           |                |   |
| % Grade 1 students who received one year of quality ECE<br>Total<br>Female<br>Male               | 14%                            | 25%                       | DOE(S)         | EMIS data will provide the enrolment.   |
| % new school buildings applying codes for inclusiveness in structures<br>Total<br>Female<br>Male | 0                              | 100%                      | DOE(S)         | Monitoring tool for inclusiveness will be developed and implemented by field officers in at least 10% of schools under their jurisdiction every month.              |
| % reduction in incidence of corporal punishment in schools                                       | 0                              | 60%                       | DOE(S)/PPIU    | These surveys will be developed by PPIU in consultation with DOE(S) and conducted on a sample of the teachers through PPIU teams in partnership with third parties. |
| % reduction in incidence of bullying in schools  | 0                              | 60%                       | DOE(S)/PPIU    | These surveys will be developed by PPIU in consultation with DOE(S) and conducted on a sample of the teachers through   |

|   |      |      |             | PPIU teams in partnership with third parties.  |
|---|------|------|-------------|--|
| <b>% students screened for health issues at least twice in 5 years</b>      | 0    | 100% | DOE(S)/DOH  | Data will be collected and included in EMIS once an agreed process is designed in partnership with the Department of Health. |
| <b>Total</b>  |      |      |             |  |
| <b>Female</b>   |      |      |             |  |
| <b>Male</b>   |      |      |             |  |
| Access and Participation  |      |      |             |  |
| <b>Gross enrolment rate at primary (6 to 10)</b>                            | 50%  | 88%  | EMIS        |  |
| <b>Gross Enrolment Rate Middle (11-13)</b>                                  | 34%  | 50%  | EMIS        |  |
| <b>Gross Enrolment Rate Secondary (14-15)</b>                               | 17%  | 24%  | EMIS        |  |
| <b>Gender Parity Index Primary</b>  | 0.61 | 0.86 | EMIS        |  |
| <b>Gender Parity Index Middle</b>   | 0.62 | 0.74 | EMIS        |  |
| <b>Gender Parity Index Secondary</b>  | 0.55 | 0.68 | EMIS        |  |
| <b>Percentage Decrease in Out of School Children Overall - Primary</b>      | 50%  | 12%  | PPIU/DOE(S) | Using national data  |
| <b>Percentage Decrease in Out of School Children Male – Primary</b>         | 46%  | 15%  | PPIU/DOE(S) | Using national data  |
| <b>Percentage Decrease in Out of School Children Female – Primary</b>       | 54%  | 9%   | PPIU/DOE(S) | Using national data  |
| <b>Percentage Decrease in Out of School Children Overall – Post Primary</b> | 74%  | 63%  | PPIU/DOE(S) | Using national data  |
| <b>Percentage Decrease in Out of School Children Male – Post Primary</b>    | 73%  | 64%  | PPIU/DOE(S) | Using national data  |

|  |     |     |             |                     |
|--|-----|-----|-------------|---------------------|
| Percentage Decrease in Out of School Children Female – Post Primary                                | 76% | 62% | PPIU/DOE(S) | Using national data |
| Survival rate in Primary Overall   | 41% | 62% | EMIS        |                     |
| Survival rate in Primary Male  | 41% | 62% | EMIS        |                     |
| Survival rate in Primary Female  | 40% | 62% | EMIS        |                     |
| Survival rate in Middle Overall (Public schools)   | 77% | 89% | EMIS        |                     |
| Survival rate in Middle Male (Public schools)  | 74% | 85% | EMIS        |                     |
| Survival rate in Middle Female (Public schools)  | 81% | 95% | EMIS        |                     |
| Adult Literacy Rate Over (15 Plus)   | 38% | 50% | DLNFE/PPIU  |                     |
| Adult Literacy Rate Over (15 Plus) Male  | 56% | 68% | DLNFE/PPIU  |                     |
| Adult Literacy Rate Female (15 Plus)   | 18% | 30% | DLNFE/PPIU  |                     |
| <b>Data and Research</b>   |     |     |             |                     |
| Number of Annual Development Plans for School Education aligned with needs-based operational plans | 0   | 5   | PPIU        |                     |
| Number of Annual Development Plans for NFE aligned with needs-based operational plans              | 0   | 5   | PPIU        |                     |
| Number of Annual Development Plans for TVET aligned with needs-based operational plans             | 0   | 5   | PPIU        |                     |
| % Policies reviewed and developed based on empirical evidence                                      | 0   | 60  | PPIU        |                     |

|   |                  |     |          |  |
|---|------------------|-----|----------|--|
| Number of research identified in the BESP conducted                                 | 0                | 5   | PPIU     |  |
| <b>Governance and Management</b>  |                  |     |          |  |
| Number of meetings of High Level Committee  | 0                | 10  | PPIU     |  |
| % age of complaints in Complaints redressal system resolved                         | 0                | 50% | PPIU/SED |  |
| Number of Meetings of Standing Committee on Education on education service delivery | 0                | 5   | PPIU     |  |
| % age improvement in public satisfaction with education service delivery            | 0                | 50% | PPIU/SED |  |
| <b>Technical and Vocational Education Training</b>                                  |                  |     |          |  |
| Increase in percentage of TVET graduates employed disaggregated by gender           | TBD              | 10% | BTEVTA   | This will require a tracking system to be developed by BTEVTA. Initial baseline will be developed on the basis of a sample survey. |
| % annual increase in number of TVET institutes disaggregated by gender and location | Existing numbers | 5%  | BTEVTA   |  |
| % age increase of persons who consider TVET as a viable option                      | TBD              | 20% | BTEVTA   | This will be a sample based survey through a third party.  |

The Performance Assessment Framework includes outcome level indicators for all areas. This will serve as the high-level performance framework for the Sector Plan and will be reviewed with the High-Level Committee at the end of each year.

Information on the following indicators will be collected through sample-based surveys conducted by third parties with oversight of PPIU and coordination with DOE(S):

- i. All information on out of school children
- ii. Teacher satisfaction
- iii. Public satisfaction

Adult literacy rate will also be collected through the third party on the basis of representative samples. Directorate of Literacy and Non-Formal Education (DLNFE) will coordinate with PPIU for the purpose.

## 6.7. Risks to Implementation

The Sector Plan faces three types of risks to implementation: fluctuations in political commitment, weak capacity of the organisations responsible for implementation and financing gaps. As the sector plan period includes an election year, there is a possibility of changes in the political commitment that is currently being provided by the government. The capacity of organisations needs to grow faster than the past to ensure that the ambitions of the Plan are met. Finally, there is the issue of financing. The bulk of budgetary expenditure is projected on increased access and participation. Given the large number of out of school children, this is absolutely necessary. If the budgets are not provided there will be shortfalls.

Another risk is that day to day work overtakes the need to focus on the Sector Plan for implementation. This includes the possibility of annual development plans being based on considerations outside the remit of BESP.

### 6.7.1. Risk Mitigation

Firstly, the issue of political commitment. The Sector Plan will be presented to the Provincial Assembly's "Standing Committee on Education" as frequently as possible. This is a bipartisan committee with representation from all political parties. It will help with across-the-board ownership of BESP. Secondary Education Department will also present updates on the implementation of the Sector Plan on an ongoing basis to the Chief Minister through the Minister for Education. Additionally, political leadership from across party divides will be included in dissemination sessions of BESP.

As per the strategies delineated in the Plan, capacity development is a cross-cutting area. However, the risk remains in the transition period. SED will seek technical support available in the market to tide over this period for critical activities.

The issue of financing will be resolved partly through engagement with the Department of Finance and Planning and Development, both of whom have agreed to the outlay projected in the Plan. However, there will be engagement with development partners based on the Plan to ensure Balochistan receives more support than the past.

Finally, the implementation process will be improved based on lessons learnt from the past, as seen in the section 6.7.3.

### 6.7.2. Implementing Under COVID 19 Threat

COVID-19 pandemic has disrupted life as we have known it. Education has been one of the worst-hit areas. To prevent the spread of infection, educational institutions have been shut down. The closure of schools has posed a massive challenge to education managers. The pandemic is uncharted territory and it is difficult to predict the path it will take in coming months. Even the most optimistic estimates predict that it may take the world 18-24 months to develop a vaccine and further 12-18 months to scale, commercialize and distribute it. A complete return to normalcy is certainly unlikely in the coming year. Only time will tell whether the current measures of social distancing and lockdowns will reduce risks and allow return to some degree of the past routine. The response will have to adjust as the situation unfolds. Irrespective, the return to 'normalcy' will eat into a major portion of the timeframe of BESP. Therefore, implementation will adjust on an ongoing basis.

It is important to continue by all means possible as the threat has led to a situation where all the risks of a weak education system are magnified. This means more children will now be out

of school, learning will be weaker than before and if the break-in schooling becomes too long, then a lot of students who would have continued their education may prefer to opt-out. This may be induced by an increased threat of poverty and survival. An effective response will minimise this potential damage.

The COVID 19 threat directly impacts the following areas:

- i. All forms of schooling: formal, non-formal, TVET.
- ii. High stakes examinations conducted by the Balochistan Board of Intermediate and Secondary Education (BBISE).
- iii. Pre-service teacher education.
- iv. Teacher professional development.

On schooling (both formal and non-formal), strategies in BESP already have a provision for innovation as per local conditions. Additional strategies provide options of schooling through the internet, television and radio to the extent outreach of these media exists in Balochistan. As the risk reduces, specialised classroom arrangements can begin under advice of the Department of Health.

High stakes examinations are more tricky, and strategies call for staggering the examinations over a longer period of time with coverage in limited geographic areas to control for numbers and risks.

Pre-service education and professional development may be the easiest to manage. Given the number and exposure of participants of these activities, distant training and education through the use of the internet will be much easier, and strategies to the effect are part of BESP. The same can apply to Technical and Vocational Education and Training (TVET) except that practical work is not possible with distant learning, although computer-based modelling can be introduced or the class arrangements can be reviewed.

Many of the other activities in the Sector Plan can continue within the current environment. These include development of a curriculum framework and standards. For others timelines can be reviewed on an ongoing basis.

#### *1. Implementation Risks of COVID Induced Options*

The first limitation is the availability of distance learning options beyond major urban centres. Even in the latter, the most significant risk is the actual use of distance learning options at home. Households adjusting to the needs of children's schooling to give up television, use of limited internet options (which will be a small percentage) and even radio requires a shift in the attitude.

To mitigate the risk and ensure maximum possible benefits from these actions, clear and persistent messaging will have to be pursued on media. The Chief Minister and Minister for Education will have to be part of this messaging to communities so that there is awareness on the importance of adjusting to the requirements of new schooling options in the households.

Similarly, staggering of examinations will mean there will be different papers for each cohort of candidates. The issue of standardisation may result. Again clear messaging will be required to pre-empt potential fallouts when results are announced. It remains a risk as these are high stake examinations that impact the careers of students.

### 6.7.3. Building on Lessons Learnt from BESP 2013-18

Only 36% of BESP 2013-18 was implemented. Most of the impetus was in the initial two years of implementation. Several reasons were identified for slow or inadequate implementation. These are presented below:

- i. The capacity of PPIU was never developed for the coordination, monitoring and review of the Sector Plan. Changes in personnel took place, but no process was operationalised to orient new incumbents into the details and implementation of the Sector Plan.
- ii. Focal Persons or units were not operationalised either in any of the organisations or districts. In fact, after initial distribution, effective dissemination plans were neither developed nor implemented.
- iii. Except for one, no meetings of the High-Level Committee were conducted.
- iv. Local Education Group meetings were not fully attended by all development partners.

For successful implementation of the current Sector Plan, all of the above points will need to be institutionalised at the outset, beginning with capacity development of PPIU and notification of all the other processes. Most critically, there will have to be sustained political ownership. In the previous Sector Plan, political ownership waned after the initial years. This time continued interaction with a multiple set of political leadership will be an important component for successful implementation.



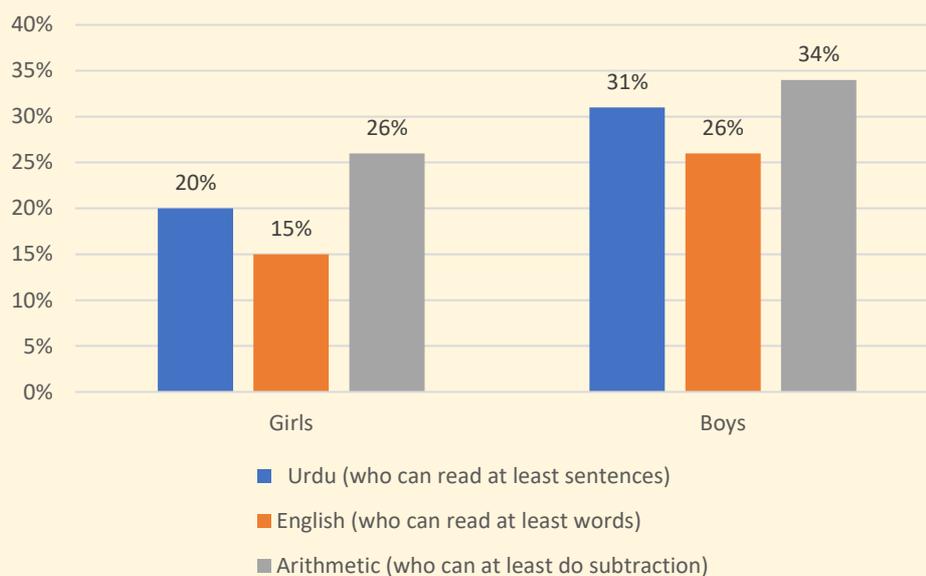
## 7. Learning

Children in schools do not learn. There is a reading crisis in the province (and in Pakistan in general). Data from various sources amply demonstrate that an overwhelmingly majority of children cannot read at the requisite level. The foundations of the learning crisis are laid right in the early grades. Success stories (in terms of students who learn and complete schooling) are an exception and, often, the result of favourable household circumstances<sup>36</sup>. Dropouts begin from primary level, and a very small percentage of students go beyond secondary and higher secondary levels. The poor basis means that even the ‘success stories’ of the system perform below par. Reports from high-level employment commissions of the government<sup>37</sup> continue to raise concerns over the quality of graduates from universities. The reports highlight a failure, among an overwhelming majority of, the graduates to develop analytical ability. This reduces their chances of meaningful employment commensurate with the level of their degree. Schools fail to prepare children for life and livelihood.

### 7.1. Gender Wise Learning

Most sources of learning consistently report low achievements. Within this overall low achievements there are some differences when gender break up is included. According to the Annual Status of Education Report (ASER) 2018 boys clearly perform better than girls in Urdu, English and Mathematics.

Figure 7-1 Gender wise learning outcome for Grade 3 2018



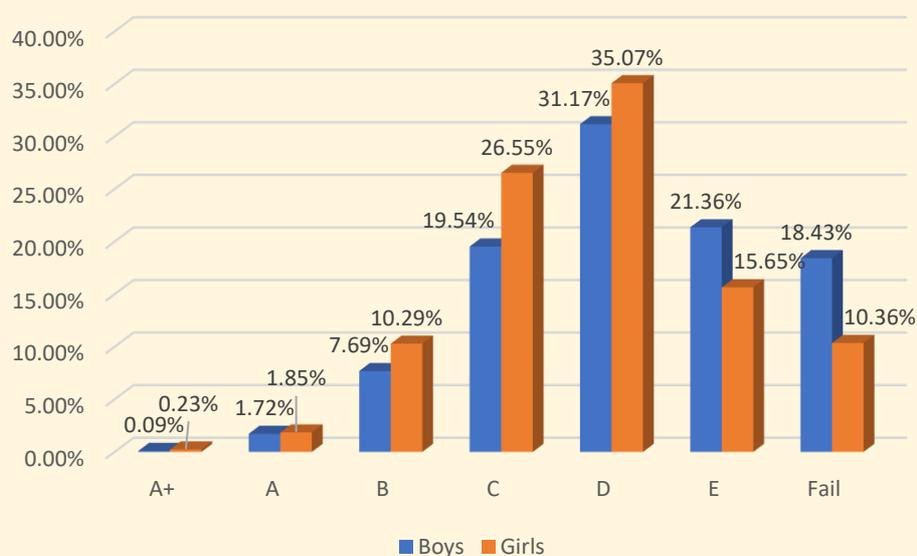
Source: Annual Status of Education Report 2018

In case of Balochistan Assessment and Examination Commission (BAEC) performance of girls is better. Though the data for BAEC is grade 5 and for ASER it is Grade 3. In the National Achievement Test conducted by the Academy of Education Planning and Management (AEPAM) on a national sample basis again, girls perform better.

<sup>36</sup> The few ‘brighter’ students in schools visited often had specific household conditions different than the rest. These included better literacy rate of parents, higher-income which could result in external help and sibling education, among, others.

<sup>37</sup> Federal and provincial public service commissions.

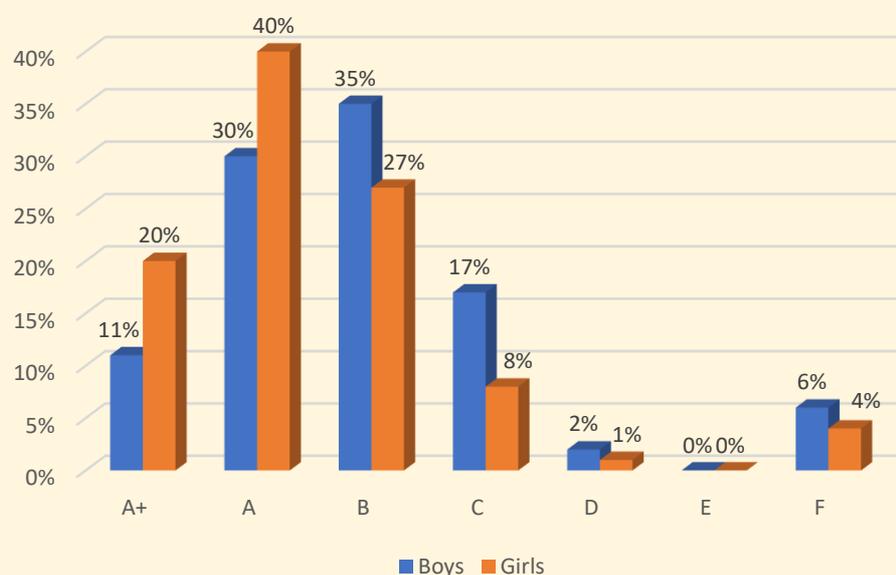
Figure 7-2 Gender wise % score in BAEC Examinations for Grade 5 summer and winter zones



Source: Balochistan Assessment and Examination Commission 2017-18

Similarly data of results from the Balochistan Board of Intermediate and Secondary Education (BBISE) for 2019 also show that girls perform better than boys.

Figure 7-3 Results from Balochistan Board of Intermediate and Secondary Education 2019



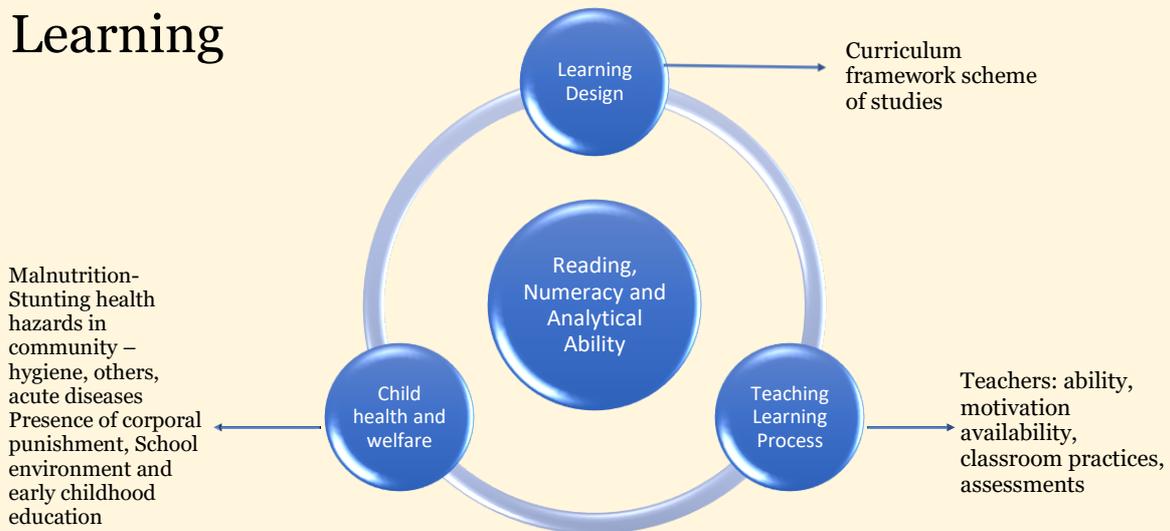
Source: Balochistan Board of Intermediate and Secondary Education 2019

This may be due to a different household background of families that send girls to schools. This is, intuitively, more valid for post-primary as the families that continue to send girls to school till secondary definitely have a different socio-economic and attitudinal background than others. In case of boys, there is a more varied mix. Also, there is a general perception that female teachers are more diligent than male teachers. The gap may also be due to the difference in attitude towards education between boys and girls. For the latter, school is often the main outlet as they have fewer outside distractions.

## 7.2. Approach to Reform Learning

The Sector Plan assays three main inputs of central to learning and present in the classroom: the learning design, the teacher, and the child. Past approaches to improvements in learning focused heavily on teacher capacity. This has been challenged during the sector analysis. The teacher's role cannot be overestimated, but it cannot be singled out as the only cause of poor learning. A critical review of the learning design was undertaken and major flaws were identified. Learning design that consists of the curriculum framework, the scheme of studies, curriculum and textbooks hinders effective teaching, even for good teachers, because it is not as per the ground realities, specifically, language and other natural endowments of the child and teacher capacity.

Figure 7-4 Approach to Reform Learning



Secondly, the teaching-learning process that includes teachers, classroom practices and assessments. The analysis assesses the teacher as a member of an organisation – the Department of Secondary Education- and not an independent professional. Teacher performance is a combination of resources provided (including the learning material), capability and motivation. Each of these factors has been separately assessed to provide an overall picture. Learning in the classroom is also impacted by lack of enough teachers, especially, for more specialised subjects like science, mathematics and languages. Assessments form an important part of the learning processes – as do large scale high stakes examinations. Both have been analysed and it is seen that they induce rote learning – at best.

Finally, the child. Children come to school with different levels of preparedness and issues. Neither teachers nor the developers of learning material have research-based information on the needs of the child. This impacts learning in the early grades significantly. Practices in school as the child continues further impact the child's psychosocial development and cognitive ability. The failure to recognise that the child has to be centre of learning design and process leads not only to a poor base but also impedes effective learning in higher grades. Child welfare has been the most ignored component of past policies, plans and implementation. It has been brought to the center in this Plan.

In view of the above approach, the overall goal for learning has been defined as follows: *'Learners are proficient in reading and numeracy, develop analytical skills and are prepared for life and livelihood.'*

### 7.3. Theory of Change for Learning

The theory of change is based on the problem identified above. The change process designed goes through the entire value chain of learning: curriculum (inclusive of curriculum framework and scheme of studies), textbooks, teachers and child welfare.

Figure 7-5 Theory of Change for Learning

| PROBLEMS  | SUB GOALS   | PROGRAMS GOALS   | SECTOR PLAN OBJECTIVE   | GLOBAL, NATIONAL AND PROVINCIAL COMMITMENTS   |
|---|---|--|---|---|
| Children are not learning; have low competency in reading and numeracy and no analytical skills   | Provide inputs to the federal government to help develop a curriculum that is relevant to the needs and realities of the child, classroom and life and livelihood in Balochistan' | A learning design that addresses the needs of the child, the requirements of life and livelihood and the realities of society, classroom and teachers in Balochistan | Learners are proficient in reading and numeracy, develop analytical skills and are prepared for life and livelihood | <u>Global Commitments</u><br>Sustainable Development Goals<br>SDG4 -'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'<br>SDG5- Achieve gender equality and empower all women and girls.<br>SDG8- Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.<br><br><u>National Commitments</u><br>Articles 25 A and 37b of the Constitution<br>"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."<br><br><u>Provincial Commitments</u><br>Balochistan Compulsory Education Act 2014 - providing a detailed legal framework for implementation of Article 25A |
|   | Develop contextually relevant textbooks that help teachers in teaching and students in developing creative and analytical abilities   |  |   |   |
|   | Teachers are motivated to work as per professional requirements   | Ensure provision of required number of teachers having knowledge, skills and dispositions for implementation of student centred teaching and learning                |   |   |
|   | An academically sound pre-service teacher education system that produces quality graduates  |  |   |   |
|   | A well-established continuous professional development process for teachers performing effectively  |  |   |   |
|   | Ensure availability of quality teachers for all institutions  |  |   |   |
|   | Improve the capacity to conduct assessments at school level and use their results for learning improvements   |  |   |   |
|   | Improve quality of BBISE examinations ensuring alignment with curriculum, including the testing of critical – analytical ability  | Strengthen Assessments and Examination system to have a positive and high impact on learning   |   |   |
|   | Ensure that BAEC role in assessment benefits the system   |  |   |   |
|   | Ensure congruence and complementarity across various assessments and examinations   |  |   |   |
| Enhance credibility of examinations   |   |  |   |   |
| Improve child welfare to enhance their ability to learn   | Enhance quality of care, support and inclusion for all children in schooling and community including those with special needs   |  |   |   |
| Ensure the welfare of children with special needs through provision of education opportunities of quality to all within regular schools or specialised institutions |   |  |   |   |

## 7.4. The Learning Design

The ESA showed that all elements of the learning design are disconnected from the reality of the majority of children in Balochistan. They are not built on the natural endowments (and needs) of the child and fail to consider school conditions on the ground. The latter include teacher capacities and school and classroom situations.

## 7.5. Approach to Reform Learning Design

The current learning design will be shifted into one more aligned to the needs of the child on the ground in early grades and expectations of life and livelihood in later grades with a focus on requirements of higher education. The new learning design will be cognizant of the child's natural endowments, as well as the capacity of teachers and classroom realities. As the current design is changed, the new one will have to control for teacher capacity also. Expectations of teachers beyond their capacity, especially in the short to medium term, result in no learning. An incremental approach spread over the years will have to be used. As teacher capacity enhances the expectations of learning outcomes will be raised. The entire process of development of the design (curriculum framework<sup>38</sup>, curriculum, scheme of studies, textbooks) will be based on ground realities gleaned through various forms of research, including, feedback from practicing teachers.

In view of the above approach, the overall goal for the learning design is as follows:

*'A learning design that addresses the needs of the child, the requirements of life and livelihood and the realities of society, classroom and teachers in Balochistan.'*

## 7.6. Curriculum

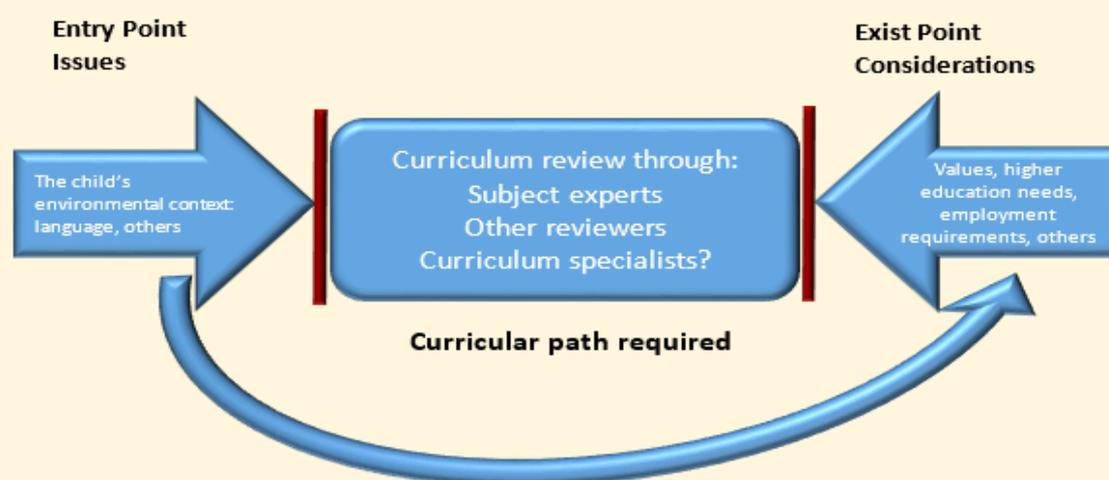
The extant curriculum was prepared in 2006 by the erstwhile Federal Ministry of Education. After 2009 the provincial government notified it as its own adopted curriculum. The problems discussed in the Education Sector Analysis have been based on the said curriculum. However, many of the causes remain relevant, as there has been no provincial effort to address the issues that characterised the Federal Curriculum. In any case the Federal government has initiated the process of review of a national curriculum after agreement by the provinces. However, the issues identified will need to be addressed if the curriculum has to make a more positive impact on the learning of children in the province. Structural issues exist at the provincial level that may not provide the requisite quality of input into the national curriculum to ensure it meets the needs of the children of Balochistan. The key is to ensure an effective needs analysis (see Box 7-1)

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<sup>38</sup> In the past, overall curricular frameworks were never developed prior to the review of curricula. For the first time in 2017, a 'National Curriculum Framework' was developed. Revisions of curriculum prior to that (including the one in 2006) were not based on an overall framework though each subject curriculum had an internal framework.

*Box 7-1 Approach to Curriculum Development*

Curriculum development in Pakistan, including the methodology used for revision of two subject curricula by the provincial government, is a closed process. Developers and reviewers identify needs in a room with a limited attendance of relevant teachers and no research on ground realities. The diagram below has two red lines to indicate that the required information is blocked out from the process. With the curriculum development process now practically back with the Federal Government, the Government of Balochistan will need to use this research for inputs to the former detailing its needs.



The requirement is to meet the child at the point of entry on the basis of the endowments gained in early years and design a curricular path that would eventually take the learner to requisite competencies. All over a period of 12 years of schooling. The current path has a one size fits all approach and has been built with an 'elitist bias' in comprehension of the ground realities.

### 7.6.1. Challenges:

The following challenges were identified in the Education Sector Analysis with reference to the curriculum:

**Lack of need-based standards:** The National Minimum Standards for Quality Education (MNSQE) prepared in 2017 identify standards for curriculum, among other quality inputs. However, these standards are at an output level of the curriculum. Which means that these lay down the characteristics required of the final curriculum. However, without clarification and standardisation of inputs and processes, requirements of MNSQE cannot be met. There are very limited and inadequate standards for inputs and processes for curriculum review. The whole criterion for qualification of curriculum reviewers needs to be reviewed. Also the process needs to be standardized to allow more inputs from research and practices on ground. The current standards cannot be expected to produce the requisite outputs.

**Absence of curriculum framework and scheme of studies as per provincial needs:** Curriculum development has to be preceded by research on needs of the child even before entry into school and the requirements of life and livelihood after 12 years of schooling, including the ability to meet with challenges of higher education. This is missing. A national curriculum framework was developed in 2018. It does not preclude the provincial option for the development of its own curricular framework as long as the basic precepts of the national document are not altered. Scheme of studies was last prepared in 2006 along with the curriculum at the federal level. Feedback from the field shows that the scheme of studies and curriculum prepared do not match the requirements on the ground. The realities of the classroom and the expectations of the curriculum continue to be disconnected from each other.

There has been an agreement in the Inter-provincial Education Ministers' Conference to develop a national curriculum. However, the need for inclusion of provincial needs and perspective remains imperative.

Responsiveness of curriculum to emergencies – COVID 19: The national curriculum prepared in 2006 has some areas like environmental awareness and health included. Specific issues with reference to Balochistan like floods, famine and earthquakes are not directly addressed. Nor is the issue of potential water scarcity situation in the province in coming years included in the curriculum. The most recent and immediate threat is of COVID 19. The pandemic has appeared at a speed that no education system can be prepared for it. As it is an emergency, the response will have to be on an emergency basis. The National Action Plan provides for the flexibility which may also cover some adjustments in the curriculum.

School language policy is not child centered: An important flaw in curriculum design and the overall learning structure has been an unsound school language policy. It does not consider the language endowment of the child – the language spoken at home and requirements in practical life. Children are expected to learn two and sometimes three languages at the primary level: English, Urdu and the mother tongue. Teaching Urdu or English to children right in grade 1 or even in Kachi when their mother tongues are different creates problems in reading, as well as, cognitive development. It remains the most intractable policy issue in education in Balochistan (and the rest of the country) even as it creates the maximum damage to children's ability to read and learn. The gap between standards of languages expected by the curriculum and actual learning by the child continues to increase beyond primary due to the very poor base developed early in schooling. The curriculum's trajectory continues under the assumption that children have reached requisite levels of language proficiency in early years. As seen on ground this assumption is not based on facts on ground.

Limited capacity of the Bureau of Curriculum and Extension Centre: Bureau of Curriculum in its present shape does not have the capacity to develop a quality, need based curriculum and even to provide effective feedback on the nationally developed curriculum. It has very limited qualified personnel and even beyond this limitation of qualified human resources, the BOC&EC suffers from a number of organisational capacity limitations. These were documented in a capacity development plan prepared in 2014. It pointed to weaknesses in structures as well as the human resource. Bureau also has the mandate for development standards for which there is no provision in the current structure at all. It remains a completely unattended area.

Shortage of curriculum specialists in the market and within the government: At present, the number of personnel with the expertise curriculum development is extremely low. There is a need for a critical mass to be developed.

Inoperative Curriculum Implementation Framework: In 2014, a curriculum implementation framework was prepared to ensure that its implementation is reviewed on an ongoing basis, and teachers are oriented on the needs of the curriculum regularly. This was never operationalized. Resultantly the CIF remained a paper on a shelf.

In view of the above sub goal for the curriculum is as follows:

*'Provide inputs to the Federal Government to help develop a curriculum that is relevant to the needs and realities of the child, classroom and life and livelihood in Balochistan'*

### **7.6.2. Strategies for Curriculum:**

#### **1. Engage with the Federal Government to revise existing standards of curriculum review / development to make them more relevant and applicable to the context of Balochistan**

The relevant technical personnel from Balochistan will be engaged with the Federal government to operationalise the requirements of Minimum National Standards for Quality Education (MNSQE). Two sets of standards need to be developed, or reviewed. Firstly, who are the professionals engaged in development of curriculum: their qualifications, trainings and capacity. Secondly, a whole exercise to standardise curriculum review process needs to be undertaken to ensure that it is informed about local needs, as well as, the requirements of the exit point of schooling. Additionally, the standards also need to define inputs and processes for preparation of the curriculum framework and scheme of studies.

#### **2. Provincial Curriculum Framework will be developed through need analysis**

Children in Balochistan have their own needs based on natural endowments of language and the social, cultural and physical environment. This will be the point of departure for the development of the curriculum framework, which will subsequently identify a path for the child to meet minimum learning standards by grade 12. Government of Balochistan (Secondary Education Department and Bureau of Curriculum and Extension Centre) will prepare Provincial Curriculum Framework based on the Federal curriculum framework. The purpose will be to engage with the Federal Government to ensure that the curricular path suited to the students of Balochistan will be planted on the scheme of studies, and curriculum prepared nationally, as per the realities of the province and combined with the learning needs identified.

#### **3. Engage proactively with the Federal Government on the revision of the Curriculum on the basis of needs identified**

Finally, the curriculum should be designed on the basis of both the path to meet minimum learning standards and the relevant scheme of studies. Government of Balochistan will glean the needs through various options, including research. While after the decision of the Inter-Provincial Education Ministers' Conference the province has agreed to the development of a National Curriculum Balochistan will continue to identify its needs to ensure the adjustment of the National Curriculum to the requirements of its children.

#### **4. Balochistan will engage with the Federal Government to ensure child centered school language policy is developed**

The language policy needs to be based on two considerations. The best language to initiate the child into learning (specifically reading) and the stages at which Urdu and English should be introduced. Also, how should each language be introduced (initially based on listening and speaking). The overall minimum standards for each language required by the time the child completes schooling will also be reconsidered based on the needs beyond schooling. Work will be undertaken on both advocacy and technical aspects. Once the policy is developed, then a plan will be prepared and implemented for the multilingual environment. Based on inputs from Balochistan, the National Curriculum will be adjusted accordingly.

#### **5. Curriculum will include response to potential emergencies faced by Balochistan**

Key potential emergencies in terms of health, floods, famine and water shortages will be included in the curriculum to develop an awareness of the child and help prepare a generation prepared to cope with these situations and remedy the causes, to the extent possible. Again this will be ensured through engagement with the Federal Government.

## **6. Capacity of the Bureau of Curriculum and Extension Centre will be developed**

Without a capacity enhancement in BOC&EC the ambition of a quality need-based curriculum is not possible. The starting point of reform of BOC&EC will be the Capacity Development Plan 2014. Its recommendations need to be reviewed, updated and implemented.

## **7. Availability of curriculum specialists in the market and within the government will be increased**

Scholarships for specialisation in curriculum will be given to prepare a critical mass of curriculum specialists, both, within and outside the government. With increased interaction between academia, market and the government synergies across the sectors will provide more dividends for the investments made.

## **8. An effective curriculum implementation framework will be developed and implemented**

The curriculum implementation framework is a tool that will help ensure effective implementation of the curriculum in the classroom. This will require an ongoing review of teaching and learning in the classroom and include teacher orientation on curriculum on a regular basis to enable teaching on the basis of the curriculum. The framework will also be used to assay textbooks and assessments for alignment with a curriculum. A final component will be dissemination of the

## **9. Teachers will be oriented on new curriculum at the district level as well as any further changes in the curriculum**

While there will be ongoing dissemination of curriculum through the CIF, specific orientation sessions will be planned and implemented on the new curriculum and every change thereafter. This will include the immediate changes made in response to the COVID 19 threat.

### **7.7. Textbooks**

Textbooks reviewed during sector analysis showed that they have poor learning value. There are fundamental flaws. These include a mismatch between learning ability and expectations of the textbook. While partially this results from issues in the curriculum many of the problems are in the process of textbook development and the capacity of its developers. Basic issues like matching of vocabulary within and across the grades has flaws. Concepts are not well explained and similar to other components of the learning design these induce rote learning rather than enhancing or inhibiting children's creativity. The textbooks also offer gender-biased stereotypes and other perspectives that can negatively impact inclusion.

#### **7.7.1. Challenges:**

The following challenges were identified in the Education Sector Analysis (ESA) with reference to Textbooks:

Non-alignment between textbooks and curriculum: ESA showed gaps between the curriculum and contents in the textbooks. An analysis of textbooks conducted as part of the Balochistan ESA revealed many issues that are over and above the prevailing curriculum design. Specially in the areas of critical analytical ability – thinking processes beyond knowledge.

Absence of feedback mechanisms: Once prepared and published, textbooks remain in the classrooms without modification until the next revision of the curriculum. There is no method for review on the basis of a systematic feedback from teachers.

Teachers interviewed during the field consultations identified a number of issues in the textbooks. These included content presented in a difficult manner, unsuited to the learning needs of the specific age group, and with language issues; absence of horizontal alignment across textbooks of the same grade, and of vertical alignment with those in higher or lower grades. There is no systemic process to document such feedback and rectify the problems. As a result, textbooks with learning issues continue to be reprinted year after year.

Limited standards for textbooks development and review: Similar to curriculum, standards of textbooks required by MNSQE cannot be reached with the current quality of inputs and processes used for textbook development. The existing set of authors and reviewers have very limited comprehension of curriculum and processes for its conversion into textbooks. The process, similar to curriculum, is confined to a room with no field testing. Current standards do not require such testing or qualifications.

Limited capacity of textbook development in the province: Development and review of textbooks, similar to what happens with the curriculum, face shortcomings at two key levels:

- I. Paucity of specialised human resources
- II. Capacity limitations of the Balochistan Textbook Board (BTBB)

As stated above, most authors, illustrators and reviewers of textbooks do not have the capacity to convert curriculum into a textbook. There is again a dearth of specialised human resources in the market. Additionally, similar to the case of the Bureau of Curriculum, there are major capacity limitations of BTBB to oversee and regulate the development of quality textbooks.

No teacher orientation on new textbooks: Textbooks introduced are simply sent out with expectations that teachers will comprehend them on their own. This creates further problems in effective teaching and learning through textbooks.

In view of the above sub-goal for the textbooks is as follows:

*'To develop contextually relevant textbooks that help teachers in teaching and students in developing creative and analytical abilities.'*

### **7.7.2. Strategies for Textbooks:**

#### **1. Alignment between textbooks and curriculum will be established**

Textbooks are developed from curricula. Many of the issues found in the textbooks used in Balochistan are inherited from the problems of the curriculum. However, textbooks can add to difficulties in teaching and learning if they are not translated into effective learning material and negate the purpose of the curriculum.

#### **2. A systematic and robust feedback mechanism for textbooks will be developed to improve their quality and relevance**

This Directorate of Education (Schools) in coordination with BTBB will ensure a regular feedback mechanism from teachers, as a necessary step to ensure textbooks are improved as per the evolving needs of the child as he/she progresses through school.

#### **3. Standards for textbooks development and review will be reviewed and revised to ensure better quality and relevance of the products**

Similar to curriculum, standards for textbooks are included in the National Minimum Standards for Quality Education (NMSQE). However, again these are at a high level, and

further standards will be defined at the more operational – input and process – levels to ensure quality and relevance to the provincial context. The process will, on the basis of standards, shift from a closed room approach to field testing.

#### **4. Capacity of textbook development in the province will be strengthened**

Similar to curriculum expertise capacity of textbook development will be improved in the province. This will include, in addition to the development of curriculum experts, specialised trainings of potential authors and reviewers to develop a critical mass of professionals. The effort will increase the pool of authors available in the market.

#### **5. Capacity of Balochistan Textbook Board will be developed**

A complete systemic review of the textbook board will be undertaken to provide more specific recommendations for the development of its capabilities. The recommendations will be implemented for improvements in the BTBB.

#### **6. Teachers will be oriented on all new textbooks as a mandatory exercise**

All teachers will be oriented on new textbooks as and when they are published. This will be an elaborate exercise that will begin at the provincial level and cascade to districts and schools on a model similar to CPD. This will include addendums/pamphlets developed for grade 1 to 12 on COVID 19.

## 7.8. Program Matrix – Learning Design

Table 7-1 Program Matrix - Learning Design

| Program – Learning <sup>39</sup>  |   |  |   |   |
|---|---|--|---|---|
| <b>Goal of Learning :</b> Learners are proficient in reading and numeracy, develop analytical skills and are prepared for life and livelihood   |   |  |   |   |
| <b>Program 1 – Learning Design</b>  |   |  |   |   |
| <b>Overall Goal 1.</b> A learning design that addresses the needs of the child, the requirements of life and livelihood and the realities of society, classroom and teachers in Balochistan |   |  |   |   |
| Sub-Program   | Sub-Goal  | Strategies   | Activities  | Targets   |
| <b>1.1 Provincial Curriculum</b>  | 1.1. Provide inputs to the federal government to help develop a curriculum that is relevant to the needs and realities of the child, classroom and life and livelihood in Balochistan | 1.1.1 Engage with the Federal Government to revise the existing standards of curriculum review / development to make them more relevant and applicable to the context of Balochistan | I. Document gaps in the current standards regime to the context of Balochistan  | Gaps in the current standards regime identified |
|   |   |  | II. Engage with the Federal Government to revise the existing standards for curriculum review and development   | 100% of the standards implemented               |
|   |   | 1.1.2 Develop the provincial curriculum framework through need analysis  | III. Implement the standards  |   |
|   |   |  | I. Undertake research to identify needs of children entering school in terms of language endowments, psycho-social development and other aspects including possible learning hours in schools | Provincial curriculum framework developed       |
|   |   |  | II. Engage with higher education institutions, public service commission and other employers for identifying needs for secondary school competencies at exit on grade 12                      |   |

<sup>39</sup> Learning is an overall thematic area. The goal defined for Learning will be achieved through programs and sub programs in four components of learning design, effective teachers, assessments and examinations and Child welfare. For same reason the overall goal of Learning is repeated on top of all program matrices.

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | III. Based on the above develop a provincial curriculum framework aligned with the federal curriculum framework where the former includes a learning path suited to children in Balochistan   |  |
|  |  | 1.1.3 Engage proactively with the Federal Government on revision of the curriculum on the basis of needs identified    | I. Identify issues and challenges in the curriculum<br>II. Engage with the Federal Government on the revision of curriculum on the basis of needs identified<br>III. Implement the curriculum phase wise  | Curriculum implemented for all grades                                |
|  |  | 1.1.4 Balochistan will engage with the Federal Government to ensure child centered school language policy is developed | I. Undertake a stakeholder engagement through seminars, media discussions and political debates for a debate on school language policy<br>II. Engage a local academic institution or research organisation to conduct research on school language policy suited to the needs of Balochistan<br>III. Engage with the federal government to ensure child centered school language policy is developed | School language policy implemented as per ground realities and needs |
|  |  | 1.1.5 Include response to potential emergencies faced by Balochistan in the curriculum                                 | I. Include response to potential emergencies faced by Balochistan in the curriculum   | Responses to emergencies included in the curriculum                  |
|  |  | 1.1.6 Develop capacity of the Bureau of Curriculum and Extension Centre  | I. Review the existing capacity development plan of BOC&EC<br>II. Prepare a revised capacity development plan for BOC&EC based on review  | Capacity of BOC&EC enhanced  |

|                      |  |  |  |   |
|----------------------|--|--|--|---|
|                      |  |  | III. Implement the plan phase wise   |   |
|                      |  | 1.1.7 Enhance availability of curriculum specialists in the market and within the government                   | I. Engage with Universities/HEC to introduce specialisation in curriculum in M.Ed  | Availability of curriculum specialists enhanced               |
|                      |  |  | II. Explore and introduce scholarships for curriculum specialisation   |   |
|                      |  |  | III. Provide scholarships for specialisation to candidates within and outside the government and additional incentives for specialists in employment |   |
|                      |  | 1.1.8 Develop and implement an effective curriculum implementation framework                                   | I. Conceptualise and prepare curriculum implementation framework   | Curriculum Implementation Framework developed                 |
|                      |  |  | II. Orientation sessions on CIF  |   |
|                      |  |  | III. Implement CIF activities in a phased manner   |   |
|                      |  | 1.1.9 Orient teachers on new curriculum at the district level as well as any further changes in the curriculum | I. Design orientation program on new curriculum including content developed for grade 1 to 12 on COVID 19.   | Teachers oriented on new curriculum                           |
|                      |  |  | II. Prepare training material and master trainers  |   |
|                      |  |  | III. Conduct orientation sessions on new curriculum at the district level  |   |
| <b>1.2 Textbooks</b> | 1.2.To develop contextually relevant textbooks that help teachers in teaching and students in developing creative and analytical abilities | 1.2.1 Ensure alignment between textbooks and curriculum  | I. Conduct a gap analysis study to identify the alignment issue between curriculum and textbooks   | Curriculum and textbooks are aligned                          |
|                      |  |  | II. Identify causes for the gaps   |   |
|                      |  |  | III. Revise SOPs for textbook development to ensure alignment between curriculum and textbooks   |   |
|                      |  | 1.2.2 Establish a systematic and robust feedback mechanism for   | I. Form and notify teachers' committees for feedback on textbooks  | Teacher feedback mechanism utilised for textbooks improvement |

|  |  |   |  |  |
|--|--|---|--|--|
|  |  | textbooks to improve their quality and relevance  | <p>II. Hold biannual meetings of committees to provide feedback on textbooks</p> <p>III. Document the feedback for use in improvements in textbooks</p>  |  |
|  |  | 1.2.3 Review and revise standards for textbooks development and review to ensure better quality and relevance of the products | <p>I. Document gaps in the current standards regime</p> <p>II. Develop new standards for textbooks development and review at input and process level including mandatory training and certification of textbook authors and illustrators</p> <p>III. Implement the standards</p> | <p>Standards on Textbooks developed</p> <p>100% of the standards implemented</p>   |
|  |  | 1.2.4 Improve the capacity of textbook development in the province  | <p>I. Create engagement and training processes for prospective authors, reviewers and illustrators</p> <p>II. Develop and implement trainings for prospective authors, reviewers and illustrators</p>  | <p>Textbook development capacity in the province enhanced</p> <p>At least 50 potential authors for various textbooks trained</p> |
|  |  | 1.2.5 Improve the capacity of Balochistan Textbook Board  | <p>I. Undertake capacity assessment of BTBB</p> <p>II. Prepare a capacity development plan for BTBB based on review</p> <p>III. Implement the plan phase wise</p>  | Capacity of BTBB enhanced  |
|  |  | 1.2.6 Orientation of Teachers on all new textbooks as a mandatory exercise  | <p>I. Prepare structured training program on new textbooks including addendums/pamphlets developed for grade 1 to 12 on COVID 19.</p> <p>II. Training of Master Trainers</p> <p>III. Orientation sessions for teachers on new textbooks through a cascade model</p>              | Teachers are trained on new textbooks  |



## 8. Teaching and Learning

Teaching in the classroom is ineffective. Factors of motivation and competence both play a role. Evidence shows that most teachers have neither the content knowledge<sup>40</sup> required of the curriculum nor the pedagogy to help the child develop critical-analytical ability. Issues in the learning design notwithstanding there can be no complacency on the current state of affairs of the teachers.

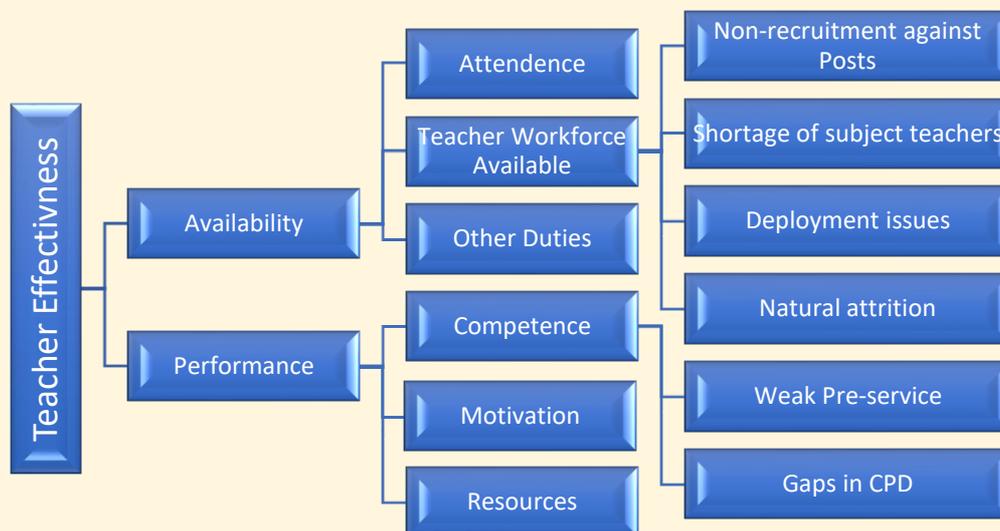
### 8.1. Approaching Teachers Reforms

Reform of the teaching force uses a basic premise: teachers are employees of an organisation and not independent actors. Consequently, the weaknesses of teachers cannot simply be seen as shortcomings of individual professionals. Their effectiveness reflects the product of the organisation that employs them: the Secondary Education Department and its Directorate of Education.

The term effectiveness has been used instead of performance to identify the process seen in the classroom and its result. Effectiveness, as used here, reflects the assumption that the teaching and learning in the classroom does not result from teachers' own competence (or lack of it) alone. A number of variables combine to produce the end product.

Effectiveness of teaching depends on two primary factors: teacher availability and their performance in the classroom, neither of which is independent of the larger organisational issues. For the purpose of the Sector Plan, both have been treated as separate variables with some overlap.

Figure 8-1 Figure Approaching Teachers Reforms



<sup>40</sup> Source: Balochistan Basic Education Program A Study on Teacher Competency Profiling for Primary and Middle School Teachers in Balochistan, UNICEF 2018.

### 8.1.1. Challenges

Figure 8-1 above delineates the various components of the challenges in teacher effectiveness and their causes. Motivation has been treated as a product of the following<sup>41</sup>:

- i. Expectations and competence of supervisors
- ii. Chances of self-actualization
- iii. Pay scales
- iv. Inclusion
- v. Work conditions
- vi. Effective grievance redressal mechanisms

Competence of the teaching force has been treated as a combination of the quality of pre-service teacher education, the ability of the recruitment processes to filter in the best and the effectiveness of professional development of teachers already employed. The sector analysis, based on studies conducted and classroom observations, concluded that teacher ability has the following main reasons:

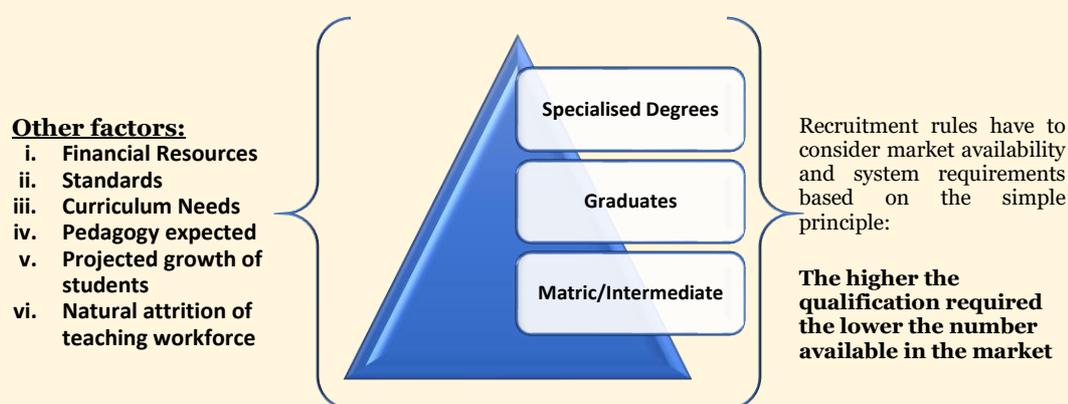
- i. Pre-service teacher education is weak
- ii. Despite improvements, there are gaps in teacher recruitment processes
- iii. Professional development is not as per needs and therefore has a low impact

Teacher availability has been defined in three dimensions:

- i. Teachers with relevant qualifications available in the teaching workforce
- ii. Teachers with relevant competence available and deployed in all schools (across regions and genders)
- iii. Teachers available in the requisite ratio to students in all schools

The approach acknowledges the challenges of getting quality teachers in right number in the short to medium term (Figure 8-2) as the higher the qualification required the fewer are the numbers available in the market.

Figure 8-2 Challenges of getting quality teachers in right numbers



<sup>41</sup> Technically, the list can be longer. The Plan picks up the most obvious ones evinced during sector analysis.

In view of the above the overall goal of teachers' reforms is as follows:

*To ensure the provision of the required number of teachers having knowledge, skills and dispositions for implementation of student-centered teaching and learning.'*

## 8.2. Motivation of teachers

Teacher's low morale, primarily, emanates from organisational conditions that prevail. The situation on ground shows that teacher motivation is low. Some of the causes are as follows:

### 8.2.1. Challenges:

The following challenges were identified in the Education Sector Analysis with reference to teacher motivation:

Unrealistic expectations and approach of supervisors: Most supervisors that include headteachers, where they are available, do not provide adequate support to teachers. Also, more critically, they view teacher performance simply as 'completion' of course. Learning by children is not a concern. This forces even the better teachers in the system to speed up course completion at the cost of learning.

Poor working conditions: Almost 80% of the primary schools in Balochistan have multiple grades. More than 50% have a single teacher. On the other hand, course length, curriculum and textbooks have been designed for a monograde situation. This is the single largest operational condition that contributes to poor performance. Unfortunately, the primary reason for single teacher schools is weak deployment with heavier than required presence in many schools, and only, a single teacher in other ones. Other factors like the absence of basic facilities in schools also have an impact. In case of females, an additional factor is non-availability of daycare centers.

Lack of self-actualization opportunities: Teachers do not have performance rewarding promotional structures or other avenues for professional progress where they can see that their ability is being recognised and utilised.

Pay scales: Overall pay scales of teachers have improved and as compared to private schools pays of public sector teachers are a multiple of the former. However, an anomaly exists at the primary level. Pay scales of primary school teachers are much lower than their colleagues in the post-primary levels. This creates additional issues of morale and motivation for primary school teachers<sup>42</sup>. More critically, the personnel attracted to the system remains of poorer quality due to lack of incentives.

Non-Inclusion: Decision-making culture is very hierarchical, and teachers are not included in decisions that directly impact them. They have no say in textbooks, examinations, school conditions, decisions impacting their careers and other critical areas that have direct bearings on their work. This non-inclusion not only prevents improvements of systems but also affects morale and performance.

Absence of grievance redressal: There are 43,600 appointed teachers, but they do not have recourse to easily available decentralised options for grievance redressal. Resultantly they opt for either internal connections, bribery or external political support. This further lowers motivation. However, this matter has been elaborated in the chapter on Governance and Management and relevant strategy provided.

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<sup>42</sup> Anecdotes were quoted of primary school teachers working odd jobs to make ends meet.

Sub-goal for motivation of teachers is that *'Teachers are motivated to work as per professional requirements.'*

### **8.2.2. Strategies for Motivation of Teachers:**

#### **1. Head-teachers and supervisors will be trained in mentoring and support functions**

Training of supervisors before being posted against these positions and on a continuous basis later will be undertaken. These trainings will include capacity building to provide academic support and to mentor teachers.

#### **2. Career structures and promotion aspects of teachers will be reviewed and revised to enhance options of career progression**

The whole career structure of teachers will be revised in view of the specialised needs of the cadre that includes nearly 43,600 appointed teachers and will continue to expand. This strategy will be subsumed within the overall career planning recommendation in the chapter on Governance and Management.

#### **3. Pay scales requirements for primary teachers will be reviewed and upgraded**

Treatment of primary teachers as lesser professionals will change. They form the basis of all learning, and much better quality professionals will be attracted to this level than at present. Pay scales for primary school teachers will be reviewed to not only attract better quality professionals but also to keep them motivated to their work.

#### **4. Teachers' feedback in policy decisions on career structures, transfers and postings etc. will be institutionalised**

A process to include a representative voice of teachers for feedback into these policies will be introduced. The system will be institutionalised and the feedback documented for use.

#### **5. Work condition of schools for issues relevant to teachers including the provision of basic facilities will be assessed and addressed**

There will be a comprehensive analysis of the work conditions of teachers. As a starting point, details of these conditions and their impact on teachers will be assessed and documented. The next step will be a remedial plan.

#### **6. Facilities of daycare centres will be set up for female teachers**

Details of the facilities will be decided at the local level. Initially, these facilities will be provided in Secondary and Higher Secondary schools.

#### **7. Single teacher primary schools will be reduced**

Initially, there will be a reduction of single school teachers. The process will start with better deployment of teachers available to rationalise postings in schools with single and two teachers. Recruitment will be a later step once postings have been rationalised.

## 8. Regular feedback will be obtained from teachers and headteachers on textbooks, curriculum, assessments, school conditions and student needs for system improvement.

A systemic process for their feedback will be incorporated into the system not only to improve the quality of inputs but also the recognition of teachers and headteachers as professionals with a stake and say in the system.

### 8.3. Pre-Service Teacher Education

Pre-service teacher education was labelled as the ‘weakest link’ in the previous Sector Plan. It continues to have poor quality in both the public and private sectors. Education degrees are available in all universities in Balochistan (except two) and 17 Colleges of Elementary Education managed by the Secondary Education Department (SED) through the Bureau of Curriculum and Extension Centre (BOC&EC). These colleges house the majority of pre-service teacher education students. Despite a shift from a nine-months certification to two-year course since 2010-11 these colleges have not seen a major change in their capacity. This impacts the quality of teaching and learning in these institutions. Eventually, as per the requirements of the National Education Policy 2009 and BESP 2013-18, Associate Diploma of Education (ADE) was to be phased out and replaced with the four-year B.Ed programme. As this is implemented, capacity issues will be tested further as the programmes are upgraded.

There has been a major shift in the qualifications available for teacher education, until 2010-11 primary and middle-level teachers could qualify for primary teacher certification and certificate of teaching, and be eligible. Additionally, a one year Bachelor of Education (B.Ed) program option was also available for graduate students. Later a different set of degree programs were introduced, first the Associate Diploma of Education (ADE) and the second a 4-year B.Ed. Colleges of elementary education have transitioned to ADE courses while some of the universities also offer 4 year B.Ed. Despite these changes, quality issues remain, although there is a consensus that these courses are better than the certification and their graduates have more competence.

#### 8.3.1. Challenges:

Pre-service teacher education suffers from issues of quality and adjustment to the realities of Balochistan. The following challenges were identified in the Education Sector Analysis with reference to pre-service teacher education:

Weak capacity of elementary colleges: The previous Sector Plan had recommended development of faculty of elementary colleges. This had been necessitated by the change in pre-service teacher education from nine-month certification programs to degrees spanning to two to four years. The same faculty could not continue. However, there has been no shift. The same set of faculty continues to teach in these colleges. With some exceptions, most are not qualified to teach these degree programs. Resultantly learning remains poor and mostly based on theory. The element of practicum is weakly implemented. Without up-gradation of qualification of faculty not only will these colleges be unable to effectively teach the two-year program but also fail to transit to the four-year B.Ed. The latter being the eventual target. In addition to gaps in faculty, there are two other problems that impact the low quality of education provided by these colleges:

- I. Bureau of curriculum and extension center does not have any clear quality management process for control of these colleges.
- II. The National Accreditation Council for Teacher Education (NACTE) administers teacher education standards developed in 2009. NACTE accredits Institutions of pre-service teacher education. So far, only one out of the 17 elementary colleges has successfully completed being accredited by the council.

- III. Part of the reason for non-accreditation of elementary colleges has been a passive approach to pre-service teacher education. The Secondary Education Department (SED) and the Bureau of Curriculum and Extension Centre (BOC&EC) have not actively pursued NACTE for assistance in implementing teacher education standards in Balochistan. Consultations with the Directorate of Education (Schools) revealed the Directorate never provided any feedback on requirements of teachers in terms of quality through a regular internal exercise.
- IV. Similarly, the provincial government has not pursued issues of pre-service teacher education with the higher education Commission. The latter is responsible for curriculum and quality control in higher education. Also, NACTE is a body within HEC. Any changes in curriculum needed by Balochistan to meet its requirement will have to be undertaken by HEC. In the absence of a formal coordination mechanism, there is no feedback by the provincial government to HEC on its needs.

The challenge of continuation with COVID 19: COVID 19 has also stopped pre-service teacher education in the elementary colleges and even the universities. That is the first of the problems. Secondly, pre-service teacher education will also have to adjust its courses to create awareness on the pandemic and train them on potential teaching approaches to teaching in the pandemic.

#### **8.4. Approach to Pre-Service Teacher Education:**

In view of the above problems the Sector Plan proposes abolishment of pre-service teacher education in the Government Colleges of Elementary Education (GCEEs) and rely exclusively on the universities and the induction training provided to all new recruits. GCEEs will be used for in-service training only. SED recruit graduates from the universities and colleges managed by the Department of Higher Education that will provide pre-service teacher education for the supply of adequately trained teachers from next year.

Sub-goal of pre-service teacher education is as follow:

*'An academically sound pre-service teacher education system that produces quality graduates.'*

##### **8.4.1. Strategies for Pre-Service Teacher Education:**

#### **1. Coordination and feedback mechanism will be established between the DOE(S) and providers of pre-service teachers education to identify needs**

The policy and implementation levels of SED and Directorate of Education (Schools) will play their role as the largest client of pre-service teacher education institutions. A formal, documented process will be designed to enhance coordination and systemic feedback to continue to improve the quality of pre-service teacher education that meets the needs on the ground.

#### **2. Formal feedback mechanism for HEC will be developed on issues of Pre-service Teacher Education with the help of the universities and colleges offering education degrees**

Similar to pre-service teacher education institutions, SED has a stake in the work of Higher Education Commission (HEC) as the latter is responsible for standards and curricula in pre-service teacher education. Many changes will not be possible without the involvement of the HEC in the feedback mechanism. Again a formal, documented process will be designed to

enhance coordination and systemic feedback to continue to improve the quality of pre-service teacher education that meets the needs on the ground.

**3. Operational standards (input, processes) will be developed in coordination with universities and colleges offering education degrees to ensure implementation of overall standards set by NACTE**

There has been a near-complete disconnect between standards for teacher education set by NACTE and the priorities of SED. Teacher education needs to be included as part of the overall standards regime that is being proposed to be developed on ground. Operational level standards for inputs and processes of pre-service teacher education will have to be prepared, notified and implemented to ensure that the overall standards of NACTE are met.

**4. Pre-service teacher training approaches will be reviewed to ensure continuity in the pandemic through ICT approaches in coordination with the universities and colleges offering education degrees**

All colleges and universities will continue teaching their courses. This will be done through the development of video-based lectures and online assignments and SED will assist if required.

**5. Syllabi of pre-service teacher education will be reviewed in consultation with the Higher Education Commission and the universities and colleges offering education degrees to introduce courses on education in pandemics like COVID 19**

While the time span of the pandemic cannot be predicted at least the students in their final year, need to be prepared teaching during the threat. These will be specialised courses prepared in consultation with international development partners (using global experience and practices), the universities and colleges offering education degrees and the Higher Education Commission (HEC).

## **8.5. Professional Development**

Professional Development processes had historically been based on discrete projects supported by international development partners. While these projects undertook a need analysis, within the area they targeted, an overall assessment of needs was never undertaken. The last Sector Plan had recommended a teacher competencies baseline study to identify needs for a comprehensive professional development program. Later the capacity development plans prepared in 2014 had recommended expanding the scope of professional development to mentoring, monitoring and academic support from supervisors, peer learning and others. In-service, teacher training was considered a sub-set of CPD. However, while the new in-service teacher training program has removed many of the deficits of the previous regime, many issues continue and CPD as a whole remains weak with the perception that its impact is low<sup>43</sup>.

### **8.5.1. Challenges:**

Following are the main challenges of weak professional development:

**Non-Involvement of DOE(S):** Directorate of Education (Schools) employs teachers. It needs to ensure ongoing improvements in capacity of its teachers. The recognition does not exist. Resultantly, training remains supply-driven. For example, new pedagogies learnt by students cannot be applied in the classroom because the supervisors (including headteachers) do not

<sup>43</sup> CPD has only recently started, and it will be some time before a follow-up baseline study has conducted the perceptions and feedback from professionals concluded that it needs to be strengthened much for to be effective.

recognise the value addition of trainings. Resultantly, the trainings are left outside the classrooms.

Limited comprehension of CPD: CPD continues to be seen as a function of PITE led in-service teacher training only. Roles of headteachers, peers and supervisors remain unrecognised. Resultantly, with the exception of informal efforts by individuals, professional development outside the in-service teacher training has remained unaddressed.

Weak capacity of PITE: Capacity of PITE as the provider of in-service teacher education is weak. Many of the individuals posted in PITE are working teachers and have not been selected on the basis of any filtration process. The organisation has no trainings for the transition of these professionals into their new role. In 2014, along with other organisations, a capacity development plan was prepared for PITE also. It has not been implemented. The prevalent ad-hoc approach to human resource management in PITE, engages teachers as trainers, without any specialised induction process.

Low incentive for training: Teachers do not have any major motivation for trainings as this is not linked to their career. Unless these trainings are linked with some incentive, especially, promotions teachers will not take them seriously.

Teacher training and awareness on COVID 19 and education: Innovative schooling approaches to education due to the COVID 19 threat cannot be implemented without, communication with and, awareness of teachers. With the health risks involve even these awareness and training sessions cannot be undertaken within the standard format of clusters. Innovation will be required in teacher trainings and awareness on COVID 19.

Sub-goal of continuous professional development of teachers is as follows:

*‘A well-established continuous professional development process for teachers performing effectively.’*

### **8.5.2. Strategies for Continuous Professional Development of Teachers:**

#### **1. Formal role of DOE(S) in teacher professional development will be introduced**

The initiative for human resource development, including teachers, will be shifted to the Directorate of Education (Schools). They will be responsible for identification of needs in coordination with PITE, support for trainings provided and for follow up and implementation in the classroom. Specific rules will be notified to ensure that the demand for professional development needs comes from DOE(S) and terms of reference for coordination between the Directorate and PITE are clearly documented.

#### **2. Current professional development program for teachers will be reviewed for expansion**

The ongoing program for CPD will be expanded into other subjects and also for teachers in the post-primary and post middle levels.

#### **3. CPD plan will prioritise training of teachers on child/learner friendly approaches**

In addition to subject-related trainings all CPD exercises will contain elements of child-friendliness that reduce the current classroom hierarchy, eliminate corporal punishment and enhance a more interactive classroom environment.

#### **4. Peer learning processes will be institutionalised**

The system also needs to recognise the importance of peer learning. There are no processes in place to encourage them. This will have to be institutionalised as a mandatory exercise at the school and cluster levels with follow ups to oversee regular processes and impact.

#### **5. Headteachers will be trained in teacher evaluations**

Headteachers have no training in management. Among other competencies trainings programs for headteachers will include comprehension of objectives and importance of evaluations as tools for professional development.

#### **6. Capacity of Provincial Institute of Teacher Education will be developed**

Similar to BOC&EC the starting point has to be the capacity development plan prepared in 2014. It will be reviewed in the light of changes introduced and any other improvements. The revised plan will then be implemented in a phased manner. This will include capacity development of Government Colleges of Elementary Education recently transferred to PITE as these will be performing the function of in-service teacher education.

#### **7. CPD will be linked to teachers' promotion**

Teachers' promotions, among other factors, will be linked to participation and performance in the training components of CPD.

#### **8. Emergency Teacher Awareness and Training on COVID 19 through ICT and other means**

A process and program will be designed to contact teachers on creating their awareness on COVID 19 and the approaches for continuing schooling in the emergency. A communication process will be developed using ICT options of videos delivered through the internet on email addresses and mobiles as well as using air space on television to communicate with teachers. Alternate methods of face to face sessions will be used only as the situation improves and under the advice of health specialists for precautions.

### **8.6. Teacher Availability**

Most districts, and schools, have a shortage of teachers. There is a dearth of science, mathematics and language teachers. Despite some work on monitoring, about 20% of teacher absenteeism continues<sup>44</sup>. Additional duties assigned also contribute as does natural attrition and failure to prepare for replacements on time. A number of reasons have caused the shortfall. The primary long-term cause has been an absence of planning. It has been detailed below and can be considered the most critical long-term cause. However, there are more immediate causes that can be seen as symptomatic of absence of planning but will need to be remedied even as eventually a long-term plan is prepared and implemented. In addition to availability in numbers, the processes to ensure selection of quality teachers also matter. The key is the availability of teachers with requisite qualification and competence.

#### **8.6.1. Challenges:**

The following challenges were identified in the Education Sector Analysis with reference to teacher availability:

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<sup>44</sup> Source: Data from three years' work of Real Time School Monitoring set up.

**Weak planning:** The primary cause for non-availability of teachers - and shortages has been the absence of a detailed long-term plan. The department plans on an annual basis with a very limited need analysis. There has been no perspective of demand and supply analysis over the years. Additions to the teaching force have been sporadic and dependent on the incumbent power structure. Even these additions have not always resulted in a fair distribution of qualified teachers across urban and rural areas. In fact, there is no structured human resource management process or unit in the Directorate of Education (Schools) to enable such a distribution.

District visits and other data showed serious gaps of teacher availability on multiple counts. Teacher shortage is in the following forms:

**Weak follow up on teacher absenteeism:** As per data, nearly twenty percent of teachers are absent. Many of these are chronic absentees. Despite three years of work of RTSM, there seems to be some problem. The District Education Group and the Directorate of Education (S) are jointly responsible to follow up on data received from RTSM. While there are complaints from teachers on RTSM partly due to the fact that they are checking for absenteeism, a scaled and systemic impact does not seem to have been made.

**Additional duties assigned:** At different times of the year teachers are assigned duties outside their sphere of work. These include polio campaigns, elections, population census and others. In fact, teachers are seen the most easily available human resource for these duties and the assignments cost teaching time for the child.

**Administrative posts filled by working teachers:** Additionally, a number of administrative posts are filled by working teachers that creates a gap. Replenishment is not always planned.

**Shortage of subject teachers in districts:** In all districts visited, students and teachers complained of non-availability of teachers of science, mathematics and languages, especially, English. In fact as per rules, except one model school in each district, high schools do not have separate specialist teachers in physics, mathematics and biology. Necessary requirements, especially, in secondary and higher secondary classrooms. Part of the problem is that there is no specialised focus on the development of science teachers in pre-service teacher education. Girls' schools suffer the most from these shortages of specialists than boys' schools. Part of the problem lies in lower mobility for females outside the main districts.

**Imbalanced deployment across districts:** There is an imbalance in the deployment of teachers. Quetta city has a very heavy presence of teachers, including subject teachers. Most of the qualified teachers, even if domiciled in smaller districts, live in Quetta for various reasons and get posted there. The smaller districts continue to suffer with shortages. This comes at the cost of children in rural or backward districts. A glaring example is that of primary school teachers. There are nearly 34,000 primary school teachers and 8,000 primary schools. Ideally, with efficient deployment, 52% of primary schools could not have been a single teacher. Most of these teachers are on deployment (on attachment) to schools in Quetta and other major districts. Accommodation of these teachers again comes at the cost of children.

**Limitations of recruitment processes:** Recruitment processes have witnessed improvements in the last few years. It has transformed from a highly politicised process with little or no merit to an improved merit-based process. A few years ago, a standardised test was introduced through the National Testing Service (NTS). This has improved merit. Now the Government of Balochistan is considering another provider of standardised testing. However, some gaps still remain in the process due to the following:

**Problems in the testing process:** The testing process is developed in consultation with the government, but it needs further review as there are concerns on its ability to filter quality effectively. A more comprehensive needs analysis is required.

**Low qualifications requirement:** The qualification requirements provide a very low weightage to specialised degrees in teacher education. This reduces the incentives for graduates to join specialised degree programs initiated in the last ten years. The traditional certifications of nine months continue to be accommodated. While it may not be possible to eliminate lower qualifications given the limited availability of personnel, there is a need to increase the gap between incentives for more qualified against the less qualified ones. The current policy does not put a premium on the better qualification, which negates the introduction of ADE and B.Ed (4 years) discussed under pre-service teacher education.

*Sub-goal is to 'Ensure availability of quality teachers for all institutions'*

### **8.6.2. Strategies for ensuring Teachers Availability:**

#### **1. A long term teacher recruitment plan will be prepared and implemented based on current and future needs**

A long term plan will be developed based on the existing one, based on the need for demand and supply including the limitations – at least in short to medium term- in certain districts and rural areas. The Plan will be developed comprehensively, clearly, outlining the basis for the analysis and expectations for the next 20 years. It will look at both supply and demand-side situations and possibilities across the more developed and less developed regions and gender.

#### **2. Science, mathematics, IT and language teachers, especially, for females will be hired for post-primary classes as a priority**

A sub-set, fast track plan, of the overall recruitment planning will be developed to enable an increase in supply of science, mathematics and language teachers. The increased supply will lead to better availability and easier deployment in rural and girls' schools. The challenge for female schools may need to be met with more innovative and flexible options, including short term contracts and age relaxation for recruitment of teachers in the local areas.

#### **3. Alternate options to use of teachers on additional duties will be explored**

SED will prioritise the presence of the teacher in the classroom over additional duties outside schools at the expense of teaching and learning. Clear and predictable plans and options will be developed. These will include organising activities in summer and winter vacations. Alternatively, where this cannot be possible other options of HR will be explored and utilised<sup>45</sup>.

#### **4. The recruitment testing process will be reviewed for improvements**

The Department will review the quality and relevance of the tests and engage with the third party testing body to ensure that the tests meet its needs.

#### **5. Recruitment rules will be reviewed to ensure better qualifications**

The principle followed in the new recruitment rules will be to provide maximum advantage to candidates with B.Ed. In the case of post-primary it will be mandatory, unless there is absolutely no option available and in primary the first choice.

<sup>45</sup> For problems created by posting of teachers in managerial positions, a separate management cadre has been recommended in the chapter on "Governance and Management".

## **6. Induction training will be introduced for all new recruits**

Till the pre-service teacher education system becomes more robust and can produce a requisite number of professionals of good quality, all new recruits will be undertaken through an induction training. These will include both with a specialised pre-service teacher education qualification and those without (the latter being in areas where professionals with specialised degrees are not available)

## 8.7. Program Matrix - Effective Teachers

Table 8-1 Program Matrix - Effective Teachers

| Program – Learning   |  |  |  |  |
|--|--|--|--|--|
| <b>Goal of Learning :</b> Learners are proficient in reading and numeracy, develop analytical skills and are prepared for life and livelihood  |  |  |  |  |
| <b>Program 2: Effective Teachers</b>   |  |  |  |  |
| <b>Overall Goal 2.</b> To ensure the provision of required number of teachers having knowledge, skills and dispositions for implementation of student centered teaching and learning |  |  |  |  |
| Sub- Program   | Sub-Goal   | Strategies   | Activities   | Targets  |
| <b>2.1 Motivation of Teachers</b>  | 2.1. Teachers are motivated to work as per professional requirements | 2.1.1 Train head teachers and supervisors in mentoring and support functions.                              | I. Prepare a plan for training of head teachers and other supervisors on mentoring and support through PITE                                | Head teachers and other supervisors trained on mentoring and support functions |
|  |  |  | II. Implement the Plan phase wise  |  |
|  |  | 2.1.2 Review career structures and promotion aspects of teachers to enhance options of career progression. | I. Review the career and promotion structures of teachers to encourage professionalism   | Career and promotion structures revised  |
|  |  |  | II. Revise the career and promotion structures   |  |
| III. Notify the new career and promotion structures  |  |  |  |  |
|  |  | 2.1.3 Upgrade the pay scales requirements for primary teachers   | I. Review the pay scales of primary teachers to attract better quality human resource  | Better quality primary teachers recruited                                      |
|  |  |  | II. Develop a long term plan to recruit more qualified teachers for primary  |  |
|  |  |  | III. Implement the plan phase wise   |  |
|  |  | 2.1.4 Ensure teachers' feedback in policy decisions on career structures, transfers and postings etc.      | I. Develop mechanisms for feedback from teachers on policies related to them.  | Teachers' feedback in policy changes ensured                                   |
|  |  |  | II. Before changes in major terms and conditions of service take feedback from a representative set of teachers (through surveys or FGDs). |  |
|  |  |  | III. Revise existing rules to make this feedback mandatory   |  |

|  |   |   |   |  |
|--|---|---|---|--|
|  |   | 2.1.5 Assess work condition of schools for issues relevant to teachers including provision of basic facilities and prepare and implement a remedial plan                                | <p>I. Assess work condition of schools for issues relevant to teachers including provision of basic facilities</p> <p>II. Prepare a remedial plan</p> <p>III. Implement the plan</p>  | Teachers' work conditions improved   |
|  |   | 2.1.6 Set up facilities of day care centres for female teachers   | <p>I. Identify needs and feasibility of establishing day care centres in Schools</p> <p>II. Prepare plans for establishment of day care centres in Secondary and Higher Secondary schools</p> <p>III. Implement the plan in a phased manner</p>   | Facilities of day care centre set up in secondary and higher secondary schools             |
|  |   | 2.1.7 Prioritise reduction of Single Teacher primary schools  | <p>I. Prepare a plan to reduce single teacher schools at primary level</p> <p>II. Collate the local plans and prepare provincial plan</p> <p>III. Implement the plan phase wise</p>   | Single Teacher primary schools reduced   |
|  |   | 2.1.8 Involve teachers and head teachers in regular feedback on textbooks, curriculum, assessments, school conditions and student needs and utilise the feedback on system improvement. | <p>I. Develop mechanisms for feedback from teachers on textbooks, curriculum, assessments, school conditions and student needs.</p> <p>II. Revise existing rules to make this feedback mandatory</p> <p>III. Document the feedback and use in systemic improvements in learning inputs and students</p>                           | Teacher feedback incorporated in review of learning inputs and policies of student welfare |
| <b>2.2 Pre-Service Teacher Education</b> | 2.2. An academically sound pre-service teacher education system that produces quality graduates | 2.2.1 Institute a coordination and feedback mechanism between the DOE(S) and providers of pre service teachers education to identify needs:   | <p>I. Engage with pre-service teacher education institutions, including, elementary colleges and universities to agree on a feedback mechanism</p> <p>II. Based on the agreement notify the feedback mechanism that includes inputs from teachers</p> <p>III. Provide annual feedback through the institutionalised mechanism</p> | Institutionalised feedback to pre-service teacher education institutions                   |

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|  |                         | 2.2.2 Develop formal feedback mechanism for HEC on issues of Pre service Teacher Education with the help of the universities and colleges offering education degrees   | <p>I. Engage with Higher Education Commission to agree on a feedback and engagement process on pre-service teacher education between SED, universities in Balochistan and HEC.</p> <p>II. Develop and sign an agreement accordingly</p> <p>III. Undertake regular feedback and engagement with HEC</p> | Regular feedback to, and engagement with HEC, on pre-service teacher education                  |
|  |                         | 2.2.3 Develop operational standards (input, processes) in coordination with universities and colleges offering education degrees to ensure overall standards set by NACTE are effectively implemented                            | <p>I. Document gaps in the current standards regime in view of NACTE needs</p> <p>II. Develop inputs and process standards for teacher pre-service teacher education institutions at input and process level</p> <p>III. Implement the standards</p>   | Revised standards for pre-service teacher education based on NACTE needs                        |
|  |                         | 2.2.4 Review pre-service teacher training approaches to ensure continuity in the pandemic through ICT approaches in coordination with the universities and colleges offering education degrees                                   | I. Include ICT based education approaches in coordination with the universities and colleges offering education degrees in the pre service teacher training  | ICT based education included in the pre service teacher training                                |
|  |                         | 2.2.5 Review syllabi of pre-service teacher education in consultation with Higher Education Commission and the universities and colleges offering education degrees to introduce courses on education in pandemics like COVID 19 | <p>I. Initiate consultation with HEC, the universities and colleges offering education degrees and development partners to include courses on education in pandemics like COVID</p> <p>II. Prepare specialised course material on education in pandemics</p>   | Courses on education in pandemics like COVID 19 introduced in the pre service teacher education |
|  | 2.3. A well-established |  | I. Develop a formal coordination mechanism between PITE and DOE(S) that identifies their   | Directorate of Education (Schools)  |

|  |  |  |   |   |
|--|--|--|---|---|
| <b>2.3 Continuous Professional Development</b> | continuous professional development process for teachers performing effectively. | 2.3.1 Introduce a formal role of DOE(S) in teacher professional development                | respective roles in teacher professional development  | capacitated to take responsibility for teachers' professional development     |
|  |  |  | II. Identify additional professional development responsibilities of DOE(S) beyond teacher training                   |   |
|  |  |  | III. Notify the changes in official rules.  |   |
|  |  | 2.3.2 Review and expand the current professional development program for teachers          | I. Review the current CPD for improvements through consultations between DOE(S) and PITE                              | Revamped CPD owned by DOE(S) is implemented.                                  |
|  |  |  | II. Prepare a revised plan jointly signed off by DOE(S) and PITE  |   |
|  |  |  | III. Implement the plan phase wise  |   |
|  |  | 2.3.3 Prioritise training of teachers on child/learner friendly approaches in the CPD Plan | I. Prepare training material on child/learner friendly approaches   | Teachers are trained on child/learner friendly approaches                     |
|  |  |  | II. Integrate aspects of child/learner friendly approaches into teachers regular training under CPD model             |   |
|  |  |  | III. Training of all teachers on child/learner friendly approaches  |   |
|  |  | 2.3.4 Encourage and Institutionalise peer learning processes                               | I. Develop guidelines for head teachers and other supervisors to organise peer learning sessions based on local needs | Regular and organised peer learning sessions in schools and at cluster levels |
|  |  |  | II. Review the guidelines in consultation with teachers   |   |
|  |  |  | III. Notify, implement and monitor guidelines for peer learning sessions  |   |
|  |  | 2.3.5 Train head teachers in teacher evaluations   | I. Undertake training needs assessments   | Head teachers trained in teacher evaluations                                  |
|  |  |  | II. Develop a training plan   |   |
|  |  |  | III. Implement the plan phase wise  |   |
|  |  | 2.3.6 Develop Capacity of Provincial Institute of Teacher Education                        | I. Review the existing capacity development plan for PITE   | Capacity of PITE enhanced   |
|  |  |  | II. Prepare a revised plan  |   |
|  |  |  | III. Implement the capacity development plan  |   |
|  |  |  | I. Develop rules for linking CPD to promotions  |   |

|                                 |   |  |  |   |
|---------------------------------|---|--|--|---|
|                                 |   | 2.3.7 CPD will be linked to teachers' promotion  | II. Approve Rules  | CPD linked to promotion   |
|                                 |   | 2.3.8 Conduct emergency Teacher awareness and training on COVID 19 through ICT and other means   | I Prepare awareness session and training program on COVID 19 through ICT and other medium<br>II. Conduct awareness sessions and trainings on COVID 19  | Teachers informed on COVID 19 and necessary response to it                |
| <b>2.4 Teacher Availability</b> | 2.4. Ensure availability of quality teachers for all institutions | 2.4.1 Prepare a long term teacher recruitment plan based on current and future needs.  | I. Assess and identify; teacher needs for the next 20 years, supply side constraints and include expansion of supply of quality teachers over time, and limitations of recruitment of quality teachers at the local level  | Teacher recruitment as per needs  |
|                                 |   |  | II. Develop a long term plan for teacher recruitment   |   |
|                                 |   |  | III. Ensure timely implementation of recruitment in a phased manner  |   |
|                                 |   | 2.4.2 Prioritise development and recruitment of science, mathematics, IT and language teachers, especially, for females for post primary classes as a priority | I. Identify minimum needs for science, mathematics and language teachers for rural female schools<br>II. Negotiate with Pre-service teacher education institutions to expand specialised programs for science, mathematics and languages<br>III. Provide scholarships to females from rural areas to participate in these programs | Number of female teachers of science, mathematics and languages increased |
|                                 |   | 2.4.3 Engage with the government in identifying alternate options to use of teachers on additional duties  | I. Set up a committee with S&GAD to review the impact of additional duties on teacher effectiveness and prepare alternative plans<br>II. Prepare a plan for additional duties to ensure children do not suffer in term of teaching time<br>III. Implement the plan   | Professional and transparent human resource management                    |
|                                 |   | 2.4.4 Review the recruitment testing process for improvements  | I. Review the current testing processes and tools in consultation with the testing body<br>II. Propose changes   | Recruitment testing process improved                                      |

|  |  |   |  |   |
|--|--|---|--|---|
|  |  |   | III. Implement the changes in the tools and processes  |   |
|  |  | 2.4.5 Review the recruitment rules to encourage better qualifications | I. Form a committee to review recruitment rules to include advantages for better qualified personnel | Recruitment rules revised to encourage better qualified personnel |
|  |  |   | II. Revise recruitment rules   |   |
|  |  |   | III. Notify revised rules  |   |
|  |  | 2.4.6 Introduce Induction training for all new recruits               | I. Prepare rules for induction trainings   | Induction trainings introduced for new recruits                   |
|  |  |   | II. Develop induction trainings  |   |
|  |  |   | III. Implement the trainings   |   |

## 9. Assessments and Examinations

Assessments and examinations in Balochistan, similar to other components of the learning process, contribute to rote memorisation and suppression of the analytical ability of the student. This holds true for assessments conducted in schools, as well as, the high stakes examinations conducted by the Balochistan Board of Intermediate and Secondary Education (BBISE). The situation of the other assessment and examination body – BAEC - is a bit different. BAEC has responsibility for assessment and examinations at the elementary level (up to grade 8th). It is required to take large scale examinations for grade 8th and has the mandate of conducting diagnostic assessments for all levels of elementary. BAEC also has additional tasks of development of assessment capacity in the education system. While it has not impacted classroom teaching and learning – primarily due to high levels of cheating- its role in large scale examinations has been at the cost of diagnostic assessments and capacity building of the system.

### Box 9-1 Types of Assessments

The following types of assessments are a regular feature of schooling in Balochistan:

In-school assessments: these include monthly tests, six-monthly examinations and annual examinations.

High Stakes Examinations conducted by the Board of Intermediate and Secondary Education (BBISE) for grades 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> in science and arts and other specialisations, that determine career choices.

Grade 8<sup>th</sup> large scale examinations conducted by the Balochistan Assessment and Examination Commission (BAEC) as mandatory exams for appearing in the examinations conducted by BBISE.

### 9.1. Approach to Reform Assessments and Examinations

Assessments cannot be disconnected from their impact on learning. As the learning approach described earlier changes, so should assessments and examinations. This would mean a shift from examinations and assessments that induce rote learning trends to tools that develop critical-analytical ability. Transition will have to be gradual. Changes in assessments cannot outpace reform in classroom teaching and learning. Incremental shifts in both will be required over a long period of time. The plan targets to reach the level of application, at least for a certain percentage of questions and students, by the end of five years.

In view of the above overall goal of assessments and examinations is as follows:

*‘Strengthen Assessments and Examination system to have a positive and high impact on learning and shift from memory based questions to the testing of critical analytical thinking.’*

### 9.2. School Level Assessments

School assessments in Balochistan, as per design, include regular formative and summative assessments in the middle and end of the academic year. On ground formative assessments in the past would mean monthly tests on lessons taught. These have practically become non-existent in schools for a number of reasons, including an extended course length that cannot be covered in practice within the given time period. But there are other reasons as well. Even when these tests are conducted, they test the student’s memory and are not employed as tools to improve the teaching-learning process. The mid-year and final examinations have become routine activities in schools with no check on the quality of the examinations and their use in system improvements.

### 9.2.1. Challenges:

The following challenges were identified in the Education Sector Analysis with reference to school-level assessments:

No check on quality and regularity of school assessments: Accountability mechanisms in education do not include assessments and their quality as drivers of improvement. Most supervisors have not been trained in assessments and do not have the capacity to evaluate the quality of examinations. Resultantly, issues of limited formative assessments and poor quality of school assessments is common.

Low capacity for assessments: A majority of teachers have also never had any training on assessments. This lack of training of both supervisors and teachers results in the low value assigned to assessments and the poor quality.

Sub-goal for school-level assessments is to *'Improve the capacity to conduct assessments at school level and use their results for learning improvements.'*

### 9.2.2. Strategies for School Level Assessments:

#### 1. Regular formative and summative assessments and their use in school accountability framework will be ensured

Formative assessments will be reintroduced, and both formative and summative assessments in schools will be qualitatively improved to test for analytical ability and assess the teaching-learning process. These will be monitored in the "School Accountability Framework"<sup>46</sup>.

#### 2. Capacity of teachers and supervisors on assessments and examinations will be developed

To achieve quality improvements in school assessments capacity of both teachers and supervisors will be developed. This will be prioritised and implemented through a gradual but sustained process implemented through the Balochistan Assessment and Examination Commission (BAEC) and the Provincial Institute of Teacher Education (PITE) in coordination with the Directorate of Education (Schools).

## 9.3. BBISE Examinations

Papers set by BBISE fail to test children adequately on the curriculum. These do not cover the curriculum either horizontally in terms of content, or vertically for critical-analytical ability. They mostly test for memory. Resultantly, the teaching-learning process adjusts to these requirements and focuses on rote memorisation.

### 9.3.1. Challenges:

The following challenges were identified in the Education Sector Analysis with reference to examinations conducted by the Balochistan Board of Intermediate and Secondary Education (BBISE):

Low capacity of BBISE: BBISE was established in 1977. Its organisational structure continues to be the same as developed at the time of inception. A review of its structures was conducted in 2014 under a capacity assessment exercise, but the recommendations of the eventual capacity development plan were never implemented. Among other weaknesses, the Board does not have any in house capacity to manage the quality of papers as there is no position for

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<sup>46</sup> Later in the Chapter on Governance and Management development of "school accountability frameworks" have been recommended.

an education or assessment specialist. The organisation has capacity for management of logistics for conduction of large scale examinations – that too in collaboration with the Directorates of Education of schools and higher education.

Examinations not aligned with curricular requirements: Papers fail to cover curricular requirements adequately, both, in terms of content and critical thinking. Examiners hired by BBISE have no training in developing papers or test items in line with the needs of the curriculum. A shift to curriculum-based papers is required that eventually test for critical-analytical ability. This will require a change in the paper development process and also to strengthen the capacity of the Board. However, the process of change will have to be gradual. Changing papers to test for analytical ability can be fast-tracked, but there is a need to consider the situation in schools. Expecting teachers and students to change their approach at the same pace is unrealistic. It will be slower. In fact, the schools will have to be carried along with targeted processes to prepare students and teachers for analytical questions. In the next five years the highest level of questions expected cannot go beyond application.

The Challenge of high stake examinations in COVID 19 threat: In the next two years, at least, holding routine examinations in the routine will be highly risky. At least it will be difficult to manage the scale in a given time without enhanced health risk.

Sub-goal for BBISE Examinations is as follows: *'Improve the quality of BBISE examinations ensuring alignment with curriculum, including the testing of critical – analytical ability.'*

### **9.3.2. Strategies for BBISE Examinations:**

#### **1. Existing capacity development plan for BBISE will be reviewed and implemented**

Similar to BOC&EC the existing capacity development plan for BBISE will be reviewed for improvements and implementation of the revised version.

#### **2. Teachers and students will be prepared for more analytical questions in examinations**

A gradual process will be adopted wherein students and teachers are prepared for the changes in the examinations. In the next five years application-based questions will be increased in the examinations. The shift will be undertaken through a process that includes training of teachers and development and testing of model papers.

#### **3. BBISE's approach to examinations will be aligned with the curriculum including analytical questions**

In conjunction with the above change in teaching approaches the Board will ensure that examination papers, overtime, test the student for the entire curriculum and also test for critical analytical ability – till the level of the application over the next five years. This will be undertaken through training of examiners on developing such papers. BAEC with better capacity in assessment will help with the process.

#### **4. Examinations will be staggered over months to ensure low participation at a given point of time with safety arrangements against COVID 19 risk**

Large scale examinations pose a risk in the current environment who stop how are these high stakes examinations are extremely important for career paths of students. BBISE will re-plan it's examination schedule to stagger each or the number of months moving through districts instead of holding the examination at one point in the whole province. Specialised seating and safety arrangements will be made for these examinations to be conducted. All examination

centers and their arrangements will be reviewed by the Department of Health who will develop specialised SOPs for the purpose.

## 9.4. BAEC Assessments and Examinations

BAEC was set up as an organisation to help systemic improvements in assessments and examinations. Practically, it has become a mirror image of the BBISE at the elementary level, with the exception that its papers test for some level of critical-analytical ability. It needs to return to its original objectives along with the enhancement of capacity to undertake the mandate better.

### 9.4.1. Challenges:

The following challenges were identified in the Education Sector Analysis with reference to Balochistan Assessments and Examinations Commission (BAEC):

Results not utilised for education system improvements: BAEC's involvement in large scale examinations with stakes for the students means that its resources are spread thin, and the Commission can neither ensure the use of results of its examinations in systemic improvement nor support capacity development of teachers. Linking of the large scale examinations at grade 8th with student progress has also led to lowering of standards and permeation of cheating in the examinations. Both reduce credibility of the results and these cannot be used optimally in the improvement of education service delivery even if the various organisations and districts<sup>47</sup> are prepared to use it.

Role of BAEC in diagnostic assessments ignored: BAEC has the mandate for sample-based diagnostic assessments. However, it has never used this function. In order to take on this mandate the Commission will have to pull out of the large scale examinations, so it can free its resources for diagnostic assessments, deeper analysis, ensuring use of its results in system improvement and support to capacity development of teachers and others.

Need to review the capacity of BAEC: While BAEC has had better assessment capability than other organisations there is a need to review its overall capacity to ensure more effectiveness keeping in view its medium to long term role. The current capacity is inadequate.

Sub-goal for BAEC assessments and examinations is to *'Ensure that BAEC role in assessment benefits the system.'*

### 9.4.2. Strategies for BAEC Assessments and Examinations:

#### 1. Role of BAEC will be shifted from examinations to diagnostic assessments

BAEC's embarkation into large scale examinations will be reversed. In the coming few years, this will not be a priority. Diagnostic assessments that help the system learn about student learning and the causes attached to them will be the main thrust and activity. Its assessments will never be linked to the progress of individual students.

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<sup>47</sup> Data available shows inconsistencies when exposing learning outcomes across districts. One of the areas target by BAEC will be to identify more standardised and consistent differences in inter-district learning outcomes to develop plans to target disparities.

## 2. Mechanism will be developed to utilise the results of the diagnostic assessment for system improvements

Specific mechanisms will be created to ensure that the results, with analysis, are disseminated, comprehended and utilised by all organisations and policy and decision-makers.

## 3. Capacity of BAEC will be assessed and strengthened

The capacity of BAEC will be assessed in detail and a capacity development plan prepared and implemented.

## 9.5. Overall Assessment System – Consistency and Relevancy

The assessment structures in the province work in a disconnect – symptomatic of the overall learning system. There seems to be a lack of clarity on respective roles and responsibilities, especially with reference to BAEC and schools. There is better clarity on the role of BBISE despite its limitations and lack of quality of examinations. However, a number of cross-cutting challenges, including clarity in roles and responsibilities, persist.

### 9.5.1. Challenges:

Three systemic issues impact all assessments:

- i. Dearth of qualified personnel in assessments,
- ii. Limitations of standards of assessments and
- iii. Absence of an overall framework for assessments.

Dearth of qualified personnel in assessments: There has been some improvement in the availability of qualified personnel in the last few years due to scholarships offered in the past. However, presently there is a limited number of qualified assessment specialists. Although some of these personnel have supported the development of quality examinations in BAEC, they are not enough, and there is no mechanism to supply such qualified personnel in a sustainable manner.

Limitations of standards of assessments: Standards of assessments, similar to other areas, were developed at the national level. These have not been operationalised at the provincial level. A more elaborate set of standards is required at the inputs and process levels wherein the quality of examiners, examinations processes and school requirements can be derived and developed. At present, these standards are very general and do not ensure the quality of examinations.

Absence of an overall framework for assessments: Finally, there is a need for an overall assessment framework to clarify the roles and responsibilities and operationalise improvements of assessments and examinations. Presently, there is a clear disconnect in the comprehension of the linkages of various assessments and examinations and their role in improving learning. A framework built on standards is required.

Sub-goal for consistent and relevant assessments is to *‘Ensure congruence and complementarity across various assessments and examinations.’*

### **9.5.2. Strategies for Consistent and Relevant Assessments:**

#### **1. Availability of assessment specialists will be enhanced in the market and within the government**

The government will invest in this expertise to develop a critical mass of human resource in the area of assessment.

#### **2. Existing standards of assessments and examination will be reviewed and revised to make them more relevant and applicable to the context of Balochistan**

Given the situation in Balochistan, inputs and processes to reach the relevant level will to be standardised. A whole exercise to standardise assessment and examinations process will be undertaken using the standards identified in the National Minimum Standards for Quality Education (MNSQE) as the guideline for output level standards for assessments. This will include certification examiners, field testing of papers and development of item banks.

#### **3. Provincial assessment framework will be developed**

An assessment framework will be prepared to clarify the respective roles of each organisation and assessment and their uses. The framework will also provide a path for linking various types of assessments with improvements in learning.

## **9.6. Credibility of Examinations**

A longstanding problem in BBISE examinations is endemic cheating. The problem has also permeated BAEC examinations. Poor teaching and learning in the classroom, resulting from an unrealistic course length and non-availability of teachers, particularly, specialists in science, mathematics and languages, means students are not provided with a fair chance to learn. As these students fail to learn due to systemic issues, they feel that cheating is a 'legitimate' option. However, the issue of cheating is larger than this systemic weakness.

### **9.6.1. Challenges:**

Two issues that need to be targeted more directly are attitudes in society, including students, on cheating, and the processes of the BBISE that facilitate the practice.

Processes of BBISE: BBISE has a very difficult role of managing logistics across a large province with low population density and difficult communication systems.

Attitudes towards cheating: There is endemic acceptance of cheating in society and beyond. Parents, teachers, students and everybody else is involved. Most students interviewed admitted to the act at some point.

Memory-based examinations: A paper with a heavy weightage of memory-based questions also enable cheating. If the earlier strategies of moving towards more analytical questions is followed then that too will help reduce cheating. As it has already been discussed above the strategy will not be repeated.

Sub-goal of credibility of examinations is to '*Enhance the credibility of examinations.*'

### **9.6.2. Strategies for Credibility of Examinations:**

#### **1. Conduct of examinations will be reviewed to eliminate cheating**

A process-based review of the examinations conducted by the Board of Intermediate and Secondary Education, identification of potential loopholes and implementation weaknesses

will be undertaken. A plan to rectify the gaps and improve implementation to reduce cheating will be developed to eliminate the possibilities of cheating.

**2. Awareness campaigns against cheating will be designed and implemented**

There will be a sustained approach of sensitisation of students, parents, policymakers and implementers on the negative impact of cheating on individuals and society.

## 9.7. Program Matrix – Assessments and Examinations

Table 9-1 Program Matrix – Assessments and Examinations

| Program – Learning  |   |   |  |  |
|---|---|---|--|--|
| <b>Goal of Learning</b> : Learners are proficient in reading and numeracy, develop analytical skills and are prepared for life and livelihood |   |   |  |  |
| Program 3 – Assessments and Examinations  |   |   |  |  |
| <b>Overall Goal 3.</b> Strengthen Assessments and Examination system to have a positive and high impact on learning                           |   |   |  |  |
| Sub-Program   | Sub-Goal  | Strategies  | Activities   | Targets  |
| <b>3.1 School-Level Assessments</b>   | 3.1. Improve the capacity to conduct assessments at school level and use their results for learning improvements                      | 3.1.1. Include regular formative and summative assessments and their use in school accountability framework | I. Develop a school accountability framework that includes quality in-school assessments as a regular feature (strategy under governance) and indicators on conduct of formative assessments | At least 50% of the schools conduct regular formative assessments with at least 35% of the questions, in in Middle and Secondary schools, test application |
|   |   |   | II. Prepare annual report based on the reporting on assessments through the School Accountability Framework  |  |
| III Reports on formative assessments in schools   |   |   |  |  |
|   |   | 3.1.2 Develop capacity of teachers and supervisors on assessments and examinations                          | I. Train supervisors on assessments and examinations through BAEC and PITE   | All teachers receive at least one training on assessment in 3 years  |
|   |   |   | II. Train Teachers on assessment and examination through BAEC/PITE   |  |
|   |   |   | III. Engage with pre-service teachers education institutions to improve quality of courses on assessments  |  |
| <b>3.2 BBISE Examinations</b>   | 3.2. Improve quality of BBISE examinations ensuring alignment with curriculum, including the testing of critical – analytical ability | 3.2.1 Review and implement the existing capacity development plan for BBISE                                 | I. Review the existing capacity development plan   | At least 65% of the capacity development plan is implemented   |
|   |   |   | II. Prepare a revised capacity development plan for BBISE based on review  |  |
|   |   |   | III. Implement the plan phase wise   |  |
|   |   | 3.2.2 Prepare teachers and students for more  | I. Balochistan Assessment and Examinations Commission to prepare and implement a plan  |  |

|  |  |  |   |   |
|--|--|--|---|---|
|  |  | analytical questions in examinations   | for engagement with teachers and students to help them prepare for more analytical questions<br>II. BAEC to engage Balochistan Textbook Board and BBISE to review assessment exercises in textbooks<br>III. Prepare teacher guides on analytical questions and student preparation for the same.  | Students are able to attempt questions that test application  |
|  |  | 3.2.3 Progressively align BBISE's approach to examinations with the curriculum including analytical questions                              | I. Hold seminars and training sessions on curriculum with officials and paper setters of BBISE<br>II. Develop model papers and field test them to review current student capacity<br>III. Develop a progressive plan to improve coverage of curriculum in examination papers and progressive shift to analytical questions based on the baseline derived from model paper testing | At least 45% questions in all BBISE examination papers test for application   |
|  |  | 3.2.4 Stagger examinations over months to ensure low participation at a given point of time with safety arrangements against COVID 19 risk | I. Prepare specialised SOPs in close consultation with Department of Health for conducting examinations<br>II. Make specialised seating and safety arrangements<br>III. Re-plan examination schedule and conduct in line with safety arrangements against COVID 19  | BBISE examination conducted in specialised arrangement in response to COVID 19  |
| <b>3.3 BAEC Assessments and Examinations</b> | 3.3. Ensure that BAEC role in assessment benefits the system | 3.3.1 Shift BAEC's role from examinations to diagnostic assessment   | I. Amend BAEC Act to remove the mandatory requirement of certification from BAEC for appearance in BBISE examinations<br>II. Engage with policy makers and implementers to develop a diagnostic assessment framework<br>III. Conduct diagnostic assessments based on needs  | BAEC law amended to remove mandatory requirement of grade 8th examinations<br>Plan for Diagnostic assessment prepared |
|  |  | 3.3.2 Develop a mechanism to ensure that the results of the diagnostic assessment  | I. Make rules for mandatory periodic diagnostic assessments<br>II. Disseminate results of diagnostic assessments to a wide set of stakeholders  | At least two diagnostic assessments   |

|  |  |   |   |  |
|--|--|---|---|--|
|  |  | are utilised in system improvements   | III. Each relevant organisation to prepare a plan and make adjustments in all existing plans for improvement of learning based on the result of diagnostic assessments  | conducted in five years<br><br>All organisations have improvement plans based on diagnostic assessments                    |
|  |  | 3.3.3 Review the capacity of BAEC and prepare and implement the capacity development plan   | I. Review the existing capacity development plan of BAEC<br>II. Prepare a revised capacity development plan for BAEC based on review<br>III. Implement the plan phase wise  | 100% of the capacity development plan is implemented   |
| <b>3.4 Consistent and Relevant Assessments</b> | 3.4. Ensure congruence and complementarity across various assessments and examinations | 3.4.1 Enhance availability of assessment specialists in the market and within the government  | I. Engage with Universities/HEC to introduce specialisation in assessments & Examination in M.Ed<br>II. Explore and introduce scholarships for assessment specialisation<br>III. Provide additional incentives for specialists            | 30 assessment specialists funded and added to the government   |
|  |  | 3.4.2 Review and revise the existing standards of assessments and examination to make them more relevant and applicable to the context of Balochistan | I. Document gaps in the current standards regime<br>II. Develop new standards for all types of assessments and examinations at input and process level including certification of paper setters for BBISE<br>III. Implement the standards | Standards on assessment and examinations developed<br><br>50% of the standards implemented                                 |
|  |  | 3.4.3 Prepare provincial assessment framework   | I. Review the current assessments systems in detail for weaknesses and gaps<br>II. Develop a provincial assessment framework to remove the gaps and align the various assessments and examinations<br>III. Implement the framework        | Provincial assessment framework developed<br><br>At least 50% proposals of the provincial assessment framework implemented |

|  |  |   |  |  |
|--|--|---|--|--|
| <b>3.5 Credibility of Examinations</b> | 3.5. Enhance credibility of examinations | 3.5.1 Review the current conduct of examinations to propose changes in processes that facilitate cheating | I. Assess the current logistical processes of BBISE examinations   | Cheating in examinations reduced by 60%                      |
|  |  |   | II. Prepare plan to remove loopholes that facilitate cheating  |  |
|  |  |   | III. Implement the plan  |  |
|  |  | 3.5.2 Develop and conduct awareness campaigns against cheating  | I. Undertake a survey on attitudes in society towards cheating and the causes for the same                     | Acceptance of cheating reduces among at least 50% of parents |
|  |  |   | II. Based on the survey include awareness on negative impacts of cheating in the communication strategy of SED |  |
|  |  |   | III. Implement awareness plan and undertake periodic reviews of impact   |  |



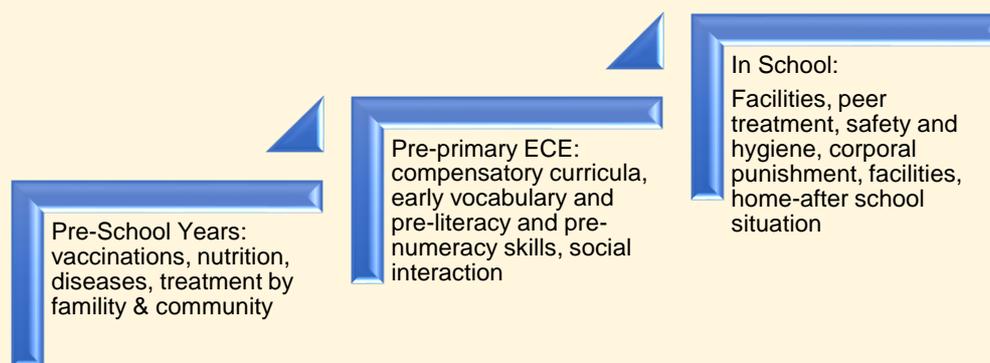
## 10. Child Care and Welfare

The child should be at the center of education service delivery. Education systems cannot be designed and implemented in a vacuum of knowledge about the child. Unfortunately, there has never been a serious exploration of the issues of the child that impede or support learning. More seriously, there seems to be no recognition of the need to explore. Even in the case of the more commonly known issues, like the prevalence of corporal punishment, responses have been feeble. Even beyond education a legal instrument like the Child Protection Act 2016 has not been adequately. Low focus on the child has meant that most policies, plans, learning material and tools do not connect with the needs of the child.

### 10.1. Approach to Reform of Child Care and Welfare

Childcare and welfare will be the primary concern of policy. Figure 10-1 below shows the approach to the assessment of child welfare and the issues involved. The approach to change calls for a lifepath approach to child welfare from birth to the end of schooling. The pre-school years have been treated as outside the domain of school education and need to be included to help schools prepare for the child: in terms of learning design, teacher competencies and support structures. The disconnect seen in the chapter on Learning begins with the lack of information that needs to be covered. Early childhood education (ECE) of quality has been targeted as a key intervention to ensure equity in terms of the learning capacity of children. ECE has to be used as pre-school preparation that ‘compensates’ disadvantages in early years. Though some of these like stunting cannot be reversed and will require community and household based interventions much earlier in the child’s life.

Figure 10-1 Approach to Child Care and Welfare



The importance of information on the child continues in school. Impact of school’s physical and social environment on their health and cognition, needs of the growing child and the situation of the child outside school are all relevant. Education policies and practices need to respond to the issues identified and work towards building information to improve child welfare through more relevant interventions.

The Plan has a two-pronged approach:

- i. More information on the situation of the child’s welfare to provide better policy response in future.
- ii. Action on problems already identified in school and community through initiation of response. The responses will include those directly required to be taken by the Secondary Education Department and others in collaboration with the Department of

Health and Social Welfare, Special Education, Literacy, Non-formal Education and Human Rights Department.

In view of the above, overall goal of child care and welfare is to *‘Enhance quality of care, support and inclusion for all children in schooling and community including those with special needs.’*

## 10.2. Child Welfare

### 10.2.1. Challenges

The following challenges were identified in the Education Sector Analysis with reference to child welfare:

Limited information on the Child: There is very limited information on the child’s physical health, psycho-social development and consequent needs. The education system is largely unaware of the situation of the learner – at least at the systemic level. The more competent teachers may have a clearer picture, but in the absence of adequate training and systemic compulsions, they often do not have answers to the problems. Only limited data is available from pre-school, on some health indicators collected by Pakistan Demographic and Health Survey. These do not depict a good situation. With nearly 47% of the children stunted and large percentages without routine vaccination and sufficient micro-nutrients, it is obvious that the problems of learning begin long before the child arrives in school. The child’s home conditions of poverty, lack of hygiene, large families and general acceptance of corporal punishment indicate strong possibilities of negative psycho-social development. The education system meets these children without any knowledge or recognition of these issues. There is a need to obtain this information with inter-district differences being measured on a regular basis.

Information on the child’s health and physical conditions in school is even more scant. Prevalence of some practices and absence of others show that the child remains vulnerable in school to psychological and physical violence and abuse. Even inside the school, the learner cannot get a central focus. This needs to change.

Low-recognition of inclusiveness: There is no recognition of inclusiveness in schools. A few clear indicators were discerned during district consultations with teachers and students. Teachers only talked about the ‘brightest’ students. When probed, they explained that children from ‘rural’ backgrounds cannot learn<sup>48</sup>. These are normally the majority of the class. Discussions with children of religious minorities did not reveal any discriminatory treatment, except the issue of non-availability of books on ethics, which they can read in lieu of Islamic education was highlighted. There are no provisions for children with special needs who can be included in regular schools – no policy either<sup>49</sup>. There is a need to create active recognition of inclusiveness at school level and changes to ensure it exists in both the social and physical infrastructure.

Lack of awareness on child safety: Similar to inclusiveness the issue of school safety is also unrecognised both within the school and the larger education system. Trainings and drills in emergencies, basic equipment for first aid or fire, building and other safety concerns, preparedness for disasters are all missing. There are very limited safety standards that need

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<sup>48</sup> Interviews were conducted in high schools that are normally in an urban center or town.

<sup>49</sup> The few schools of the Directorate of Special Education accommodate many children who can be admitted to regular schools provided the latter have the requisite approach and facilities.

review and implementation. More importantly, attitudes towards safety need to be changed through trainings. A whole new approach to safety preparedness is required.

**Limited quality of pre-primary ECE:** Pre-primary early childhood education in Balochistan, like the rest of Pakistan, can be divided into the traditional pre-primary of kachi<sup>50</sup> and the quality ECE based on the specialised curriculum developed for its delivery. Presence of quality ECE is limited with only 7% of the teachers trained in ECE, 9% separate ECE teachers and separate ECE classrooms in only 14% of government schools<sup>51</sup>. It has not received due recognition, and consequently, limited resources. Ideally, an ECE program has to be designed on the knowledge of the child's needs. Absence of research, as seen in the previous sub-section, shows that such information will not be available soon. Irrespective, the 'proper' ECE is better than the kachi. At this point of time, the Plan recommends expansion of the same. In time, with the availability of research findings, other qualitative changes may be suggested. Such findings are extremely important because early childhood education can be instrumental in the rectification of learning disadvantages accumulated by the child in the pre-school home environment.

**High incidence of corporal punishment:** Discussions held with teachers and students during sector analysis reveal high prevalence and acceptance of corporal punishment in both male and female schools. It appears to be an endemic problem. There is a hierarchical relationship in class with the use of fear as a tool. Most students interviewed stated that questions were discouraged often with some rebuke. Such an environment, and the relationship between adults and children, is at high risk of abuse. Ending corporal punishment and reducing other risks will require multiple responses.

**High incidence of bullying:** Similar to corporal punishment feedback in district consultations also revealed high levels of bullying. It is a completely unrecognised area in policy and implementation. The solution lies in sensitisation and awareness before any punitive process can begin to work.

**Absence of health check-ups:** Health screening of children should be a regular feature. There is none. There is a complete absence of knowledge on health issues of school children, causes and impact on learning. This is a critical area that requires attention. There is no coordination mechanism with the Department of Health nor any system to train teachers on health awareness of students.

**Lack of teacher training in the identification of learning disabilities:** Teachers have very limited training, if any, in the identification of learning difficulties among children. Even basic issues like weak eyesight are not identified. There is no procedure and consequent data, on identification of learning difficulties or disabilities among children.

Sub-goal of child welfare is to *'Improve child welfare to enhance their ability to learn.'*

### 10.2.2. Strategies for Child Welfare:

#### 1. Research will be conducted on child development based on ecological conditions in the early years before schooling

Research on child development on an ongoing basis will be undertaken as much more needs to be learnt about the child, especially, in the pre-school years.

<sup>50</sup> Kachi classes started when grade 1 children brought their young siblings into classrooms. With time it became an unrecognised class and while at some point it was formalised through publications of textbooks practically children sitting in kachi classes are not treated as required by the modern precepts of early childhood education.

<sup>51</sup> EMIS 2017-18

**2. An index on child welfare will be developed and measured for each district every three years**

The index will be built on inclusion of key variables of child welfare and measured through sample-based household survey every year.

**3. Awareness campaigns will be launched on child health and welfare**

There will be targeted and sustained campaigns across the province to create awareness on the above. In addition to the overall campaign, SED will utilise textbooks and its own interaction with PTSMCs, through teachers and headteachers, to enhance awareness, especially, on stunting.

**4. Quality early childhood care and education programs will be expanded to ensure learning and reduce learning difficulties accumulated by children from poor background**

Provision of quality early childhood education will be expanded. It will not only shift from the traditional 'kachi' but will also be based on the research of child needs that varies across districts and communities. Similar to overall curriculum review, ECE will be reviewed as per ground realities and requirements.

**5. Measures to improve inclusiveness in school's social and physical environment will be implemented**

Potential issues on inclusiveness that need to be part of the structure and processes to be introduced in the schools physical and social environment will be listed. These will include celebration of all types of diversity through teacher training and specialised sessions with students and accommodation of children with special needs, to the extent possible.

**6. Standards on school safety will be reviewed and implemented**

A complete safety audit of schools will be undertaken. There will be a comprehensive analysis of school safety issues, and a set of standards on the basis of the audit and analysis will be developed and implemented.

**7. Measures to eliminate corporal punishment in schools will be designed and implemented**

Corporal punishment will be eliminated through a two-pronged approach: punitive action and sensitisation of teachers and communities. Implementation of Balochistan Child Protection Act 2016 will be one of the actions, but a sustained sensitisation campaign will also need to be pursued.

**8. Protective measures against bullying in schools will be introduced**

The measures to protect will begin with sensitisation of students and teachers. Other measures will be introduced at a later stage after analysing the impact of sensitisation.

**9. Coordination mechanism will be developed with the Department of Health/PPHI for regular health check-ups and teacher counselling**

Formal coordination mechanisms in writing will be developed with the Department of Health and the People's Primary Health Care initiative (PPHI) for regular health check-ups.

## 10. Legal framework for child's right and protection will be strengthened

In addition to the Balochistan Child Protection Act 2016, a more comprehensive law for child rights based on the UN Convention of the Rights of the Child will be prepared, promulgated and implemented.

### 11. Teachers will be trained on child-friendly approaches to teaching and student management within the class and school premises

Specific training targeting teachers for more child-centered approaches will be designed and implemented through PITE and DOE(S).

### 12. Teachers will be trained in the identification of learning difficulties or disabilities among students

This will be undertaken with the help of technical support from experts in the area, to be hired with the help of development partners. These experts will be associated with PITE.

## 10.3. Children with Special Needs

The Directorate for Special Education is part of the Social Welfare Department. It has 11 institutions in nine districts. Out of these one institution experiments with inclusiveness while the remaining are exclusively for children with special needs. Issues of children with special needs have been on the periphery of education policy, planning and implementation. Even communities, by and large, are indifferent to the plight and needs of these children. The Directorate of Special Education, within limited resources, tries to accommodate as many of these children as possible.

### 10.3.1. Challenges:

Some of the key challenges in the sector are:

Poor quality of Information: Directorate of Special Education has collected data on special children. However, there are reservations on the quality. Enumerators sent out to collect information, do not have training to identify different types of disabilities. Key informants even raised issues on the accuracy of data collected.

Access: Number of schools for children with special needs are very limited. Resultantly, only a limited number of geographic regions are being covered. There is no clarity on the effectiveness of coverage even within these regions. Only 11 districts have institutions for children with special needs.

Absence of expertise: There is very little expertise on special education and its needs. Even the centers in Quetta do not have qualified personnel. Only training options available are sporadic short term ones at the federal level. There is nothing systemic. In fact, there has been no assessment of the expertise required and the needs of the Directorate of Special Education.

Community attitudes: According to officers of the Directorate of Special Education parental attitudes towards children with special needs, by and large, are indifferent. Even in Quetta transport is provided by the Directorate to ensure children reach school. Many a time children in hostels are not picked up on time for vacations and calls have to be made. Otherwise also there is no interest in progress of the child.

Sub-goal to ensure the welfare of children with special needs is to *'Ensure the welfare of children with special needs through the provision of education opportunities of quality to all within regular schools or specialised institutions.'*

### 10.3.2. Strategies for Children with Special Needs:

#### 1. Specialised data collection methods for special children will be developed and implemented

Data on children will be collected based on the following steps: firstly, the definitions of special needs be clearly made, secondly training of enumerators to identify special needs and finally, household surveys.

#### 2. Schooling options for children with special needs will be expanded

Based on data the available number of special schools will be expanded to all districts using options feasible as per local conditions. Planning will consider the number of children, based on an agreed criterion, that can be accommodated in regular schools.

#### 3. Capacity for care and management of special education will be strengthened

A capacity need analysis of the Directorate of Special Education as an organisation and the qualifications required of the human resource to be employed in the Directorate, and its institutions will be undertaken. The assessment will form the basis for building the requisite capacity.

#### 4. Awareness campaigns will be launched on improving attitudes towards children with special needs

An advocacy campaign will be undertaken to target change in attitudes towards the welfare of children with special needs within the community, education officials and policy-makers.

### 10.4. Afghan Refugee Children

Balochistan has remained a major destination for refugees coming from Afghanistan. According to the UNHCR, there are currently 324,280 registered Afghan refugees in the province.<sup>52</sup> There is also an equally large number of unregistered Afghan refugees in Balochistan. Over the past decade, many refugees have returned to their country. However, a significant number still remains in the province. They have become a key part of the socio-economic fabric of the province.

Out of the 1.4 million Afghan refugees who are registered in Pakistan, over 0.3 million (21%) are hosted in Balochistan Province, scattered in urban settlements and 10 refugee villages (RVs). As per HIS & SCAC data of 2016, there are 372,059 Afghans residing in Balochistan out of whom 196,911 (53%) are living in 10 Refugee Villages and 175,148 (47%) are living in urban settlements. Those living outside these villages use multiple options for schooling: private schools run by other refugees, local private schools, madrassas and even government schools. This section deals with issues of education of refugees who reside in the official refugee villages. These villages have a lot of poverty and associated problems.

#### 10.4.1. Challenges:

Education challenges of refugees are as follows:

Low Access and Participation: About 65% of children aged 6 to 18 are out of school according to a survey conducted by Society for Community Education in Balochistan (SCSPEB) and

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<sup>52</sup> UNHCR Website 2019

United Nations High Commission for Refugees (UNHCR). Additionally, student absenteeism is rampant.

**Learning Issues:** Learning issues of refugee children stem from two challenges: non-availability of teachers, and difficulties in transiting to the Urdu and English based Pakistani textbooks. The overall low education in refugee camps means finding teachers with a minimum level of education is very difficult, especially, among the females. Secondly, the recent decision to transition to the Pakistani curriculum has created language barriers. Again it impacts females more who have much lower exposure outside the camps and consequently to Urdu.

**Female Education:** Girls' education is not a priority and still a taboo in refugee villages even if free and provided with incentives of books, stationery, uniform etc. Cultural and social barriers including early marriages, home chores, co-education and distance from home, prevent girls' attendance, retention and completion. Even though post-primary schools have been made available to girls through UNHCR enrolment remains low due to the issues above.

**Community Participation:** Community participation is low, particularly for female education. SCSPEB, being the implementing partners established School Management Committees in all schools with a representative from community to monitor school education and mobilise the community. Education committees are formed at the level of refugee villages with a representative from all schools (including head teachers and SMCs) in a respective village to work jointly. Effectiveness of these SMCs remains low in the absence of overall community awareness and support.

**Limited Opportunities for Refugee Children for Secondary and Beyond :** There is no provision for refugee children to continue their education beyond school. There is no mechanism or quota for them in colleges, and they cannot appear in examinations of the Balochistan Examination Board.

Sub-goal is to ensure *'Quality education for all refugee children.'*

#### **10.4.2. Strategies for Quality Education to Refugee Children:**

##### **1. School conditions in refugee camps will be improved**

The government will engage with UNHCR and the Federal Government to improve school conditions in refugee camps through building up a fund

##### **2. Textbooks in Pashto and Dari will be developed for refugee children**

The curriculum will remain Pakistan's as per the official decision but SED will engage with the Federal Government to develop textbooks in Pashto and Dari based on the national curriculum of Pakistan, especially, for primary classes.

##### **3. Refugee girls' participation will be improved through community mobilisation**

UNHCR and the provincial government will increase engagement with the community to reduce student absenteeism and propagate increased female enrolments and retention.

##### **4. Quota in public institutions be allotted for refugee children for secondary onwards**

Refugee children who complete post-primary should be provided opportunities to study in secondary level and beyond. This will be done through the inclusion of quotas for refugee children government secondary schools and colleges.

## 10.5. Program Matrix – Child Care and Welfare

Table 10-1 Program Matrix - Child Care and Welfare

| Program – Learning   |  |   |   |   |
|--|--|---|---|---|
| <b>Goal of Learning:</b> Learners are proficient in reading and numeracy, develop analytical skills and are prepared for life and livelihood         |  |   |   |   |
| <b>Program 4 – Child Care and Welfare</b>  |  |   |   |   |
| <b>Overall Goal 4.</b> Enhance quality of care, support and inclusion for all children in schooling and community including those with special needs |  |   |   |   |
| Sub-Program  | Sub -Goal  | Strategies  | Activities  | Targets   |
| 4.1 Child Welfare  | 4.1. Improve child welfare to enhance their ability to learn | 4.1.1 Carry out more research on child development based on ecological conditions in early years before schooling | I. A separate unit of research on child welfare and development be set up in the Bureau of Curriculum and Extension Centre  | Research on child welfare and development enhanced  |
|  |  |   | II. Provide separate funds for the research   |   |
|  |  |   | III. Engage with a research organisation or academia for ongoing research   |   |
|  |  | 4.1.2 Develop an index on child welfare and measure for each district every three years                           | I. Conceptualise and develop an index on child welfare  | An index on child welfare developed and district wise data collected                                  |
|  |  |   | II. Design and conduct district wise sample based household survey to collect data  |   |
|  |  |   | III. Document and disseminate the findings  |   |
|  |  | 4.1.3 Create awareness in communities, policymakers and implementers on child health and welfare                  | I. Engage with communities and spread awareness to help them improve their sanitary conditions at home & street, open toilets and ignorance of hygiene practices, with support of a health specialist | Awareness on child health and welfare in communities and among policymakers and implementers enhanced |
|  |  |   | II. Mandate schools to engage with the community via effective communication process of PTSMC   |   |

|  |  |   |  |   |
|--|--|---|--|---|
|  |  |   | III. Develop a long term communication strategy including the use of media, seminars, etc. to create awareness amongst communities, policy makers and implementers on the importance of school readiness for learning  |   |
|  |  | 4.1.4 Expand quality early childhood care and education programs                              | I. Increase advocacy for quality ECE among decision makers<br>II. Develop a plan for expansion of ECEs in primary schools<br>III. Implement the plan phase wise based on doability in specific districts   | Quality ECE expanded to 20% of the schools  |
|  |  | 4.1.5 Introduce measures to improve inclusiveness in school's social and physical environment | I. Develop parameters for inclusiveness in schools which include: acceptance of socio-ethnic and religious diversity, gender approaches, accommodation of children with special needs<br>II. Develop a training program for teachers on inclusiveness and implement through PITE and conduct bi-annual seminars on inclusiveness in schools for students and teachers<br>III. Revise and implement school building codes to ensure inclusiveness in structures | All teachers trained on inclusiveness<br><br>All new school buildings apply codes for inclusiveness in structures |
|  |  | 4.1.6 Revise and implement standards on school safety   | I. Review and revise standards of school safety, ensuring they include mandatory trainings, school safety plans and equipment<br>II. Notify the new standards<br>III. Implement revised standards phase wise including in private schools  | School safety standards implemented in all targeted districts   |
|  |  | 4.1.7 Implement measures to eliminate corporal punishment in schools                          | I. Develop a teacher awareness campaign and training plan based on research attitudinal causes of corporal punishment  | Incidence of corporal punishment in schools reduced   |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  | <p>II. Include lessons creating awareness on negative impact of corporal punishment in middle and secondary school curricula and textbooks</p> <p>III. Undertake biannual surveys on prevalence of corporal punishment to measure progress</p>   |  |
|  |  | 4.1.8 Introduce measures to protect children in school against bullying  | <p>I. Create awareness on bullying and its negative impacts</p> <p>II. Introduce measures against bullying and include lessons creating awareness on negative impact of bullying in middle and secondary school curricula and textbooks</p> <p>III. Undertake biannual surveys on prevalence of bullying to measure progress</p>   | Incidence of bullying in school reduced  |
|  |  | 4.1.9 Develop a coordination mechanism with the Department of Health/PPHI for regular health check-ups and teacher counselling | <p>I. Identify areas of coordination with the Department of Health/PPHI that include: regular health screenings with special provisions for adolescent girls based on nutritional needs like iron and calcium and teacher awareness. Develop and notify a protocol for regular screenings</p> <p>II. Prepare and implement plan for in school teacher trainings on child health issues.</p> <p>III. Prepare and distribute handbooks for teachers and students (especially adolescent girls)</p> | <p>100% of students are screened at least twice in 5 years</p> <p>All teachers received basic training on health awareness</p> |
|  |  | 4.1.10 Strengthen legal framework for child's right and protection   | I. Develop rules for Child Protection Act to clarify role of SED   | -School related portion of Balochistan Protection of Child Act implemented   |

|  |   |  |   |  |
|--|---|--|---|--|
|  |   |  | II. Develop processes in SED and DOE(S) to implement the relevant sections  | -Increased reporting of corporal punishment and other forms of abuse in schools            |
|  |   |  | III. Draft a Child's Rights Act based on UN Convention on the Rights of the Child and advocate promulgation of the Act          | -Child's Rights Act promulgated  |
|  |   | 4.1.11 Train teachers on child friendly approaches to teaching and student management within the class and school premises | I. Design and include child friendly approaches in the teacher training program   | Teachers trained on child friendly approaches  |
|  |   |  | II. Implement teacher training through PITE and DOE(S).   |  |
|  |   | 4.1.12 Train teachers in identification of learning difficulties or disabilities among students                            | I. Prepare material on identification of learning difficulties or disabilities  | Teachers trained in identification of learning difficulties or disabilities among students |
|  |   |  | II. Conduct training of teachers  |  |
| <b>4.2 Children with Special Needs</b> | 4.2. Ensure the welfare of children with special needs through provision of education opportunities of quality to all within regular schools or specialised institutions. | 4.2.1 Develop and implement specialised data collection methods for special children                                       | I. Identify data needs and capacity for information on children with special needs  | Reliable data collected on children with special needs                                     |
|  |   |  | II. Develop a plan, inclusive of capacity building, on data collection  |  |
|  |   |  | III. Implement the plan   |  |
|  |   | 4.2.2 Expand schooling options for children with special needs   | I. Assess schooling needs for special children and identify criterion for special needs that can be included in regular schools | Enrolment of children with special needs enhanced  |
|  |   |  | II. Create awareness on criterion among teachers, head teachers and communities   |  |
|  |   |  | III. Admit children, based on the criterion and local conditions, to regular schools.   |  |
|  |   | 4.2.3 Develop capacity for care and management of special education in Balochistan.  | I. Under take capacity assessment of Directorate of Special Education and its institutions                                      | Capacity for management of special education enhanced                                      |
|  |   |  | II. Develop a capacity development plan for Directorate of Special Education and its institutions                               |  |

|                             |   |   |   |   |
|-----------------------------|---|---|---|---|
|                             |   |   | III. Implement the Plan   |   |
|                             |   | 4.2.4 Undertake awareness campaigns in communities on improving attitudes towards children with special needs | I. Develop an advocacy campaign   | Increased awareness in community on attitudes towards children with special needs |
|                             |   |   | II. Implement on an ongoing basis   |   |
|                             |   |   | III. Take periodic surveys  |   |
| <b>4.3 Refugee Children</b> | 4.2 Ensure quality education for all refugee children | 4.3.1 Improve school conditions in refugee camps  | I. Coordination with the federal government and development partners to mobilise support and resources          | School conditions in refugee camps improved                                       |
|                             |   |   | II. Situation analysis to devise plan of action   |   |
|                             |   |   | III. Facilitate implementation of the plan with partners' support   |   |
|                             |   | 4.3.2 Develop textbooks in Pashto and Dari for refugee children   | I. Coordination with the federal government and development partners to mobilise support and resources          | Textbook in Pashto and Dari for primary level developed                           |
|                             |   |   | II. Facilitate development of textbooks in Pashto and Dari for primary level in a phased manner                 |   |
|                             |   | 4.3.3 Increase refugee girls' participation in schools  | I. Engage with community on refugee girls' education  | Refugee girls' enrolment in refugee schools increased                             |
|                             |   |   | II. Mobilise support to introduce targeted measures   |   |
|                             |   |   | III. Special measures introduced with support from development partners   |   |
|                             |   | 4.3.4 Allot quota in public institutions for refugee children for secondary onwards                           | I. Prepare and approve policy on quota system in public institutions for refugee children for secondary onwards | Quota system introduced in public institutions for refugee children               |
|                             |   |   | II. Implement the policy on the quota system in all public sector institutions                                  |   |

## 11. Access and Participation

Balochistan has low participation of children in school education. The situation can be broken down into four critical dimensions: overall challenges of access in terms of schooling options available, wide gender gaps within an overall low participation situation, dropouts from existing schools and the resultant large number of out of school children. Causes of these problems lie in gaps on the supply side as well as, barriers on the demand side. Evidence from past data and consultations in the field reveal that supply-side gaps have been downplayed.. They have a bigger impact than perceived. Demand-side barriers include poverty and attitudes towards schooling, especially, for females. However, an accurate assessment of these barriers and the ensuing strategies to overcome them still require deeper research.

The recent COVID 19 threat has stopped schooling and threatens a breach in the entire schooling process. This has also been addressed in the Sector Plan to the extent current information allows, and the limitations of distant learning in Balochistan.

### 11.1. Approach to Reform Access and Participation

Issues of access and participation cannot be cleanly split off from the quality of learning, teaching practices in school and governance. These have already been discussed in the respective chapters. While recognising these causes, additional access and participation issues have been addressed from both supply and demand-side perspective in this chapter. The approach has three dimensions: firstly, addressing causes, other than those in the domain of learning and governance, that lead to children either not join school or dropout. Secondly, options to get out of school children back into school through non-formal basis education (NFBE) a subset of NFE/ALP<sup>53</sup>. Thirdly, address adult literacy as it has, among other benefits, a positive correlation with children's performance in schools and continuity.

#### *Box 11-1 Dropouts Challenge*

There are an estimated 65% school-age children who are not in schools. A major contribution is of dropouts. Overall 59% children; 61% males and 56% females, dropout of school by end of primary grades. Further children are lost to schools in the transition from primary to middle: 29% males and 31% females. From middle to secondary, another 17% male and 22% females leave schooling. That is why by secondary level NER drops to 15% (Male 19%; female 9%). There are a number of reasons for these dropouts.

|  | Female | Male | Total |
|--|--------|------|-------|
| Dropout rate- Primary level              | 56%    | 61%  | 59%   |
| Transition rate from primary to middle   | 69%    | 71%  | 70%   |
| Transition rate from middle to secondary | 78%    | 83%  | 81%   |
| NER Secondary                            | 9%     | 19%  | 15%   |

*Source: Pakistan Education Statistics 2016-17:*

Not all of these are known and would require a more comprehensive research of the demand-side factors to reach a definite set of causes. Even some of the issues within the school that force dropouts require more research. Dropouts are caused by poor learning, low supply of schools beyond primary, poor planning and an internal school environment where bullying and corporal punishment are rampant. These issues have been discussed at different relevant chapters of the Plan.

<sup>53</sup> The term non-formal education NFE/ALP has been used in BEBP as a combination of non-formal basic education and adult literacy. Non-formal basic education covers both primary and post-primary courses up to secondary levels.

Causes for children being out of school have been packaged as supply and demand-side issues of access and participation. The supply-side argument has been premised on the fact that increase in schooling opportunities in the past years have been accompanied by a rise in enrolment for both boys and girls.

The more evident demand-side factors have been addressed with the recognition that there is need for more research on the causes.

On the supply-side, this Plan accepts that the challenge of low population density needs to have a specialised approach. The standard formula of ‘feasibility’ cannot be applied. Under the present criterion population within a certain radius provides the basis for the construction of a school; this means that smaller population pockets are excluded. There is, therefore, a need to be innovative. The strategies provide space for such innovation and local solutions.

Lower female participation in schooling is recognised as a critical subset of the problem. The Plan targets enhanced gender parity in access and participation. There are specific demand-side factors that affect continued female education negatively, which need to be addressed. These shortcomings on issues such as mobility of the female menstrual hygiene management have been identified as a hindrance to regular attendance and require specific strategies.

Table 11-1 Gender Parity Index as per GER for 2016-17

| Gender Parity Index as per GER                       |      |
|--|------|
|  | GPI  |
| Primary  | 0.61 |
| Middle   | 0.62 |
| Secondary  | 0.55 |
| <i>Source: Pakistan Education Statistics 2016-17</i> |      |

As there are differences in outcomes across districts, BESP prioritises those with weaker indicators for overall participation, gender gaps and adult literacy.

Response to the current challenge of continued schooling under the COVID 19 threat has also been included. Flexibility in approaches will be needed, depending on the degree of risk in a given district and options of distant learning based on available networks that include internet, television and radio.

The overall goal of access and participation is as follow: *‘Increase in access and participation to formal and non-formal educational opportunities for school-age children, especially girls, and improvement in adult literacy.’*

## 11.2. Theory of Change: Access and Participation

A very high percentage of children are out of school due to both limitations in access as well as dropouts. Within this large problem of out of school children, girls are even worse off. The disparities are wide. The approach is to increase schooling opportunities, along with better utilisation of existing ones and provide second opportunities to children who have dropped out through non-formal schooling. The sub-goals targeted to cover the above through various strategies with specific interventions to reduce the gender gap.

Figure 11-1 Theory of Change for Access and Participation

| PROBLEMS  | SUB GOALS  | PROGRAMS GOAL  | SECTOR PLAN OBJECTIVE   | GLOBAL, NATIONAL AND PROVINCIAL COMMITMENTS   |
|---|--|--|---|---|
| Highest percentage of (65% children between the ages of 5 and 16) out of school children particularly girls, widest gender gaps and large areas without schools | Improve the availability of schools, infrastructure, facilities, environment, and human resources to enhance school access, enrolment/participation and attendance, especially for girls | Increase in access and participation to formal and non-formal educational opportunities for school-age children, especially girls, and improvement in adult literacy | Increased schooling opportunities and utilisation while targeting enhanced gender parity and strengthened non-formal education sector to complement the efforts for reduction of out of school children | <u>Global Commitments</u><br>Sustainable Development Goals<br>SDG4 -'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'<br>SDG5- Achieve gender equality and empower all women and girls.<br>SDG8- Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.<br><br><u>National Commitments</u><br>Articles 25 A and 37b of the Constitution<br>"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."<br><br><u>Provincial Commitments</u><br>Balochistan Compulsory Education Act 2014 - providing a detailed legal framework for implementation of Article 25A |
|   | Reduce demand side barriers to school access, participation and retention, especially continued female education beyond primary and middle   |  |   |   |
|   | Enhance system level capacity for management and strengthening of NFE programs   |  |   |   |
|   | Enhanced access and participation in NFE / ALP Program   |  |   |   |
|   | Improve quality and relevance of NFE programs  |  |   |   |

### 11.3. Formal Education

Formal education has been treated as education imparted in schools that cater to the needs of children admitted at the right age. These schools include those managed by the Secondary Education Department (SED), those run by other public sector entities, privately owned and managed schools and madrassas (religious schools) registered with SED. These schools have regular, but not uniform, curricula and textbooks.

#### 11.3.1. Challenges of Expansion:

There is a general dearth of adequate schooling opportunities for both girls and boys in Balochistan. As discussed earlier, the biggest challenge in the province is the low population density combined with a weak communication infrastructure.

Limitation of standard feasibility formula of school establishment: The standard formula of school establishment used in other provinces is not possible to follow in Balochistan due to low population density. Given the variation in local conditions, the Plan does not prescribe any single model. It emphasizes the need to look for solutions suited to the local needs within the given resources. The following districts with per square kilometer population of less than 30 cannot have routine solutions: Kalat, Musakhel, Kohlu, Killa Saifullah, Sibi, Zhob, Khuzdar, Gwadar, Panjgoor, Kharan, Chaghi, Awaran, Washuk, Duki and Surab.

**High cost of expansion:** An additional factor in the expansion will be costs. Chapter 15 (Costing and Impact) shows the very high per capita cost of the current approach. To cut costs, some percentage of public-private partnership will be considered, depending on possibilities, to expand schooling options at a lower cost. Multiple schooling options at all levels will be required.

**Inter-district disparities:** There are vast differentials in enrolment and net enrolment rates across districts. The lowest NER primary (age 6-10) is for district Dera Bugti at 28% and highest for district Gwadar at 82%<sup>54</sup>. There are at least 13 districts with NER primary lower than 50%. These will be the first set to be focused for improvement in opportunities for schooling.

**Weak Community Participation:** Parent Teacher School Management Committees (PTSMCs) has been mixed at best. In most places, they remain dormant. Their performance is indicative of the general disinterest and non-involvement of communities in schools and schooling. One of the problems is of overage admissions that leads to early dropouts. This again is primarily a situation of lack of community awareness.

Sub-goal of expansion of educational opportunities is to *'Improve the availability of schools, infrastructure, facilities, environment, and human resources to enhance school access, enrolment/participation and attendance.'*

### **11.3.2. Strategies for Expansion of Educational Opportunities:**

#### **1. Need-based options will be assessed and used to increase formal education opportunities for all children of primary age**

Based on this strategy, SED will consider the diversity across districts, especially, for those with low population densities. Multiple options will be employed based on local needs. The 15 districts with the lowest Net Enrolment Rates for primary NER will be prioritised.

#### **2. Need-based options will be assessed and used to increase formal education opportunities for all children of post-primary age**

The same principle will apply as in the case of the previous strategy on the expansion of opportunities at primary level.

#### **3. Communities will be engaged in enrolment drives to increase admissions in current schools**

To improve the efficiency of existing schools, enrolment drives will be conducted to get more admissions and also PTSMCs will be engaged to assist in better retention.

### **11.3.3. Challenges of girls' participation:**

**Supply-side barriers:** The disadvantage of opportunities for girls needs to be eliminated over time. It will require responses on the supply and the demand side. The latter is addressed separately in the next section. This section reviews some of the supply-side factors that impact female participation. These are:

- I. **Limited school spaces:** Female primary schools are only 31% of the total, middle 43% and secondary 36% of the total schools run by the Secondary Education Department. This gap needs to be reduced. At the primary level, it is possible to consider gender-

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<sup>54</sup> PSLM 2014-15

free schools as long as there are female teachers. This will, at the primary level, expand options for girls without a major increase in investments. In fact, for girls' school places continue to contract beyond primary as for 3,824 primary schools, there are 647 middle, 403 secondary and 50 higher secondary schools in Balochistan<sup>55</sup>.

- II. **Mobility and safety issue:** Safety issues differ for girls as compared to boys as they commute to and from school. The former also have more compulsions of free mobility due to local sensibilities. This means that in many situations where boys can commute to school on foot, girls cannot. Finding solutions for mobility will help reduce female participation issues.
- III. **MHM and School Attendance:** During fieldwork for sector analysis headteachers and teachers informed that many girls, enrolled in schools, miss substantial school days due to MHM issues. They have no awareness. To improve the attendance for adolescent girls, MHM related interventions have also been considered along with the encouragement of sports for girls.

**Lack of female managers at senior positions:** There are hardly any females at senior decision making positions in the education department. Most female managers work against positions specified for females like District Officer Education (female) and headteachers of girls' schools. They have very little, if any, presence in senior management and decision making. This, intuitively, means lower recognition of issues of girls. This has been elaborated in the chapter on "Governance and Management" and specific strategies included.

**Inter-district disparities:** There are disparities in female enrolment across districts. When viewing gross enrolment rates for districts, the ten weakest ones are Jhal Magsi, Jaffarabad, Nasirabad, Khuzdar, Killa Abdullah, Awaran, Killa Saifullah, Chaghi, Washuk and Dera Bugti in descending order. All of these also have the lowest female GERs and gender parity indices.

Sub-goal of increased girls' participation is to *'Improve the availability of schools, infrastructure, facilities, environment, and human resources to enhance school access, enrolment/ participation and attendance for girls.'*

#### **11.3.4. Strategies for Increased Girls' Participation:**

##### **1. Districts with high gender disparity will be prioritised for girls-focused enrolment strategies**

Through this strategy, more specific interventions will be devised and implemented through a prioritisation process for districts with the widest disparities. While the subsequent strategies will be applied to all districts, the prioritised districts will be targeted first.

##### **2. All Primary schools will be converted to genderfree schools, to the extent possible, to increase female enrolment at the primary level**

The strategy has been built under the assumption that at primary level parents will send their daughters to schools with boys also enrolled, as long as the teacher is a female. The term "to the extent possible" has been based on experiences in the past. There are middle and secondary schools with primary sections. In the case of boys' middle and secondary schools, it has not been possible to either recruit or post female teachers because of social sensitivities involved. Also, conversion of boys' primary schools into gender-free schools will require

<sup>55</sup> Balochistan Education Management Information System BEMIS 2018-19

relocation of existing teachers to other institutions, and it will require time to make these adjustments.

### **3. Awareness on Menstrual Hygiene Management (MHM) for adolescent girls will be improved through different measures and wash facilities will be prioritised for girls schools**

Menstrual Hygiene Management is extremely important for regular attendance in schools by adolescent and young girls. A whole set of activities, beginning with teacher and student awareness, will be designed, implemented and monitored. Additionally, kits will be provided. Wash facilities, where deficient, will be prioritised in the female middle and secondary schools.

### **4. Local solutions for the provision of transport for girls at middle and secondary levels will be assessed and implemented**

Provision of transport facility will positively impact access and participation of girls. This was the general consensus during consultations for Education Sector Analysis. Local solutions based on the situation will be explored and implemented.

### **5. Sports program for girls at school level will be introduced**

While there are no sports encouraged in schools in general, the situation in the case of girls is even worse. Sports is expected to develop an interest for girls to attend school more regularly in addition to improve general wellbeing. This will be introduced step by step based on local resources and eventual built up.

#### **11.3.5. Demand Side Challenges overall**

In poor communities with weak socio-economic indicators, there are bound to be demand-side barriers to schooling. However, community behaviour issues on the demand side of education are poorly researched. The first recommendation of the Plan is to research demand-side issues in more detail to develop more relevant policy options for improved access and participation of children in school. Irrespective of the research, two demand-side factors are already apparent as per the field consultations conducted in the Education Sector Analysis:

Limited knowledge of demand-side factors: There is a general perception of ‘cultural’ barriers to education-especially-for females. This general comment does not suffice for two main reasons. Firstly, the record shows that increased schooling opportunities for females have led to a commensurate increase in the participation of girls. Secondly, there is no standard ‘culture’ or attitude. It varies across tribes, districts, within cities and probably between rural and urban areas. There has been no research on the ‘exact’ demand-side issues at the local level. Without such detailed research and evidence, standard strategies cannot be developed.

Poverty: Poverty also functions as a critical factor in either non-enrollment or discontinuation of schooling. The opportunity cost, especially, as children mover beyond primary age, also leads to dropouts.

Overage Admissions: While exact data could not be obtained, there was enough anecdotal evidence in the field to conclude that many children are admitted at a higher age. This means, given the poverty factor above, they dropout early spending even lesser years in schools than for their younger peers.

Early Female marriage and discontinuation of education: There was one demand-side issue that came to fore in all cases. In all secondary schools visited in the sector analysis teachers, and students mentioned early marriages as a factor in female dropouts, especially, beyond primary. This discontinuation has a number of implications, including the failure to have

enough qualified females to become teachers. According to a study, the percentage of girls getting married younger than 18 in Balochistan is 63%: second highest in Pakistan after rural Sindh (72%). In Balochistan, approximately 6 out of every 10 girls and 2 out of every 10 boys are married before the age of 18<sup>56</sup>.

Sub-goal to address demand-side factors is to *'Reduce demand-side barriers to school access, participation and retention especially continued female education beyond primary and middle.'*

### **11.3.6. Strategies for Addressing Demand Side Factors:**

#### **1. Research will be conducted into demand-side barriers to access and participation**

Consultations in the districts indicated some demand-side factors that impede either admission to schools or continued education. There are, apparently, different reasons for girls and boys. A research will be conducted to identify the causes in detail to have better-informed strategies. These studies will again have to be conducted regionally, as causes will vary across communities.

#### **2. Awareness sessions will be conducted in schools on existing scholarship schemes**

A number of scholarship options are available, including those provided by the Federal government. While these scholarships are a very small percentage of the total enrolment increased awareness of the programs and those who avail them is expected to function as an incentive for other students. They are expected to have a positive demonstration effect. These will be undertaken

#### **3. Meal program at school level, customized as per local conditions, will be introduced**

Provision of a meal is expected to improve attendance and enrolment in the poorest areas. It is also expected to enhance the ability of the learner to focus in the classroom. Local initiatives and solutions will be promoted to introduce school meal programs. A school meal is expected to act as an incentive for the poorest families. While the international experiences have had a mixed result, there are indications that this strategy could have more success in Balochistan due to local conditions of poverty.

#### **4. Awareness will be enhanced on the importance of continued female education through community engagement and curriculum/textbooks**

This will be targeted differently for each area dependent on the key local issues. Parent Teacher School Management Committees (PTSMCs) will be employed to support the awareness process.

#### **5. Community will be engaged to increase intake at the right age in early childhood education programs/grade 1**

The net intake rate at primary or ECE level (as the case may be) is low. Communities will be included in awareness campaigns to ensure admission at the right age. There is a positive correlation between late admissions and early dropouts.

### **11.4. Non-Formal Education**

Given the high percentage of out of school children (and low adult literacy business) as usual in the form of expansion of formal schooling alone will not work. Non-Formal Education

<sup>56</sup> Child Marriage and Its Impact on Maternal and Child Health in Pakistan 2015, Muazzam Nasrullah M.D., M.P.H.

(NFE) will be revived to meet the challenge of reaching children who have missed out on education. In the last two years, there have been improvements, but more will be done to have a robust NFE sector.

Non-Formal Education includes programs run for school age children who have either missed out schools or have dropped out. This component of the program is known as Non-Formal Basic Education or NFBE. These programs will fast track curriculum coverage, to mainstream children into formal schools wherever it is possible. The other part of NFE is adult literacy. As there is an overlap of problems and issues the term NFE has been used in most of the remaining chapter, except, where specific mention of adult literacy was required.

## 11.5. System-Level Capacity for NFE/ ALP Programs

### 11.5.1. Challenges of Capacity:

The following challenges were identified in the Education Sector Analysis with reference to the capacity of Non-Formal Education:

Limited capacities in NFE sector: Capacity in NFE covers both the situation within the government and outside. There is a need for more professionals with a comprehension of the complex and specialised requirements of the sector.

At the government level, Non-Formal Education is managed by the Directorate of Literacy and Non-Formal Education (DLNFE). The Department of Social Welfare manages the Directorate of Special Education, Literacy and Non-Formal Education along with Human Rights in the province. The Directorate has recently seen some expansion of its presence at the district level and has increased its capacity<sup>57</sup>, from the past much more still needs to be developed.

Non-institutionalisation of functions: The second gap in the government's capacity to deliver NFE has been the non- institutionalisation of the function in the organisations responsible for different quality products: the BOC&EC, BTBB, PITE and BAEC. Recently, BOC&EC has supported the development of NFE curriculum, and BAEC assisted in the conduct of assessments. These are temporary one-off efforts and require institutionalisation, followed up by building up of requisite capacity in these organisations.

Lack of coordination: Finally, the matter of coordination. Children enrolled in NFBE programs have three possible outcomes: mainstreamed into regular schools, enrolment in a continuing education program like Technical and Vocational Education and Training (TVET) and employment. All three require some degree of coordination between the NFE programs (the Directorate of Literacy and Non-Formal Education (DLNFE) and other organisations. These include the Secondary Education Department (SED) and Balochistan Technical Education and Vocational Training Authority (BTEVTA). These linkages are currently weak. The Plan proposes the formalisation of this coordination to ensure optimal results from NFE work. These include data sharing to track mainstreaming, certification for both re-entry into school or Technical and Vocational Education and Training (TVET) organisation and a feedback loop into quality of NFE and any other that is identified during implementation.

Sub-goal of system-level capacity for NFE is to *'Enhance system-level capacity for management and strengthening of NFE programs.'*

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<sup>57</sup> During the past couple of years, the Directorate has expanded a lot and around 67 new positions have been added to the system.

### 11.5.2. Strategies for System Level Capacity for NFE/ ALP Programs:

#### 1. Capacity of the Directorate of Literacy and Non-Formal Education (DLNFE) will be strengthened to manage Non-Formal Education (NFE) programs efficiently

There will be an overall evaluation of the Directorate, keeping in view the requirements in the coming years and preparation of a capacity development plan and its implementation. The mode of implementation will be public-private partnerships through local or other non-government organisations, and the Directorate' capacity will be assessed and developed accordingly.

#### 2. Status and placement of DLNFE will be reviewed and analysed

Placement of Directorate of Literacy and Non-Formal Education (DLNFE) has been an issue of discussion. For practical reasons, there is a case to review its status for being part of the Secondary Education Department (SED). However, there are pros and cons to the decision that will be deliberated in greater detail to reach a decision.

#### 3. Formal coordination functions will be established between DLNFE and Secondary Education Department

Formal coordination mechanisms will be developed with the Secondary Education Department to track children being mainstreamed through NFBE courses. Secondly, courses of NFBE certified through the established and mutually agreed accreditation processes, will be recognised by SED. The coordination mechanism will be documented and structured.

#### 4. Capacity for development and review of NFE Programs/ products will be developed in formal quality organisations of Secondary Education Department

In the past project-based NFBE programs learning material used to be developed by the projects, without any involvement of the quality organisations of the SED. Resultantly, the organisations never developed any capacity in this area. This capacity is necessary for a sustained integration of NFBE with the formal education system.

#### 5. Capacity of PITE will be developed to train NFE and ALP teachers

Finding teachers trained in NFE will not be easy, given the large number of out of school children and illiterate adults to be reached. Training will be anchored in the Provincial Institute of Teacher Education (PITE) to institutionalise the process which has so far been random. For this PITE will develop specialised capacity.

#### 6. Strengthen the Accreditation system to help in quality assurance and enhancement of NFE programs will be strengthened and capacity will be developed for managing NFE programs by the non-government and private sectors

The process for accreditation of organisations responsible for service delivery in non-formal education will be strengthened to ensure only organisations with, at least, capacities based on minimum standards are included. The system will also develop the capacity to manage it.

#### 7. Formal coordination functions will be established among BTEVTA, NAVTTC and other TVET/ skill providers to integrate skills with NFE / ALP graduates adult literacy programs

Graduates of adult literacy and Non-Formal Basic Education (NFBE) programs need skills development. While in the case of adult literacy relevance of courses to earning is extremely important, participants of non-formal basis education who cross the age of mainstreaming

into school also place a higher premium on employment opportunities. Continuation into technical and vocational courses through recognition of the certification or provision of certification by the relevant authorities to skill-based Non-Formal Education (NFE) programs are important. This requires coordination and again a documented and structured coordination mechanism to ensure a sustained approach.

## **8. Advocacy campaign will be designed and launched to elevate the importance of NFE in the province**

Non-Formal Education (NFE) has been on the margins of education service delivery despite high levels of illiteracy and a large number of out of school children. Unless the policy and decision-makers recognise the importance of Non-Formal Education (NFE), not much can be achieved. This will be elevated through a targeted advocacy campaign.

### **11.6. Expansion of Opportunities for NFE /ALP Programs**

#### **11.6.1. Challenges of Expansion:**

The following challenges were identified in the Education Sector Analysis with reference to the expansion of Non-Formal education:

A missing link in Non-Formal Basic Education (NFBE) in Pakistan as a whole has been very limited opportunities at the post-primary level. A high number of children drop out by the end of primary. They normally do not have opportunities to return as most Non-Formal Basic Education (NFBE) programs are designed for primary level with expectations of mainstreaming at the middle level.

Limited options of NFE: Expansion of Non-Formal Education (NFE) programs has not been through some systematic planning. Also, there is a much lower political interest in the establishment of Non-Formal Education (NFE) centers. These have traditionally been project supported. The largest programs are run by the Federal government. There is inadequate availability of options given the scale of out of school children and limited adult literacy, especially, those of rural females.

Issues of eligibility and age requirement for NFE: Non-Formal Basic Education (NFBE) programs essentially target children of ages 9 and above. In practice, children of lower age are often seen in these centers. This is counterproductive to the purpose of establishing these centres.

Lack of Community participation for enhanced participation in NFE programs: Community participation has been a challenge in all forms of education. In Non-Formal Education (NFE) it has been non-existent. A successful Non-Formal Education (NFE) programme, both Non-Formal Basic Education (NFBE) and adult literacy, is not possible without effective community support in mobilisation of learners and awareness. This is even more true for adult literacy programs.

Limited post-primary opportunities: Most Non-Formal Education (NFE) or Non-Formal Basic Education (NFBE) programs have been for primary level courses. Children who drop out after completion of primary have very few, if any options, of being mainstreamed. NFBE has to cover this level also.

Challenge of excluded females: Share of females is greater in out of school children and illiterate adults. This will require specialised strategy options.

**Inter-district disparities:** There are disparities across districts in literacy rates<sup>58</sup>. The following districts have female literacy in single digits: Sheerani, Killah Saifullah, Washuk, Nasirabad, Chaghi, Harnai, Kohlu, Jhal Magsi, Dera Bugti, Killa Abdullah and Barkhan.

To meet the above challenges, the following sub-goal has been marked for this section: *'Enhanced access and participation in NFE / ALP Programs.'*

### **11.6.2. Strategies for Expansion of Opportunities for NFE /ALP Programs:**

#### **1. Capacity of NFE /ALP programs will be increased to accommodate diverse and excluded segments of out-of-school children**

There are very limited options of Non-Formal Education (NFE) available in the province. There has been no systematic analysis of need, especially at the district level and below. Resultantly there has been no systematic, need-based, expansion program. Again similar to formal education, local solutions will be explored and implemented.

#### **2. Measures will be introduced to target participation of the right age of 9 and above, to the extent possible, in NFBE classes**

Children below 9 years of age will be accommodated in formal schools unless there are no alternatives. This is again, an area where coordination is required between Non-Formal Basic Education (NFBE) and formal schools. Non-Formal Education (NFE) programs will not include children who can be provided with options in formal schools.

#### **3. Community involvement in NFE programs will be facilitated**

The potential of the community to support enrolment and expansion of Non-Formal Education (NFE) programs has been poorly explored<sup>59</sup>. Communities will be engaged to support in helping mobilise enrolments in these programs and beyond.

#### **4. Opportunities for post primary NFE & skill programs will be expanded**

With very rare exceptions Non-Formal Basic Education (NFBE) programs in Pakistan have been for primary levels only. Post-primary Non-Formal Basic Education (NFBE) programs have never been seriously pursued. In view of the requirements of Balochistan Compulsory Education Act 2014, the target age group is 5 to 16. This means children who dropout after primary also need to be brought back to education. Therefore post-primary Non-Formal Education (NFE) and skill programs will be expanded the most.

#### **5. Females participation in NFE will be enhanced through specialised targeting strategies**

Female participation in Non-Formal Education (NFE) will be ensured through setting specific targets in each district and engagement of community to increase enrolment.

<sup>58</sup> District wise break up of out of school children is not available so strategies for these cannot be developed at this point of time.

<sup>59</sup> There have been community-based NFBE programs but these did not mobilise communities for enrolment and larger support. These utilised resources in communities to run centres.

## 6. Recruitment of female teachers for NFE programs will be prioritised with at least 60% of the total being the target

Given that more females have lower literacy rates and a higher percentage of out of school children, more female teachers will need to be recruited for Non-Formal Education (NFE) programs to redress the balance.

## 7. Districts with low literacy rates will be prioritised for adult literacy programs

Ten districts with lower literacy rates will be prioritised for investment. Within these, those with lowest female literacy rates will be targeted first.

### 11.7. Quality and Relevance of NFE/ALP Programs

Quality of Non-Formal Education (NFE) programs has never been formally assessed, but feedback from stakeholders and key informants carefully raise questions on the quality of Non-Formal Education (NFE) programs. Quality of teachers, material, teaching-learning process and assessments, all, need review and improvements. Similar to formal education processes a value chain approach to learning also needs to be assessed and improved. The most important feature of Non-Formal Education (NFE) programs, as stated above, is the diversity of learners.

Equally importantly, Non-Formal Education (NFE) programs, for older Non-Formal Basic Education (NFBE) participants and adults, have to help the graduates find better employment opportunities either directly or transiting through a technical-vocational program. Quality and relevance of Non-Formal Education (NFE) programs suffer from following main causes:

#### 11.7.1. Challenges of Quality and Relevance:

The following challenges were identified in the Education Sector Analysis with reference to the quality and relevance of Non-formal education:

Limited expertise on NFE/ALP: Non-Formal Education (NFE) delivery is more complicated than formal schooling. Classrooms of multiage (and often multigrade) children require specialised comprehension of the needs. Similarly, adult literacy has its own learning requirements. This expertise lacks in both areas. There is hardly a specialist in andragogy in the province. No pre-service teacher education institution runs programs on Non-Formal Education (NFE), and there is very little, if any, research.

Limited capacity of NFE teachers: In the traditional approach to Non-Formal Education (NFE), teachers are provided by the community. They have, often, lower qualifications than those in the regular schools. This despite a much greater challenge in NFE classrooms. Finding better-qualified teachers for Non-Formal Education (NFE) will be difficult as most teachers want a career but given the diversity and flexibility, these programs will continue to change. Finding a permanent set of expertise is not helpful unless pre-service teacher education begins to produce specialised teachers. In short to medium term, the same approach of finding community teachers will have to be employed.

Limited need-based curriculum for formal education: Most curricula prepared in the past were made in isolation of the requirements on the ground similar to the approach used in formal curriculum development (Learning Design). For Non-Formal Basic Education (NFBE), it is based on the main curriculum; therefore it absorbs most of its limitations. For adult literacy, there is a need for greater diversity based on local requirements. Such diversity and flexibility does not exist in the curriculum.

Weaknesses in learning material: Learning material prepared through external support of JICA has been of a better quality. However, there is a need for continued improvement and similar to the curriculum, it needs adjustment to the local requirements.

Limited standards: Non-Formal Education (NFE) suffers from an even weak set of standards than formal education. Project-based approaches over the years have not allowed a number of processes to be institutionalised.

Weak linkages with job market: Non-Formal Basic Education (NFBE) for older children and adult literacy programs require job-related incentives for the participants. While curricula are being revised linkages with market, remain weak. There is no career counselling for the participants to benefit from the possibilities expanded through their courses.

Sub-goal of quality and relevance of NFE/ALP programs is to *'Improve quality and relevance of NFE programs.'*

### **11.7.2. Strategies for Quality and Relevance of NFE/ALP Programs:**

#### **1. Expertise on NFE / ALP will be developed through pre-service teacher education and advance degrees in education**

Pre-service teacher education programs and postgraduate degrees in education will include more research and specialisation for non-formal education, both, specialised issues of NFBE and the requirements of adult literacy, including andragogy.

#### **2. NFE teachers' professional development program will be developed and implemented to improve the quality of teaching**

Finding more qualified teachers for Non-Formal Education (NFE) will always be a challenge. The tradition of finding teachers from the community is, if not the most optimal, the only practical option. However, these teachers will require training for the specialised work they are expected to perform. A professional development program will be developed to this end.

#### **3. Need-based curricula will be developed for Non-Formal Education (NFE) and literacy programs**

Non-formal curriculum will need-based, just as curriculum for formal education. While Non-Formal Basic Education (NFBE) curricula are based on the formal curriculum, they need to have the flexibility to accommodate the multiplicity of learners – to the extent possible. In case of adult literacy needs would vary across regions and communities. This will require ongoing research.

#### **4. Relevant and appropriate learning material will be developed as per the learning needs of the target groups**

Similar to curriculum learning material will be developed according to the needs of the learner. Again testing, research and continued improvements through learning approach will be followed.

#### **5. Comprehensive standards for inputs, processes and outputs in Non-Formal Education (NFE) service delivery will be developed**

Standardisation of inputs, processes and outputs will eventually, in the long run, help develop benchmarks against which improvements in Non-Formal Education (NFE) programs can be assessed and made more effective over time.

## **6. Non-Formal Education (NFE) assessment and examination system will be developed and implemented**

A structured assessment and examination system to ensure standardised learning and the ability to measure will help in improving the quality of teaching and learning Non-Formal Education (NFE) as well as transiting graduates to various paths.

## **7. Directorate of Literacy and Non-Formal Education (DLNFE) and Balochistan Technical Education Vocational Training Authority (BTEVTA) to develop standardised certification of graduates of Non-Formal Education (NFE) for inclusion in regular Technical and Vocational Education and Training (TVET) will be undertaken**

Balochistan Technical Education Vocational Training Authority (BTEVTA) will work with the Directorate of Literacy and Non-Formal Education (DLNFE) to develop skill components of the curricula for Non-Formal Basic Education (NFBE) and adult literacy and develop a mechanism for equivalence to get admission into regular Technical and Vocational Education and Training (TVET) program.

## **8. Career counselling guidelines in NFE centres will be introduced for informed career choices and continuing education**

Given the ages of Non-Formal Basic Education (NFBE) students and the importance of linking employment to the learning process, career counselling can play an important role in improving the chances of employment. If successful, the counselling will not only enhance livelihood opportunities but also attract more participants to Non-Formal Education (NFE) programs for both Non-Formal Basic Education (NFBE) and adult literacy.

### **11.8. Approach to Schooling in COVID 19**

The principle applied is to reach the maximum possible numbers with the given constraints. Three media will be used: internet; television and radio. These will be employed as long as risk remains high. As and when the risk reduces in specified areas schooling in the regular fashion may resume but with safety measures built-in with advice of the Department of Health.

#### **11.8.1. Challenge of Schooling under COVID 19:**

With the continuation of the COVID 19 threat schooling, like much else, cannot be 'business as usual'. Schools have been closed, and regular schooling cannot be expected for as long as a final vaccination solution has not been found and implemented even as some normalcy begins to return with lowering of risks. Most school systems in the world are grappling with the situation and looking at IT-based options. Balochistan, with its low ICT outreach, including mobile and television coverage, has limitations. Options utilised will depend on the situation in a specific district.

The sub-goal is to '*continue teaching – schooling in the COVID 19 pandemic*'.

#### **11.8.2. Strategies for ensuring Schooling under COVID 19:**

##### **1. Options of video-based lessons will be explored for secondary and higher secondary classes**

A number of organisations have video lessons available for secondary and higher secondary classes. SED will explore these and make formal arrangements with the best available to develop a package for secondary and higher secondary students. These will be made available in an organised format online. Additionally, airtime will be purchased from the terrestrial Pakistan Television (PTV) to air these videos.

**2. Specialised video-based lessons will be developed for early grades on literacy and numeracy based on revised scheme of studies**

These videos will be prepared with the assistance of Pakistan Television using teachers from Quetta and will be made available online and aired on Pakistan Television (PTV).

**3. Specialised video-based lessons will be prepared for middle grades based on revised scheme of studies**

These videos will be prepared with the assistance of Pakistan Television using teachers from Quetta and will be made available online and aired on Pakistan Television (PTV).

**4. Radio Based lessons will be prepared for areas without TV coverage**

These programs will be prepared with the assistance of Radio Pakistan using teachers from Quetta and will be aired on radio.

**5. Physical schooling options will be reviewed for areas where risk is reduced**

Teaching in schools will resume in areas where risk is reduced. This will be undertaken after advise from local health authorities and as per precautions prescribed and used in other parts of the world for social distancing in schools: as per advise of the Department of Health and guidelines of World Health Organisation (WHO). This will include training of students and teachers on measures of social distancing and handwashing and other prescribed guidelines.

## 11.9. Program Matrix - Access and Participation

Table 11-2 Program Matrix - Access and Participation

| Program 5 - Access and Participation  |   |  |  |  |
|---|---|--|--|--|
| Overall Goal: Increase in access and participation to formal and non-formal educational opportunities for school-age children, especially girls, and improvement in adult literacy. |   |  |  |  |
| Sub-program   | Sub-Goals   | Strategies   | Activities   | Targets  |
| 5.1 Expansion of educational opportunities  | 5.1. Improve the availability of schools, infrastructure, facilities, environment, and human resources to enhance school access, enrolment / participation and attendance | 5.1.1 Use need based options to increase opportunities for all children of primary age participate in formal education         | I. Where feasible construct more primary schools. prepare district-based feasibility plans for options of expansion of schoolings in 15 districts with lowest NER                                      | Participation opportunities for primary age children expanded      |
|   |   |  | II. Prepare proposals for expansion (combining both processes) using multiple options  |  |
|   |   |  | III. Develop and implement a plan phase wise based on agreed proposal  |  |
|   |   | 5.1.2 Use need based options to increase opportunities for all children of post primary age to participate in formal education | I. Where feasible construct upgrade schools to middle and secondary levels For remote and low population density areas prepare district based feasibility plans for options of expansion of schoolings | Participation opportunities for post primary age children expanded |
|   |   |  | II. Prepare proposals for expansion (combining both processes) using multiple options  |  |
|   |   |  | III. Develop and implement a plan phase wise based on agreed proposal  |  |
| 5.1.3 Communities will be engaged in enrolment drives to increase admissions in current schools   | I. Design and plan enrollment drive focusing on community involvement   | Enrollment drives organised to increase enrollment in schools  |  |  |
|   | II. Engage PTSMCs in the enrollment drive   |  |  |  |

|   |   |   |  |   |
|---|---|---|--|---|
|   |   |   | II. Organise enrollment drive in every district and local levels                           |   |
| <b>5.2 Increased Girls' participation</b>   | 5.2. Improve the availability of schools, infrastructure, facilities, environment, and human resources to enhance school access, enrolment/ participation and attendance especially for girls | 5.2.1 Prioritise districts with high gender disparity for girls focused enrolment strategies  | I. Develop targeted programs for 10 districts with highest gender gaps                     | Gender disparity on access and participation reduced by 50% in high disparity districts |
|   |   |   | II. Prepare programs for enhanced enrolment and retention of girls in these districts      |   |
| III. Ensure these programs are prioritised in overall access and enrolment plans and targets for implementation |   |   |  |   |
|   |   | 5.2.2 Convert all Primary schools to gender free schools to the extent possible, to facilitate more female enrolment at primary level | I. Identify schools that can be converted to gender free schools with female teachers only | Increased female enrolment in primary schools   |
|   | II. Prepare a plan for conversion of all identified primary schools to gender free (plan to include redeployment of male teachers and new recruitments of female teachers)                    |   |  |   |
|   | III. Implement the plan phase wise  |   |  |   |
|   |   | 5.2.3 Enhance awareness on MHM for adolescent girls and prioritise WASH facilities for girls schools                                  | I. Survey MHM attitudes and needs in middle and high female schools                        | Enhanced MHM awareness  |
|   | II. Provide kits where needed   |   |  |   |
|   | III. Prepare and implement training plan for teachers and students on MHM in all post primary female schools. Monitor changes in attitudes on a regular basis                                 |   | WASH facilities provided in girls schools  |   |
|   | IV. Prioritise provision of WASH facilities in female middle and secondary schools  |   | Reduced absence of female students   |   |
|   |   | 5.2.4 Provide transport for girls at middle and secondary levels  | I. Research and document issues of transport for middle and secondary schools              | Girls' enrollment and retention improved  |

|  |   |  |   |   |
|--|---|--|---|---|
|  |   |  | II. Explore PPP and other options for provision of transports (flexible)  |   |
|  |   |  | III. Develop and implement district level transport plans for girls, on a pilot basis   |   |
|  |   | 5.2.5 Introduce a sports program for girls at school level   | I. Assess the sports situation in girls' schools  | Enhanced participation of girls in sports in schools                              |
|  |   |  | II. Prepare a plan to enhance opportunities   |   |
|  |   |  | III. Implement the plan phase wise  |   |
| <b>5.3 Addressing demand side barriers to access and participation</b> | 5.3. Reduce demand side barriers to school access, participation and retention, especially continued female education beyond primary and middle | 5.3.1 Identify the demand side barriers to access and participation through research and prepare a plan to reduce them | I. Engage a research or academic institution to research the demand side issues in education – especially female enrolments and progress. Prepare and implement plan to address them. | Demand side barriers to education, especially, continued female education reduced |
|  |   |  | II. Based on the research, implement awareness campaigns to minimise barriers to female education   |   |
|  |   |  | III. Based on the research enhance political and societal engagement to help minimise demand side barriers that affect children's school participation                                |   |
|  |   | 5.3.2 Conduct regular awareness sessions in schools on existing scholarship schemes                                    | I. Document all scholarship available for children at various level into a single handout   | Number of children applying for and utilising scholarships increased              |
|  |   |  | II. Hold seminars at cluster level for awareness of parents and children and distribute handouts in schools   |   |
|  |   |  | III. Advertise in radio   |   |
|  |   | 5.3.3 Introduce one meal program at school level,  | I. Develop proposals for school meal programs based on local needs and solutions at the union   | All children have one meal in school  |

|  |   |  |   |   |
|--|---|--|---|---|
|  |   | customized as per local conditions   | council level and collate all the proposals at the district level   |   |
|  |   |  | II. Develop a plan that accommodates local solutions  |   |
|  |   |  | III. Based on the plan provide budgets to clusters for school meal programs   |   |
|  |   | 5.3.4 Enhance awareness on the importance of continued female education through community engagement and curriculum/TBs  | I. Prepare awareness program and material on continued female education   | Awareness on continued female education improved                        |
|  |   |  | II. Launch awareness program in close participation of local community  |   |
|  |   | 5.3.5 Engage communities to increase in take at the right age in early childhood programs/ grade 1   | I. Develop enrolment targets and plans at the district levels   | Improved net intake rate at ECE/Primary levels                          |
|  |   |  | II. Prepare strategies for community engagement at cluster level to create awareness on enrolment and right age enrolment |   |
|  |   |  | III. Implement enrolment drives as per the plan, through the communities, to enroll more children in early grades         |   |
| <b>5.4 System level capacity for NFE/ ALP Programs</b> | 5.4. Enhance system level capacity for management and strengthening of NFE programs | 5.4.1 Review the current capacity of the Directorate of Literacy and Non-Formal Education to manage NFE programs and strengthen their implementation including through public private partnerships | I. Assess capacity needs of Directorate of Literacy and NFE including district units                                      | Capacity of Directorate of Literacy and NFE for implementation enhanced |
|  |   |  | II. Prepare and implement a capacity development plan based on the assessment   |   |
|  |   |  | III. Prepare a plan for training more personnel in NFE  |   |
|  |   | 5.4.2 Review the DLNFE to decide its administrative control  | I. Form the committee to review the feasibility of administrative control issues  | Status of DLNFE decided   |
|  |   |  | II. Implement the recommendations of the committee  |   |

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|  |  | 5.4.3 Develop formal coordination functions with the Department of Secondary Education   | <p>I. Identify areas of coordination required to be established between the Directorate of Literacy and NFE and the Department of Secondary Education</p> <p>II. Form a committee to formalise the linkages including sharing of data</p> <p>III. Notify mandatory coordination wherever applicable</p>  | Formal linkages with Department of Secondary Education institutionalised |
|  |  | 5.4.4 Develop capacity for development and review of NFE programs/ products in formal quality organisations of Department of Secondary Education   | <p>I. Assess capacity needs of quality organisations (BTBB, BAEC, BOC&amp;EC) for development of NFE programs and products</p> <p>II. Prepare and implement a capacity development plan based on the assessment</p> <p>III. Implement the Plan phase wise</p>  | Capacity of quality organisations to develop NFE products developed      |
|  |  | 5.4.5 Develop capacity of PITE to train NFE & ALP teachers   | <p>I. Assess capacity needs of PITE for support to NFE programs</p> <p>II. Prepare and implement a capacity development plan based on the assessment</p> <p>III. Sign MoU between NFE and PITE to conduct trainings</p>  | Capacity of PITE to support trainings in NFE programs built              |
|  |  | 5.4.6 Develop an accreditation system that helps in quality assurance and enhancement of NFE programs and develop capacity for managing NFE programs by the non-government and private sectors | <p>I. Develop standards for deliverers of NFE in the government (NFE centres), non-government and private sectors</p> <p>II. Based on the standards develop an accreditation framework for non-government/ private sector service providers and monitor standards on an ongoing basis</p> <p>III. Capacitate the Directorate of Literacy and NFE to accredit</p> | Accreditation system for NFE programs implemented                        |

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|  |  |  | organisations as per the accreditation framework and monitor on an ongoing basis  |   |
|  |  | 5.4.7 Develop formal coordination functions with BTEVTA, NAVTTC and other TEVT/ skill providers to integrate skills with NFE / ALP graduates adult literacy programs | <p>I. Identify areas of coordination between the Directorate of Literacy and NFE and BTEVTA, NAVTTC and other TVET/Skill providers to integrate skill education in NFE/ALP programs</p> <p>II. Form a committee to formalise the linkages including sharing of data</p> <p>III. Notify mandatory coordination wherever applicable</p>   | Skill education included in the NFE / ALP graduates adult literacy programs |
|  |  | 5.4.8 Design and implement an advocacy campaign to elevate the importance of NFE in the province   | <p>I. Develop a high profile awareness campaign on NFE for senior policy makers, civil society and media</p> <p>II. Implement the campaign</p>  | Awareness on NFE enhanced   |
| <b>5.5 Expansion of opportunities for NFE /ALP program</b> | 5.5.Enhanced access and participation in NFE / ALP Program | 5.5.1 Expand the current capacity of NFE /ALP programs to accommodate diverse and excluded segments of out-of-school children  | <p>I. Map out of school children at the local level by collecting extensive demographic data that helps in supplying relevant NFE/ ALP program</p> <p>II. Map the current ongoing program in NFE /ALP and identify potential areas for expansion (geographically and program wise)</p> <p>III. Develop and implement an expansion plan phase wise for the next five years (to target at least 100 percent more participation)</p> | Number of out of school children reduced                                    |
|  |  | 5.5.2 Ensure participation in NFBE classes targets the right age of 9 and above (where   | I. Ensure the accreditation mechanism includes stipulation on limiting children in NFBE at the age of 9 or above (with exceptions)  | Percentage of NFE centres with children under 9 years of age reduced        |

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|                                     |  | school is available – and or change strategy for that child)   | II. Develop a coordination mechanism with formal schools to transfer children below 9 years of age          |  |
|                                     |  |  | III. Develop and notify criteria on age limits for NFE centres  |  |
|                                     |  | 5.5.3 Mobilise community for enhanced participation in NFE programs  | I. Develop capacity of the field officers and implementing institutions in community mobilisation           | Community mobilised for enhanced participation in NFE programs |
|                                     |  |  | II. Develop community mobilisation plans for enhanced enrolment   |  |
|                                     |  |  | III. Implement the plan   |  |
|                                     |  | 5.5.4 Expand opportunities for post primary NFE & skill programs   | I. Engage with non-government and government organisations to introduce post-primary NFE and skill programs | Post-primary NFE and skill programs introduced                 |
|                                     |  | 5.5.5 Enhance females participation in NFE through specialised targeting strategies                              | I. Identify target districts  | Female enrolment in NEF increased                              |
|                                     |  |  | II. Design and implement targeted measures in the local context   |  |
|                                     |  |  | III. Mobilise community on female education and NFE opportunities   |  |
|                                     |  | 5.5.6 Prioritise recruitment of female teachers for NFE programs with at least 60% of the total being the target | I. Assess requirement of teachers for NFE programs  | Female teachers hired for NFE programs                         |
|                                     |  |  | II. Prepare recruitment plan  |  |
|                                     |  |  | III. Prioritise recruitment of female teachers with at least 60% of the total being the target              |  |
|                                     |  | 5.5.7 Prioritise districts with low literacy rates for adult literacy programs                                   | I. Prioritise districts with low literacy rates   | Adult literacy program in prioritised districts implemented    |
|                                     |  |  | II. Prepare and implement adult literacy programs in prioritised districts                                  |  |
| <b>5.6 Quality and Relevance of</b> | 5.6. Improve quality and relevance of NFE programs | 5.6.1 Develop expertise on NFE / ALP through pre-service teacher   | I. Prepare a plan to increase specialists in NFE/Andragogy  | Number of specialists in NFE increased                         |

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| <b>NFE/ALP Programs</b> |  | education and advance degrees in education  | II. Engage with pre-service teacher education institutions and HEC to introduce courses on NFE and adult literacy programs (Andragogy) for teaching, curriculum and material development. |  |
|                         |  |   | III. Set up and implement scholarship program   |  |
|                         |  | 5.6.2 Develop and implement NFE teachers' professional development program to improve quality of teaching | I. Institutionalise and operationalise in-service training for NFE teachers' professional development system jointly with PITE and directorate of Education (Schools)                     | Number of teachers trained in NFE enhanced               |
|                         |  |   | II. Develop database of teachers to be trained each year  |  |
|                         |  |   | III. Develop and implement the training program   |  |
|                         |  | 5.6.3 Ensure NFE and literacy programs have need based on curricula                                       | I. Review current curricula   | Need based curricula of NFE as per local needs developed |
|                         |  |   | II. Improve existing curricula  |  |
|                         |  |   | III. Develop new curricula based on research and local needs when required  |  |
|                         |  | 5.6.4 Ensure learning material suits learning needs of the target groups                                  | I. Review current learning material   | Relevant learning material developed                     |
|                         |  |   | II. Improve the existing learning material according to learning needs of target groups and relevance to provincial curriculum  |  |
|                         |  | 5.6.5 Develop comprehensive standards for inputs, processes and outputs in NFE service delivery           | I. Review standards for NFE   | Standards for NFE notified                               |
|                         |  |   | II. Develop revised standards   |  |
|                         |  |   | III. Notify new standards   |  |
|                         |  | 5.6.6 Implement NFE assessment & examination system   | I. Develop NFE examination and assessment system with BAEC  | NFE assessment and examination system implemented        |
|                         |  |   | II. Use result of assessment to design relevant training program  |  |

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|   |   | 5.6.7 Directorate of Literacy and NFE and BTEVTA to develop standardised certification of graduates of NFE for inclusion in regular TVET will be undertaken | <p>I. Engage with NAVTCC and BTEVTA for development of equivalence</p> <p>II. Agree on equivalence process</p> <p>III. Notify equivalence process.</p> | Equivalence system for continuation into technical and vocation education institutionalised                |
|   |   | 5.6.8 Introduce career counseling guidelines in NFE centers for improved career choices and continuing education  | <p>I. Develop career counseling guidelines</p> <p>II. Train career counselors for programs</p> <p>III. Include career counseling in programs</p>       | NFE participants receive career counseling   |
| <b>5.7 Approach to Schooling under COVID 19</b> | 5.7. Continue teaching – schooling in the COVID 19 pandemic | 5.7.1 Explore options of video based lessons for secondary and higher secondary classes   | I. In consultation with Pakistan Television design and prepare video based lessons   | Video based lessons for secondary and higher secondary classes available                                   |
|   |   |   | II. Run video based lessons on air on PTV and online using other medium  |  |
|   |   | 5.7.2 Develop specialised video based lessons for early grades on literacy and numeracy based on revised scheme of studies                                  | I. In consultation with Pakistan Television design and prepare video based lessons   | Video based lessons for early grades on literacy and numeracy based on revised scheme of studies available |
|   |   |   | II. Run video based lessons on air on PTV and online using other medium  |  |
|   |   | 5.7.3 Prepare specialised video based lessons for middle grades based on revised scheme of studies  | I. In consultation with Pakistan Television design and prepare video based lessons   | Video based lessons for middle grades based on revised scheme of studies available                         |
|   |   |   | II. Run video based lessons on air on PTV and online using other medium  |  |
|   |   | 5.7.4 Prepare radio based lessons for areas without TV coverage   | I. In consultation with Radio Pakistan design and prepare radio based lessons  | Radio based lessons available  |

|  |  |   |  |   |
|--|--|---|--|---|
|  |  |   | II. Run radio based lessons on air on Radio Channels and online using other medium   |   |
|  |  | 5.7.5 Review physical schooling options for areas where risk is reduced | I. Resume schooling options in areas of low risks with health dept advisory and SOPs | Physical schooling options resumed in low risk areas with precautionary measures and SOPs |
|  |  |   | II. Prepare staff and children on safety measures                                    |   |
|  |  |   | III Ensure safety measures in schools  |   |



## 12. Data and Research

Education systems need to learn to improve. Data and research is a critical component that enables effective policy, planning and implementation. Education policies, products and processes target needs of children and, eventually, society. These needs are not static, and therefore the demand for data and research is continuous and calls for a culture of decision making that relies on empirical evidence support by a system that has the ability to produce well-researched analysis and quality data. There are major gaps in both areas. While there is some data availability and usage – though way below the required – research is completely absent. This despite mandate for research being legally available in most of the attached organisations of the Department of Secondary Education<sup>60</sup>.

Resultantly, decisions are often taken in isolation of ground realities. The system has weak learning and products like curriculum and textbooks have a disconnect.

### 12.1. Approach to Reform Data and Research

There is a need to ensure that decisions and policies are backed by empirical evidence. This has two main requirements. Firstly, the system needs to have the capacity to produce need-based and reliable information. Secondly, demand for data and research for the development of policies, plans and routine implementation should be enhanced both from an individual approach perspective, as well as, institutional requirements.

The overall goal of data and research is to *‘Ensure education policies, planning, monitoring and reform are based on empirical evidence derived from data and research.’*

### 12.2. Theory of Change Research and Data

Education policy, planning and implementation require ongoing information for improvements. Practically, there is a complete disconnect between research and data and resultantly education policies, plan and implementation are not based on the ground realities that determine the needs of the child and society. There is a need to shift to a culture that believes in empiricism and practically builds evidence through research and data for decision making and execution.

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<sup>60</sup> These include Balochistan Textbook Board (BTBB), Bureau of Curriculum and Extension Centre (BOC&EC), Provincial Institute of Teacher Education (PITE), Policy, Planning and Implementation Unit (PPIU) and the Balochistan Board of Intermediate and Secondary Education (BBISE).

Figure 12-1 Theory of Change for Research and Data

| PROBLEMS  | SUB GOALS   | PROGRAMS GOALS  | SECTOR PLAN OBJECTIVE   | GLOBAL, NATIONAL AND PROVINCIAL COMMITMENTS   |
|---|---|---|---|---|
| There is a huge disconnect between realities of the child, needs of the society and the design and execution of education services due to absence of data, data analysis and research | Develop comprehensive needs based database for use in education policy, planning and service delivery   | Ensure education policies, planning, monitoring and reform are based on empirical evidence derived from data and research | A culture of decision making that relies on empirical evidence and the ability of the system to produce well researched analysis and quality data | <u>Global Commitments</u><br>Sustainable Development Goals<br>SDG4 -‘Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’<br>SDG5- Achieve gender equality and empower all women and girls.<br>SDG8- Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.<br><u>National Commitments</u><br>Articles 25 A and 37b of the Constitution<br>"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."<br><br><u>Provincial Commitments</u><br>Balochistan Compulsory Education Act 2014 - providing a detailed legal framework for implementation of Article 25A |
|   | Ensure standardised analysis is regularly conducted   |   |   |   |
|   | Institutionalise use of data in policy development, planning and service delivery                       |   |   |   |
|   | Develop a culture and practice of research-based review of policies, plans and implementation processes |   |   |   |

### 12.3. DATA

Data production has improved since the last sector plan but still falls, majorly, short of needs. Data and its use is restricted to the Education Management Information System (EMIS). Balochistan has had a functioning EMIS since the early 1990s. It was restricted to the collection of data from government schools managed by SED on an annual basis and catered to limited needs of the Directorate of Education (Schools) only. In the last five years, based on the recommendations of the Balochistan Education Sector Plan, and the consequent capacity development plans, changes were made in the EMIS. Its scope and processes have been revised. EMIS has worked on data frameworks for other organisations: PITE, BOC&EC, BTBB and Directorate of Education. However, these have not rolled out. Despite the improvements in EMIS the province still lacks adequate and standardised data and has a weak culture of data use.

### 12.4. Adequacy of Data Availability

Data available is inadequate. It limits the possibilities of analysis for policy development and implementation. Progress can barely be reported against major instruments like the

Balochistan Compulsory Education Act 2014 and the SDG 4. Even the education sector analysis suffered through this lack of data. For example, an agreed, robust, data on out of school children is not available. The Plan uses the figures from Pakistan Education Statistics 2017 in the absence of a better source. Similarly, enrolments in private schools and madrassas are not available, though now being collected. The deficit is not limited to Balochistan. An important publication like the Pakistan Social and Living Measurement Survey has not been published since 2014-15. In some cases, data is available but not in a usable format because of non-linking with the central database or lack of digitisation.

#### 12.4.1. Challenges:

The following challenges were identified in the Education Sector Analysis with reference to Data Availability:

Absence of a comprehensive data needs analysis: A comprehensive need analysis for data has never been undertaken. Such an analysis is required at multiple levels. At the broadest level data requirements have to be driven by Balochistan Compulsory Education Act 2014 and the Sustainable Development Goals – especially- SDG4. To date, no analysis has been undertaken of the data needs for both. In the case of Balochistan Compulsory Education Act 2014, no attempt has been made to identify even indicators. In the case of SDG 4, no analysis has been made of the data needs against the indicators or to review the indicators framework to adjust to the priorities of Balochistan. Resultantly there is no reporting. The problem cascades down to micro-level data needs of individual organisations. The situation reflects the larger national problem of data. There are multiple sources representing data for sub-sets of issues without an overall need analysis. Systemic need analysis with an ongoing review is a requirement that will make data more targeted towards problems.

Absence of comprehensive data on schools other than SED: There are three types of schools other than those run by the Secondary Education Department. These include those run by government entities other than the Secondary Education Department, private schools and madrassas. Currently, a survey of private schools and madrassas has been initiated and initial results estimate about 40% of overall enrolment to be in private schools. Other public sector schools are not included. These are schools that are run by public sector organisations other than the Secondary Education Department (SED). The census at this point does not cover sufficient indicators (as compared to regular government schools). For better analysis, a more comprehensive data needs to be collected.

Limited digitisation of Data: There are disparate datasets that are available for digitisation in the department. Some are already digitised but not in the right format for public use. One example is the data of results of BBISE. It has both types of data. Historical one that is not digitised, and a more recent one that has been put into an electronic, but not in a user-friendly format. In fact, it is not even available publicly. Important data on textbooks produced and distributed is available but not digitised. There has been no effort made to locate other such data for digitisation and mainstreaming into the central database.

Unlinked disparate datasets: There is digitised data beyond the Education Management Information System (EMIS). This includes BAEC assessment results and the Non-formal Education Management Information System (NEMIS). Also, data on teacher training is being collected by PITE. These databases are not linked to the main Education Management Information System (EMIS). This means potential for critical information and analysis is not being availed.

Sub-goal is to *‘Develop comprehensive needs-based database for use in education policy, planning and service delivery.’*

### 12.4.2. Strategies for Comprehensive Needs-Based Database:

#### 1. Data need analysis will be conducted ensuring better planning, implementation and monitoring for enhanced quality, access and equity

A comprehensive need analysis will be undertaken to first identify the requirements and then align data collection and analysis with them. This will be undertaken through a comprehensive approach to look at data needs starting from macro-level indicators for Balochistan Compulsory Education 2014 and SDG 4 (along with other relevant SDGs), including, those on gender. It will be followed by an analysis of other more micro-level needs of each organisations.

#### 2. Data collection on private schools, other public sectors and madrassas will be institutionalised

Without accurate data on children in schools a number of critical macro targets cannot be calculated, including, the actual number of out of school children. This will require a more comprehensive instrument for collection of data on private schools and madrassas, at par with the government schools. Resistance from the private school owners will be managed through negotiation and confidence building.

#### 3. Existing data that is outside the main database of EMIS will be digitised

A lot of data that is available needs to be digitised. The most glaring omission are the results of the Boards of Intermediate and Secondary Education. Data exists in excel sheets and converted into more analytical formats used in EMIS. Also, older data available in hard copies can also be digitised. Similarly, a lot of information on personnel and finances should be digitised to link to the main EMIS.

#### 4. Datasets will be linked for optimal information

The central EMIS will be linked up with other databases available within the system. Not only the existing ones but also others to be developed in future for stronger information availability and analysis.

### 12.5. Standardised Analysis

Data analysis has improved but still not standardised. There have been some improvements from the past practices of simply publishing tables of data. EMIS now produces graphs and analysis with some level of disaggregation and detail. A lot of data available online can also be utilised for analysis in reasonably user-friendly processes. However, a structured, standardised and need based data analysis is required.

#### 12.5.1. Challenges:

The following challenges were identified in the Education Sector Analysis with reference to data analysis:

Absence of a standardised framework: No effort has been made to develop a structured need-based standardised framework for analysis. Partly because there has never been a proper data needs analysis that should have a standardised analysis as a product. This again creates issues of information availability, as per needs.

Capacity limitations: The two organisations that have the maximum need for data collection are the Policy Planning and Implementation Unit (PPIU) and the Education Management Information System (EMIS). While the actual need may come from a variety of sources the actual organisation into an analysis is the role of these two organisations. They do not have

the capacity for any analysis beyond the rudimentary. This limits the possibilities of a need based framework for analysis and its production with data.

Sub-goal is to *'Ensure standardised analysis is regularly conducted.'*

### **12.5.2. Strategies for Standardised Analysis:**

#### **1. Standardised framework for analysis will be developed**

Once data needs are determined through a structured approach, a standardised framework for data analysis will follow. This will allow more need-based reporting and the ability to compare progress in a structured manner. These frameworks will again flow from needs of the Compulsory Education Act 2014, SDG 4 and the Balochistan Education Sector Plan, among others.

#### **2. Capacity of EMIS and PPIU to analyse data will be strengthened**

As the main unit for planning the core ability will be developed within the Policy Planning and Implementation Unit (PPIU) and Education Management Information System (EMIS). This will require capacity building and close coordination between the two on an ongoing basis.

### **12.6. Use of data**

Finally, the most important and neglected area is the use of data. There is very limited use of systemic data. This results from a number of reasons.

#### **12.6.1. Challenges:**

There is no culture of data use. Importance of using data for decisions is not recognised in most government organisations including, to a great extent, in SED and its attached departments. Secondly, most officers do not have the capacity to use data effectively in decision making and finally, there is very limited space in the rules to mandate use of data. While this cannot be done for everything, there is a lot of scope for expansion of rules. The demand-side management is extremely critical as there is a correlation between the use of data and improvement in its availability and analysis.

Sub-goal is to *'Institutionalise use of data in policy development, planning and service delivery.'*

#### **12.6.2. Strategies for the Use of Data:**

#### **1. Government officers and policy-makers will be sensitised on the importance of data use in decision making**

Officers of the Department will be targeted through specific seminars, workshops and trainings to help them recognise the importance of data. This will be a regular annual feature.

#### **2. Capacity for the use of data in policy, planning and service delivery will be developed**

This capacity building will be more specific to the needs of each organisation to ensure that it is utilised effectively. This will also not be a one time activity but a regular feature for all new incumbents.

#### **3. Existing rules will be reviewed and revised for mandatory data use in planning and decision making**

Actions mandated by rules have a higher priority than those simply desirable. Unless rules are revised to make it compulsory to use data for decisions, most officers will not be compelled to

do the same. However, not all decisions can be bound to the use of data. Current rules and procedures will be reviewed to see which of these can be linked to data use. This linking will be for different considerations, including, availability of data. Again, this does not necessarily have to be a one time review. With an increase in capacity of individuals, a shift in the culture of data use and greater availability of data, the scope will be further expanded in the future.

## 12.7. Research

Research has been even more neglected than data. All organisations responsible for the production of quality products (BTBB, BBISE, BAEC, BOC&EC and PITE) along with PPIU have a research mandate. None of these have been operationalised due to lack of resources (both human and financial) which symptomises low priority according to research. Practically, except for some donor-funded initiatives, there is no systemic effort, or demand, for research and its link to policy development and review.

### 12.7.1. Challenges:

The following challenges were identified in the ESA with reference to weak research:

Lack of recognition of the importance of research: Similar to data, the problem on the research side has also resulted from a lack of demand – a failure to recognise the importance of research in education. A clear indicator is the complete absence of funds for research functions of the organisations within SED. Secondly, even researches carried out in academia do not find any space among the policy-makers. Only with a change in attitudes will regular research be carried out within the department, and through academia.

Limited capacity for research: There is very little, if any capacity, within the government to carry out research or even collaborate with the academia on a research process. In fact, there have been no efforts to create linkages with academia. While the latter has more capacity for research, but due to years of disconnect with the public sector, they would require additional capacity building to connect with the needs of the Department, and the province as a whole.

No Rules to Mandate use of Research: As mentioned earlier in the chapter, there is a limited requirement of data use for certain plans. There is no such requirement for research. No policy, plan or decision is mandated to use research. While, again, similar to data (with greater limitations) use of research cannot be mandated for everything, but it can definitely be expanded to some basic level.

Sub-goal is to *'Develop a culture and practice of research-based review of policies, plans and implementation processes.'*

### 12.7.2. Strategies for Research-Based Reviews:

#### 1. Awareness on the importance of research among senior decision-makers and political leadership will be enhanced

Similar to sensitisation on data specific, and ongoing, efforts for sensitisation of senior decision-makers and political leadership on research will need to be undertaken. The process will be conducted with the assistance of academia from both within and outside the province.

#### 2. Regular need-based research will be conducted

There are many areas that require research. Besides, areas that require research will emerge. There will be an ongoing review of research needs and plans to conduct these researches through various sources, especially, the academia.

**3. Capacity for research on education will be developed and strengthened**

Capacity on research in education will be improved both within the department for organisations that have a direct mandate and also outside, including, academia. This will require a mutually supportive effort of the academia and the Secondary Education Department.

**4. Research will be made a mandatory part of policy review processes and reforms**

Actions mandated by rules have a higher priority than those simply desirable. Unless rules are revised to make it compulsory to use research for policy review processes, most officers will not be compelled to change their approach. However, not all policy review processes can be bound to the use of research. Current rules and procedures will have to be reviewed to see which of these can be linked to research. This linking can be for different considerations, including availability and ease of research. Again this does not necessarily have to be a one time review. With an increase in capacity of individuals, a shift in the culture of research and its use and greater availability of a research corpus the scope will be further expanded in future.

## 12.8. Program Matrix – Data and Research

Table 12-1 Program Matrix – Data and Research

| Program 6 – Data and Research   |  |   |   |  |
|---|--|---|---|--|
| Overall Goal: Ensure education policies, planning, monitoring and reform are based on empirical evidence derived from data and research |  |   |   |  |
| Sub-Program   | Sub-Goals  | Strategies  | Activities  | Targets  |
| 6.1<br>Comprehensive<br>Needs Based<br>Database   | 6.1. Develop comprehensive needs based database for use in education policy, planning and service delivery | 6.1.1 Conduct data need analysis to ensure better planning, implementation and monitoring for enhanced quality, access and equity | I. PPIU to identify and document data needs for each organisation and for the overall education system, especially, the requirements of Balochistan Compulsory Education Act 2014, SDG 4 and 5 through engagement with each organisation. | Data need analysis conducted                                 |
|   |  |   | II. PPIU to coordinate with EMIS to review current data frameworks and revise them according to needs   | Data frameworks revised                                      |
|   |  |   | III. PPIU to identify other sources of data where EMIS data is insufficient or not needed   | Required data collected                                      |
|   |  | 6.1.2 Ensure that data on private schools, other public sectors and madrassas is comprehensively captured                         | I. Engage with private sector to agree on the data collection details and processes   | Data on private schools and madrassas is regularly collected |
| II. Engage with madrassas through the Home Department to agree on data collection details   |  |   |   |  |
| III. Collect data on private schools, madrassas and other public sector schools every two years   |  |   |   |  |
|   |  | 6.1.3 Digitise existing data that is outside the main database of EMIS  | I. Link existing digitised data to EMIS   | All existing data digitised                                  |
|   |  |   | II. Identify data sets that can be digitised and made part of EMIS  |  |
|   |  |   | III. Digitise all such existing data into MIS'  |  |
|   |  | 6.1.4 Ensure that datasets are linked for optimal information   | I. Improve capacity of BTBB, DOE(S), PITE, BOC&EC and education secretariat to roll out, manage and utilise their   | All data sets are rolled out and linked                      |

|                                   |  |   |   |   |
|-----------------------------------|--|---|---|---|
|                                   |  |   | respective databases to be linked to the central EMIS.  |   |
|                                   |  |   | II. Roll out respective databases and link them   |   |
| <b>6.2 Standardised Analysis</b>  | 6.2. Ensure standardised analysis is regularly conducted                               | 6.2.1 Develop a standardised framework for analysis   | I. Identify provincial requirements for data analysis in consultation with relevant organisations                       | Standardised framework develop<br><br>Data collected according to the standardised framework  |
|                                   |  |   | II. Engage with the federal government to ensure alignment for provincial, national and international reporting needs.  |   |
|                                   |  |   | III. Develop a framework based on the analysis and collect data accordingly.  |   |
|                                   |  | 6.2.2 Develop capacity of EMIS and PPIU to analyse data   | I. Undertake capacity need assessment of EMIS and PPIU  | EMIS and PPIU undertake regular data analyses   |
|                                   |  |   | II. Prepare and implement a capacity development plan   |   |
| <b>6.3 Use of Data</b>            | 6.3. Institutionalise use of data in policy development, planning and service delivery | 6.3.1 Sensitise officers of the department and policy makers on importance of data use in decision making | I. Develop a sensitisation campaign based on education data and its use   | Sensitisation on use of data enhanced among officer of the Department and education policy makers<br><br>Increased use of data in decision making |
|                                   |  |   | II. Develop data sensitisation modules to be used in seminars and workshops   |   |
|                                   |  |   | III. Conduct workshops with officers and policy makers twice a year   |   |
|                                   |  | 6.3.2 Develop capacity for use of data in policy, planning and service delivery                           | I. Undertake a training needs assessment for data use capacity in all organisations.                                    | Capacity developed in policy, planning and service delivery   |
|                                   |  |   | II. Prepare a plan for training officers on use of data   |   |
|                                   |  | 6.3.3 Review existing rules to ensure mandatory data use for planning and decision making.                | I. Identify areas in planning, monitoring and implementation where data use should be essential                         | Rules mandating use of data notified  |
|                                   |  |   | II. Notify rules accordingly  |   |
| <b>6.4 Research Based Reviews</b> | 6.4. Develop a culture and practice of research-based review of policies, plans        | 6.4.1 Develop a plan to create awareness on the importance of research among senior                       | I. Develop a plan for sensitisation of senior policy makers and political leadership through consultations and seminars | Increased use of research in decision making  |

|  |                               |   |   |  |
|--|-------------------------------|---|---|--|
|  | and implementation processes. | decision makers and political leadership                              | II. Implement the plan  |  |
|  |                               | 6.4.2 Conduct regular need based research                             | <p>I. Set up a committee with membership from all attachment departments to identify research needs for every 5 years with annual review</p> <p>II. Create a research committee to engage with universities to conduct relevant research</p> <p>III. Set up a research fund to ensure research is pursued in areas identified</p>   | Enhanced research on education                         |
|  |                               | 6.4.3 Develop and enhance capacity for research on education          | <p>I. Operationalise and integrate the research mandates of BOC&amp;EC, PITE, BTBB, BBISE &amp; BAEC and identify capacity gaps as part of overall capacity development plans for these organisations</p> <p>II. Recognise the importance of linkages between academia and government for research</p> <p>III. Mandate that have qualified academics to conduct research for the government and its students and teachers to be given recognition for their values and services</p> | Capacity for research enhanced in the education system |
|  |                               | 6.4.4 Mandate research as part of policy review processes and reforms | <p>I. Identify areas in planning, monitoring and implementation where research and its use should be essential</p> <p>II. Notify rules accordingly</p>  | Rules mandating use of research notified               |

### 13. Governance and Management of Education

In the wake of the adoption of the 18th Amendment to the Constitution of Pakistan, education has seen increased prioritisation in the public policy arena over the past decade. The political leadership of the province has demonstrated a willingness to invest more in education. In nominal terms, the education budget of the province has increased nearly five times between 2009-10 and 2019-20<sup>61</sup>. Similarly, the share of education in the total provincial budget has hovered around 17-18% over the past five years—this is marginally higher than the 15% average budget share of education across low and middle-income countries<sup>62</sup>.

Increased spending on education, however, has not translated into improved learning outcomes. The percentage of out-of-school children has not recorded any major reduction either. There are two major explanations for this. First, the overall education planning and resource allocation is not aligned with the goal of learning. Secondly, the education system has a weak ability to translate increased spending into better learning outcomes. This weak systemic ability, in turn, is explained by poor governance and weak management capacity of the education system in the province.

Governance and management issues cut through all aspects of education service delivery. Governance includes standards, regulation, information, accountability, transparency and politics. Management covers policy and legal frameworks, structures, processes (planning, implementation and monitoring and evaluation), and capacities. The issues of lack of standards and weak capacity are of cross-cutting nature and have, therefore, been dealt with throughout BESP. The remaining governance and management issues have been analysed in this chapter.

Poor governance framework and weak management capacity at all levels of education (including schools) is arguably the most serious problem of education service delivery in Balochistan. Key governance and management challenges include but are not limited to weak policy, regulatory and legal frameworks, ad hoc and centralised planning, inefficient HR management system, lack of clarity over mandates, unavailability and opacity of data on performance, low accountability, and lack of sustained political support. Most other problems in the education sector are somehow linked to poor governance and management. Prevalence of these issues means that the education system lacks the capacity to efficiently and effectively utilise available physical, human and financial resources. It also implies that increased availability of resources for education alone may not address the crisis of learning and low access.

The governance and management challenges explained above are compounded by the large, complex, and multi-layered organisational structure of the Secondary Education Department. With an employee strength of nearly 79,000 personnel spread horizontally and vertically across all tiers of governance (province, division, district and school), the Secondary Education Department (SED) is the largest department in the province in terms of human resource and infrastructure. Secondary Education Department's (SED) 14,979 schools are spread across all tehsils and districts of the province. Nearly one million children attend these schools. The province is also home to a large number of Madrassahs and private schools. The latter have experienced mushroom growth over the last couple of decades. While the number

<sup>61</sup> The education budget of Balochistan has increased from PKR 14 billion in 2009-10 to PKR 75 billion in 2019-20.

<sup>62</sup> World Bank. 2018. World Development Report 2018 : Learning to Realize Education's Promise. Washington, DC: World Bank. <https://openknowledge.worldbank.org/handle/10986/28340> License: CC BY 3.0 IGO.

of schools and students has increased, the fundamental management structures have remained, largely, unchanged even though there have been incremental changes.

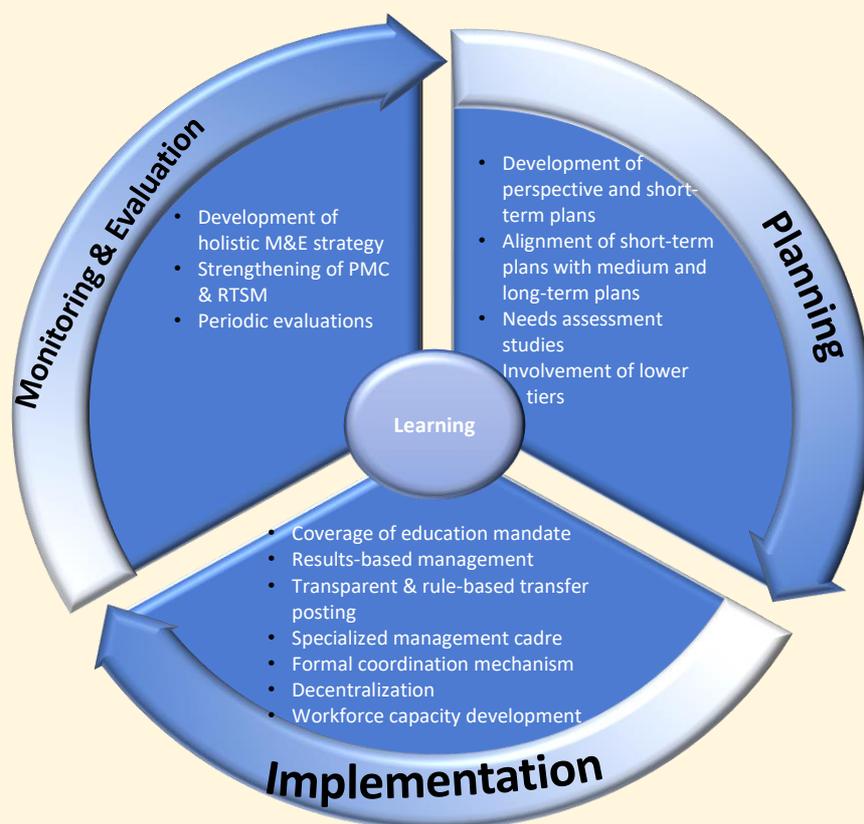
### 13.1. Approach to Reform Governance and Management of Education

Improving governance and management is critical if an education system is to improve learning outcomes, ensure more efficient and effective use of available resources, and reduce inequities in access to education. This can be achieved through better planning, efficient management, and strong accountability mechanisms.

Better planning requires stakeholder engagement, accurate assessment of key needs of the education sector, and development of needs-based short and medium-term plans. Similarly, efficient management at the minimum requires that the component parts of an education system are aligned towards the goal of learning and organised in a way that they cover the mandate of education and reinforce each other in achieving the set goals. Key interventions proposed for improving managerial efficiency include implementation of a results-based management system, development of efficient HR management and development framework, consolidation of decentralisation reforms, implementation of comprehensive monitoring and evaluation mechanisms, the introduction of public-private partnerships, community involvement in education management, and promotion of gender-inclusive management.

The proposed approach to improving education management is shown in Figure 13-1.

Figure 13-1 Theory of Change for Improved Management



For improving the governance of education, this plan focuses primarily on strengthening accountability and increasing transparency. As explained in the Education Sector Analysis, failure of accountability is arguably the biggest impediment in the delivery of education. Furthermore, accountability can break down at at-least three places in the education delivery chain.

The Plan proposes measures to strengthen accountability at all three steps. For strengthening the accountability link between citizens and politicians, the plan recommends transparency, which will improve public access to information on key aspects of education delivery and enable them to hold their political representatives accountable. For strengthening the accountability link between politicians and service providers, mandatory sharing of information on the performance of Secondary Education Department (SED) is recommended. For the link between the Secretariat and attached departments, this plan proposes the implementation of a results-based management system with periodic progress review meetings.

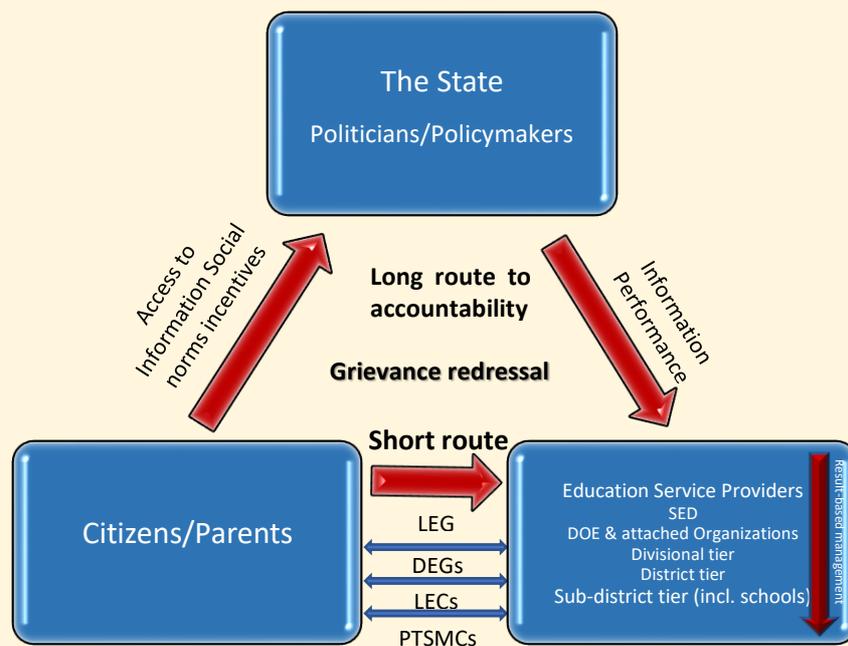
The Plan also recognises that the traditional route to accountability (citizen -> Politicians -> Service providers) is long and vulnerable to breakdown at multiple places in the delivery chain. First, citizens, especially poor and marginalised groups such as women, young, minorities, may not have the necessary information and collective action capacity to hold politicians accountable. Second, policymakers may not be able to hold service providers accountable. Information asymmetry, principal-agent problems, management constraints and external pressures adversely affect the capacity of governments to hold bureaucrats accountable. Third, the Secretariat may not have the capacity to hold attached departments and lower tiers to account for their performance.

Given the challenges associated with the traditional route to accountability, this plan also promotes a shorter route to accountability through the engagement of community at each level of education delivery i.e. school, cluster, district and province. Social accountability forums have already been created at school, cluster, district and provincial levels. This plan recommends the consolidation and strengthening of these forums.

In light of the above, the overall goal for governance and management has been defined as follows:

*'To promote better governance and management for a more efficient, effective, inclusive and accountable education service delivery'*.

Figure 13-2 Theory of Change for Improved Governance



### 13.2. Theory of Change for Governance

The main problem with governance is an overall inefficiency seen in terms of low value for money with failure to change learning despite increased funding over the years. The theory of change targets better, inclusive, efficient and effective governance through the achievement of a number of sub-goals designed for the purpose.

Figure 13-3 Theory of Change for Governance

| PROBLEMS   | SUB GOALS   | PROGRAMS GOALS  | SECTOR PLAN OBJECTIVE   | GLOBAL, NATIONAL AND PROVINCIAL COMMITMENTS   |
|--|---|---|---|---|
| Increased spending on education has not translated into improved learning outcomes due to poor governance and weak management capacity of the education system | Develop a comprehensive policy and legal framework to guide the provision of education service                                | Promote better governance and management for a more efficient, inclusive and accountable education service delivery | Better and inclusive planning, efficient management and resource allocation is achieved and aligned with the goal of learning through strong accountability and transparency mechanisms | <u>Global Commitments</u><br>Sustainable Development Goals<br>SDG4 -'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'<br>SDG5- Achieve gender equality and empower all women and girls.<br>SDG8- Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.<br><br><u>National Commitments</u><br>Articles 25 A and 37b of the Constitution<br>"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."<br><br><u>Provincial Commitments</u><br>Balochistan Compulsory Education Act 2014 - providing a detailed legal framework for implementation of Article 25A |
|  | Promote systemic, need-based and inclusive planning to improve the efficiency of education delivery                           |   |   |   |
|  | Promote a result-based management system to improve monitoring and managerial efficiency                                      |   |   |   |
|  | Improve HR management framework to increase productivity of the education workforce   |   |   |   |
|  | Encourage, and regulate, greater private sector participation and investment in education service delivery                    |   |   |   |
|  | Strengthen management at the district and sub-district tiers including schools to bring education delivery closer to citizens |   |   |   |
|  | Mainstream gender-sensitivity across the value-chain of education delivery  |   |   |   |
|  | Develop effective accountability mechanisms for the education system as a whole and its various sub-systems                   |   |   |   |
| Introduce transparency in the provision of education to improve trust between the government and citizens  |   |   |   |   |
| Translate political interest in education into an asset that supports systemic reform and improvements   |   |   |   |   |

### 13.3. Comprehensive Policy and Legal Framework

There are gaps in the policy and legal frameworks governing the provision of education in Balochistan.

### 13.3.1. Challenges:

**Fragmented policy framework:** The 18th Amendment to the Constitution of Pakistan made provinces responsible for devising policies and laws related to the delivery of education. Nine years since the amendment was adopted, the Government of Balochistan still lacks an approved education policy. A draft education policy was prepared, but it never got approved. The province has been following the National Education Policy 2009. The current policy framework comprises a mix of political decisions, sector plan, acts and written documents.

**Incomplete legal framework:** The legal framework governing the delivery of education also requires significant improvement. First, certain acts, such as Compulsory Education Act 2014, are impractical and fail to consider the resource and capacity constraints of Secondary Education Department (SED). Secondly, there are certain aspects of education delivery that fall within the domain of provinces but are yet to have a legislative cover. For instance: there is no provincial statute to govern curriculum and standards. Thirdly, in many cases, legislative acts have been passed, but rules have not been framed. For instance: the rules of legislative acts pertaining to Balochistan Assessment and Examination Commission (BAEC), Mother Languages as Compulsory Additional Subject, and the Compulsory Education Act have not been approved yet. This has not only created confusion regarding roles and responsibilities but also slowed down progress on implementation.

Sub-goal of comprehensive policy and legal framework is to *'Develop a comprehensive policy and legal framework to provide strategic direction to the provision of education service.'*

### 13.3.2. Strategies for Policy and Legal Framework:

Policy and legal frameworks are among the most critical enablers of education delivery. A well-functioning education must have clearly-defined policies, statutes and rules to guide the delivery of education. Key strategies are as follows:

#### 1. Education policy framework will be improved

Education policy provides broader vision and strategic direction for guiding the provision of education. It also represents political priorities in education. Development of provincial education policy will provide a coherent set of strategic guidelines for steering the delivery of education.

#### 2. Legislative framework will be strengthened

Legislations delineate the binding responsibilities and roles of various actors within the education system. Existing statutes will be reviewed for better alignment with ground realities and needs of the education sector. In particular, the Compulsory Education Act 2014 will be revised in line with the resource constraints of Secondary Education Department (SED). Furthermore, a statute on Curriculum and Standards will be introduced to guide curriculum development and textbook preparation.

#### 3. Rules for all education-related statutes will be developed

Rules provide an elaborate framework for implementing existing laws and are adopted by administrative departments under the authority granted by the legislature. Rules pertaining to Balochistan Assessment and Examination Commission (BAEC) Act, Mother Languages as Compulsory Additional Subject Act and the Compulsory Education Act will be developed and approved.

#### 4. Capacity of SED to review policy and legal frameworks will be improved

The capacity of Secondary Education Department (SED) to review education-related policies, draft bills and rules is weak. Although Policy Planning and Implementation Unit (PPIU) has partially bridged capacity gaps related to planning, capacity pertaining to policy development and legislative drafting remains weak. Legal expertise will be hired on a need basis to support this function, and some basic training will be provided to relevant Policy Planning and Implementation Unit (PPIU) personnel.

#### 13.4. Better Strategic Planning

Education planning in Balochistan suffers from serious deficiencies. Operational planning is nearly non-existent, whereas strategic planning is discrete, centralised and carried out on an ad hoc basis.

##### 13.4.1. Challenges:

Key challenges are as follows:

Limited systemic planning: Education delivery is not driven by meaningful perspective, medium and short-term planning. The development of five-year education sector plans, which involves extensive analysis of the education sector, has partially improved strategic planning by ensuring the availability of a need-based medium-term plan. However, poor implementation of BESEP has diminished the effectiveness of sector plan. In particular, BESEP-aligned short-term or annual plans don't exist. Instead, short-term planning is carried out on an ad-hoc basis and is mainly restricted to identification of schemes for annual Public Sector Development Programs (PSDP). Furthermore, there is effectively no planning for other key inputs of education, such as availability of trained teachers and well-designed and contextually-relevant curriculum and textbooks.

Lack of need-based planning: Absence of well-thought-out short-term plans and need-assessment studies means that planning decisions are taken on the basis of subjective perceptions and preferences of those at the helm of affairs, especially political leadership. Such ad-hoc and random planning lead to sub-optimal resource allocation and inadequate policy attention to inputs related to learning and quality such as teacher training, curriculum, textbooks and assessment. It is not surprising that 95% of development schemes for education are about brick-and-mortar interventions. Furthermore, such planning also contributes to the exacerbation of regional inequalities within the province. Majority of the schemes fall in constituencies of the powerful ministers and members of the opposition. This deprives needy but politically insignificant constituencies of much-needed investment in education.

Centralised planning: The involvement of divisional and district tiers in education planning and budget-making processes is negligible, which has created serious issues of ownership and led to limited redressal of actual needs of the system. While the non-development budget is rigid, nearly the entire development budget is spent as per the wishes of members of the provincial assembly, Even the Secondary Education Department (SED) has a very limited say, let alone the lower tiers, in identifying schemes for development component of the budget.

Donor-driven planning: Education sector planning and reform processes are mostly spurred and supported by donors. Limited policy recognition of need-based planning by the Government has created a gap that donors are trying to fill. However, this also means that even well-intentioned and well-designed donor-backed initiatives may face issues of ownership and sustainability. Furthermore, owing to the inertia of organisations of Secondary Education Department (SED) and their resistance to reform, donors often end up supporting the creation of parallel structures, which not only creates issues of sustainability but also

relegates the agenda of reforming existing government structures to a backseat in policy priorities.

**Weak monitoring of development schemes:** First, schemes for development component of the education budget are identified mostly by political representatives. Secondly, the resources spent on these schemes are not properly monitored to ensure compliance with quality standards and specifications provided in PC-I forms of projects. The Communication and Works (C&W) Department is often the executing agency for Secondary Education Department's (SED) development projects. According to guidelines of the Planning Manual of the Federal Planning Commission, executing agencies are required to submit PC-III forms on a quarterly basis. PC-III forms are designed to furnish information on the progress of on-going development projects. Representatives of Secondary Education Department (SED), Communication and Works (C&W) and Planning and Development (P&D) departments are supposed to meet each quarter to review progress and identify potential issues. There is, however, limited compliance with these requirements. PC-III forms are not submitted regularly. Quarterly progress review meetings are also not held each quarter.

Sub-goal of better strategic planning is to *'Promote systemic, need-based and inclusive planning to improve the efficiency of education delivery.'*

#### **13.4.2. Strategies for Better Strategic Planning:**

Strategic planning is important for ensuring optimal use and equitable distribution of scarce resources and translating policy guidelines into actionable strategies. Sound planning requires the availability of reliable data and assessment studies on the needs of the education system. Effective plans respond to the needs of the system and have well-defined goals, strategies and targets. Furthermore, planning processes need to be based on a bottom-up inclusive approach whereby the inputs of the lowest tiers and relevant stakeholders, including marginalised groups and regions, are duly considered. Key strategies are as follows:

##### **1. Structured and systematic implementation of BESP will be ensured**

BESP provides a strategic direction for guiding the provision of education service. It has bridged the gap related to medium-term planning, but short-term planning remains a weak link. Steps will be taken to ensure the development of Annual Operational Plans (AOPs) are aligned with BESP.

Furthermore, the alignment of development plans with the needs of the education sector will also be ensured to improve the effectiveness of development expenditures. This will involve carrying out of research-based needs assessment studies for all key inputs of learning including teacher training, curriculum, schools, and missing facilities (this strategy can be found in the chapter on research). Furthermore, proposals for Annual Development Plans will be aligned with Annual Operational Plans (AOPs).

##### **2. Attached departments, divisional, district and sub-district tiers will be involved in planning**

Formal and mandatory mechanisms will be devised to ensure inputs of sub-district, district and attached departments in education planning. The inputs of sub-district, district and attached departments will be made mandatory for education planning.

##### **3. Donor plans and projects will be aligned with BESP**

Secondary Education Department (SED) will prepare a well-defined mechanism for reviewing donor proposals and ensuring their alignment with BESP. For this Policy Planning and

Implementation Unit (PPIU) will be empowered to disseminate BESP to donors, review donor proposals, and promote smooth and sustained coordination with donors.

#### **4. Supervision of development projects of education department will be strengthened**

Secondary Education Department (SED) will be sensitised about the importance of quarterly progress meetings and trained on how to review of PC-III forms to ensure compliance with the quality standards specified in PC-I forms. Furthermore, Secondary Education Department (SED) will empower divisional directors to supervise and physically monitor progress on development schemes of Secondary Education Department (SED) and share quarterly progress reports.

### **13.5. Results Based Management**

The capacity of Secondary Education Department (SED) to implement policies and plans is among the most glaring gaps in education management. This is primarily explained by inadequate operational planning, lack of proper implementation plans, weak monitoring and evaluation mechanisms, and ineffective accountability mechanisms.

#### **13.5.1. Challenges:**

Limited operational planning: Operational planning is nearly non-existent in the Secretariat and its attached departments. There are no work plans against which organisational progress can be monitored, and accountability ensured.

Weak horizontal and vertical coordination: There is a serious lack of coordination and systematic communication among various institutions at the provincial level and between the provincial and lower tiers. There is no formal platform where all institutions involved in the delivery of education could come together to discuss progress and bottlenecks in the provision of education. This has not only adversely affected implementation capacity but also widened the gap and trust deficit between different tiers of education department.

Weak Monitoring and Evaluation: The monitoring of education has serious flaws. There is a lack of systemic monitoring mechanisms for the education system as a whole and its various sub-systems. Furthermore, monitoring is input-focused mainly. Processes are monitored only occasionally. Outputs, outcomes and impact are not even part of the Monitoring and Evaluation (M&E) plan. Even the input-monitoring is restricted to only a few inputs of education such as number of schools, missing facilities and teacher attendance. Although the establishment of a 'Performance Management Cell (PMC)' has improved the availability of data, major gaps persist. Furthermore, the data analysis of the capacity of Performance Management Cell (PMC) is limited.

Sub-goal of results-based management is to *'Promote a result-based management system to improve the efficiency of education management.'*

#### **13.5.2. Strategies for Results-Based Management:**

While ensuring the provision of adequate resources to education is crucial, it is also important to recognise that a lack of resources, and the attendant input shortages, is only a minor part of the learning crisis. The bigger issue is the inefficient and sub-optimal use of available resources. A well-managed education system has component parts aligned towards the goal of learning and organised in a way that they reinforce each other in achieving the set goals. In this regard, the role of implementation of a results-based management and comprehensive Monitoring and Evaluation (M&E) strategy is vital. Key strategies to improve the efficiency of education management are as follows:

## 1. A result-based management system within SED will be implemented

Efficient management requires that a Results-Based Management (RBM) system is in place to improve operational working and organisational effectiveness.

In order to ensure results-based management, the development of annual work plans, consisting of development as well as routine work requirements, will be made mandatory for all attached departments of the Secondary Education Department (SED). These work plans should be aligned with and contribute to the achievement of targets set by Annual Operational Plans to be prepared by organisations and districts. Sound monitoring and reporting mechanisms will be devised to review progress against these plans periodically. Progress on approved work plans will provide the basis for measuring the performance of organisations of Secondary Education Department (SED). Such a system will strengthen accountability and help organisations within the Secondary Education Department (SED) to stay focused on long-term results and to demonstrate their contribution to achieving those results.<sup>63</sup>

## 2. Formal coordination among the various tiers of SED will be established

There is a dire need for introducing systemic and formal coordination among various institutions at the provincial level and between the provincial and lower tiers. Creation of a formal coordination mechanism will strengthen operational linkages, promote the involvement of all attached departments and lower tiers in decision-making processes and improve accountability.

## 3. A holistic M&E strategy will be developed

A comprehensive monitoring and evaluation strategy will be developed to monitor progress on education. An effective Monitoring and Evaluation (M&E) framework for education will take a systemic view of the sector as a whole and have well-defined indicators for each stage along the value chain of education service delivery. Such a framework takes on a continuum of result-based management from inputs and processes to outputs, outcomes and impact. System-wide monitoring will also include well-defined Monitoring and Evaluation (M&E) frameworks for various sub-systems and attached organisations within the education department. The Monitoring and Evaluation (M&E) frameworks of sub-systems will be integrated within the larger system-wide Monitoring and Evaluation (M&E) framework of the sector as a whole.

### 13.6. Better Human Resource Management and Development

Inefficient use of existing human resources is the most pressing challenge with regards to the provision of education.

#### 13.6.1. Challenges:

Lack of integrated HR management framework and dedicated HR management unit: There is a lack of an integrated rules-based framework to provide clear strategic direction for managing and developing human resource of Secondary Education Department (SED). In the absence of such a framework, routine management of HR takes place through notifications issued on an emerging need basis. Furthermore, there is a lack of a dedicated unit to manage the nearly 79,000 employees of Secondary Education Department (SED).

The incoherence of the HR framework combined with the lack of a dedicated management unit has increased day-to-day administrative burden on education managers at all levels.

<sup>63</sup> UNODC Handbook on Results-based Management and the 2030 Agenda for Sustainable Development

Admin work and daily firefighting has come to occupy the bulk of education managers' time. Furthermore, it has also increased the system's vulnerability to individual influences and external pressures. The outcome is the increased politicisation of HR management. No wonder most decisions about appointments, deployment, trainings, postings and tenures of civil servants are influenced by politicians, which has compromised the independence and impartiality of civil service and adversely affected the provision of basic public services to citizens.

Frequent and abrupt transfer postings: Abrupt and frequent transfer postings of heads of key departments and organisations involved in the delivery education at the provincial, divisional and district level has almost become a norm in Balochistan. For example, the Secretary of Secondary Education Department (SED) was changed six times within a short period of two years between 2015 and 2017. Similarly, the heads of attached departments such as the Provincial Institute for Teacher Education (PITE), Bureau of Curriculum & Extension Centre (BOC&EC), Balochistan Text Book Board (BTBB), Balochistan Board of Intermediate and Secondary Education (BBISE) and Balochistan Assessment and Examination Commission (BAEC) are changed frequently and without any compelling justification. Furthermore, District Education Officers (DEOs) and teachers, who, respectively, are the backbone of the education system at the district and school level, also face frequent, abrupt, and often politically-motivated, transfer postings.<sup>64</sup> Consequently, schools in many rural and remote areas remain without teachers as the politically-connected ones manage to secure transfers to urban centers.

Limited managerial capacity: Personnel managing the delivery of education lack specialised management skills. Currently, two types of personnel managed the education system: generalist managers belonging to the federal and provincial civil services cadres and education managers, mostly from teaching cadre. Generalist managers look after the overall management of education in the Secretariat whereas personnel from the provincial education cadres (teaching and bureau) typically occupy senior management positions at the district and divisional levels and in the attached departments of Secondary Education Department (SED) such as Balochistan Board of Intermediate and Secondary Education (BBISE), Bureau of Curriculum and Extension Centre (BOC&EC), Provincial Institute for Teacher Education (PITE) and Balochistan Assessment and Examination Commission (BAEC). Generalist managers often don't have any background in education, but they have broad management skills. Managers from education cadres receive no formal training in management either during their pre-service education or after induction as managers. Resultantly, management processes suffer a lot. Similarly, the education system also doesn't produce education specialists in areas of teacher training, textbooks, curriculum and examinations. The issue of education specialists has been dealt with in other chapters.

Weak capacity: Education workforce has limited skills to carry out assigned responsibilities and functions. This function-skills gap is caused mainly by flawed recruitment and deployment processes, lack of proper induction-level trainings and continuous professional development programs.

Sub-goal of better human resource management and development is to '*Improve human resource management framework to increase the productivity of the education workforce.*'

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<sup>64</sup> District Consultations

### 13.6.2. Strategies for Better Human Resource Management and Development:

#### 1. A holistic and integrated HR policy will be developed

A comprehensive and integrated HR policy will be developed to provide clear strategic direction for managing and developing the Human Resource (HR) of Secondary Education Department (SED). As part of this process, clear objectives will be identified, and existing HR policies will be reviewed against these objectives. This review should inform the development of a holistic Human Resource (HR) policy.

#### 2. A specialised HR management structure will be created within SED

A dedicated and specialised unit will be created in Secondary Education Department (SED) to look after HR management to improve HR management capacity of Secondary Education Department (SED).

#### 3. Existing HR Management Information System (HRMIS) will be consolidated

HR Management Information System (HRMIS) database will be strengthened to ensure the establishment of a consolidated HR Management Information System (HRMIS). The HR Management Information System (HRMIS) will inform planning, implementation and monitoring decisions related to HR and facilitate efficient management of human resource of Secondary Education Department (SED).

#### 4. Induction and ongoing trainings for teaching cadre personnel posted as managers

All teaching cadre personnel posted at the managerial position will be given induction trainings at the time of first posting. Other personnel who are currently in managerial positions will also be given training. Once induction trainings are completed all personnel who continue in these positions will receive trainings every three years.

### 13.7. Greater Private Sector Engagement

The private sector has emerged as a significant player in the education landscape. The growth of the private sector is partly due to low public faith in government schools and unavailability of public schools, especially in urban and rural centres. For girls, safety considerations and distance have also encouraged the growth of private schools. The mushroom growth of private sector requires a proper policy response from the provincial government. The Government of Balochistan (GoB), however, has been slow in responding to the rapidly changing education landscape. The existing regulatory framework needs major reforms.

#### 13.7.1. Challenges:

Weak regulatory framework for private schools: The framework for regulating non-state schools<sup>65</sup> is weak and underdeveloped. The existing framework seeks to ensure the availability of required facilities and a minimum standard of quality in non-state schools and protect parents from exploitation and unfair fee hikes. However, there are two key issues. First, there is a lack of well-defined standards against whom compliance can be monitored and ensured. Secondly, the existing framework focuses too much on monitoring and penalising non-governmental actors rather than treating them as partners in the delivery of education. It lacks potential support mechanisms for the non-state schools, which in turn might discourage competition and innovation in the provision of education. Draft Balochistan Private Educational Institutions Registration, Regulation and Promotion Bill 2019 takes a more

<sup>65</sup> 'Non-state' schools refer to schools owned by for-profit private actors as well as non-profit schools owned by foundations and community organizations.

stringent view of regulation limiting to inputs. The older Act of 2015 has a more broad-based view of an engaged process of development of a regulatory framework. The latter, with some modifications, will be a better option.

The GoB is in the process of introducing a new bill to replace existing statute on private schools regulation. The draft bill has a very limited scope. In contrast, the existing statute is more comprehensive in scope and coverage.

Sub-goal of greater private sector engagement is to *‘Encourage, and regulate, greater private sector participation and investment in education service delivery.’*

### **13.7.2. Strategies for Greater Private Sector Engagement:**

#### **1. Regulatory framework for private schools will be strengthened**

This involves the development of well-defined regulatory standards, monitoring against quality benchmarks and provision of support mechanisms to encourage private sector participation in the provision of education. The purpose of the regulatory framework will be to protect the public interest as well as, encourage the participation of the private sector as a key partner in the delivery of education. The draft Balochistan Private Educational Institutions Registration, Regulation and Promotion Bill 2019 will be discarded. Instead, existing reforms will be introduced in the existing Balochistan Private Educational Institute Registration and Regulation Authority Act 2015. A specialised unit will be created within DOE(S) to oversee the implementation of the regulatory framework.

#### **2. PPPs will be promoted in the delivery of education**

There is tremendous potential for engaging the private sector in education delivery under Public-Private Partnership (PPP) mode. The GoB is in the process of establishing a full-fledged PPP setup in the province. Secondary Education Department (SED) will take advantage of this setup to promote public-private partnerships across the value chain of education. In this regard, a PPP strategy for education will be developed and implemented. Furthermore, a Public-Private Partnership (PPP) node will be established in Secondary Education Department (SED) in line with the provisions of Balochistan Public-Private Partnership Act 2018.

### **13.8. Effective Decentralised Structures**

Education in Balochistan has historically been managed through a centralised governance structure. As part of the implementation of BESP 2013-18, the Government of Balochistan delegated key management and procurement functions to divisional, district and sub-district levels. District Education Authorities (DEAs) and Clusters were created at district and sub-district levels. Furthermore, District Education Groups (DEGs) and Local Education Councils (LEC) were created at district and sub-district level respectively to encourage community participation in the delivery of education. Decentralisation and community involvement has certainly improved the delivery of education and reduced mismanagement of resources. However, a lot more needs to be done to consolidate these reforms and strengthen the decentralised structures. Challenges are as follows:

#### **13.8.1. Challenges:**

**Gaps in DEA and DEG:** District Education Authority was created in each district to exercise certain powers pertaining to implementation and monitoring of education affairs. Similarly, District Education Group was created as a stakeholder forum with members from education, health, treasury and social welfare departments and representatives of teachers, Parents Teachers School Management Committee (PTSMCs), local Non-Governmental Organisations

(NGOs) and civil society.<sup>66</sup> There are perceptions of overlap over the mandates of District Education Authority (DEA) and District Education Group (DEG). Furthermore, the presence of representative of DC in District Education Authority (DEA) has undermined the authority of DEO. Lastly, monthly meetings of District Education Authority (DEA) and District Education Group (DEG) are not held regularly as stipulated in their Terms of References (ToRs).

**Irrational cluster sizes:** Under the cluster-based management system, a cluster was formed around each high school in the district. The function of procuring education resources like reading and writing material, furniture, and mats was placed at the disposal of Headmaster/Headmistress of High School as Cluster Heads. However, cluster-management needs improvements. First, cluster sizes need to be rationalised. Some clusters have two feeder schools, whereas others have more than 50 feeder schools. Furthermore, new clusters are created every year due to upgradation of existing middle schools and the establishment of high schools. This has created issues related to cluster sizes. Secondly, Local Education Purchase Committees (LEPCs) have not been formed in each cluster. Constitution of Local Education Purchase Committee (LEPC) was mandatory to perform the function of procurement as per the GoB's procurement policy 2014. Lastly, there is a lack of clarity surrounding the criteria for distributing funds among clusters and feeder schools within clusters. The existing criteria of funds distribution (50% on the basis of each school and 50% on the basis of enrolment) need to be reviewed and revised.

**Weak and inactive LECs and PTSMCs:** Community organisations, such as Local Education Councils (LECs) and Parents Teachers School Management Committees (PTSMCs), were created to involve the community in the management of education. However, Local Education Councils (LECs) and Parents Teachers School Management Committee (PTSMCs) are not active and functional in all clusters and schools. Those councils that are active have serious capacity issues.

**Weak school management:** Schools are the lowest unit of education delivery. The major governance and management issues that have affected education delivery at the provincial and district level also exist at school level. Sound management at school level is as important as at the district and provincial levels. Schools don't have management or development plans.

Sub-goal of effective decentralised structures is to '*Strengthen management at the district and sub-district tiers, including schools.*'

### **13.8.2. Strategies for Effective Decentralised Structures:**

Decentralisation is critical for the system to be able to respond to the actual needs of citizens and have wider participation from local communities. Existing accountability structures need to be consolidated and strengthened.

It is worth highlighting that decentralisation is not a panacea to all problems of education service delivery. It may not always be efficient. Weak administrative or technical capacity at local levels may result in services being delivered less efficiently and effectively in some areas of the country. These are some of the issues that need to be taken into account in the design of a decentralised system. In practice, all services do not need to be decentralised in the same way or to the same degree.<sup>67</sup>

Key strategies for strengthening existing accountability structures are as follows:

<sup>66</sup> DEG Notification

<sup>67</sup> <http://www1.worldbank.org/publicsector/decentralization/what.htm>

### **1. DEA and DEG will be strengthened**

District Education Authority (DEA) was created to empower DEO and strengthen district-level management of education, whereas District Education Group (DEG) was created to strengthen accountability and encourage community involvement in education delivery. The functions of both District Education Authority (DEA) and District Education Group (DEG) will be aligned with this mandate and overlaps will be removed. The executive authority will remain with District Education Authority (DEA). District Education Group (DEG) should act as a stakeholder and social accountability forum. Heads of DEA and DEG will be required to share minutes of monthly meetings with the Directorate of Education (Schools).

### **2. Cluster-based management system will be rationalised and consolidated**

Cluster sizes will be rationalised, keeping in view factors such as distance and number of feeder schools. For female clusters, the possibility of creating clusters at the level of middle schools will be considered. Furthermore, cluster sizes will be reviewed only once in every two years to maintain stability and ensure the availability of reliable cluster data for planning and budgeting purposes.

### **3. Inefficiencies in cluster-based procurement will be reduced**

Gaps in procurement processes will be addressed to meet the requirements of schools more effectively. First, the disbursement of cluster-budgets will be linked with notification of Local Education Purchase Committees to promote compliance with procurement policy 2014. Secondly, the formula for allocation of budget to clusters and its distribution among feeder schools within the clusters will be reviewed and refined. Thirdly, cluster heads will be empowered to re-appropriate budget from one to another head. The proposed change will help in aligning cluster budgets with the needs and demands of schools.

### **4. Development and implementation of school-based plans will be ensured**

Schools are the lowest, and arguably, the most important, unit of education delivery. All the guidelines and recommendations pertaining to better planning, efficient management and effective accountability apply to schools as well. In the light of these recommendations, the heads of all middle and high schools will be required to develop annual school improvement plans in consultation with concerned community forum Parent Teacher School Management Committees (PTSMCs). Furthermore, school heads will be required to develop annual work plans and display the same in schools.

### **5. Community involvement in education management will be strengthened**

Parent Teacher School Management Committees (PTSMCs) and LECs have not been notified in many schools and clusters despite being required by law. Fresh elections will be mandated for the constitution of Parent Teacher School Management Committees (PTSMCs) in all schools. Similarly, LECs will also be activated and made functional in all clusters and capacities of both these organisations will be built.

## **13.9. Gender Inclusive Management**

Vertical and horizontal inequities in the provision of education service is a major challenge in Balochistan. In particular, education policies, acts and implementation systems and practices are insensitive to the unique needs of females. The key reason for this is the extreme under-representation of females in senior management positions, which in turn is explained by a number of factors including lack of equal opportunities for females, unsafe workspaces and bias against women's skills as leaders and managers. Certain managerial positions are exclusively for females. These include headteachers of female schools and district officer

education (females) in each district. The discussion is about the positions that are not reserved for any gender. These include all positions in the headquarters of Directorate of Education (Schools) and the positions of district education officer (DEO) who heads the district education set up and oversees, among others, work of DOE female and male. The positions in the headquarters and also DEO take the more critical policy, planning and strategy decisions. Female representation is negligible in these positions. Even if females are (in rare cases) posted in these positions, they are not included in key decisions<sup>68</sup>.

Sub-goal of gender inclusive management is to *'Promote gender-sensitivity across the value chain of education to promote inclusive management.'*

### 13.9.1. Strategies for Gender Inclusive Management:

#### 1. Gender-sensitivity across the value chain of education delivery will be ensured

This Plan recommends that a strategy be developed for incorporating gender sensitivity across the value chain of education delivery. As part of this strategy, officials of the education department will be sensitised on gender inclusiveness. Senior management will proactively try to increase the number of female managers in gender-free management positions.

#### 2. A gender-friendly work environment will be created

Steps will be taken to make workspaces more gender-friendly. This will include establishment of day-care centres for females, construction of separate toilets for females and notification of focal persons to deal with work-place harassment in Secondary Education Department (SED) and all of its attached organisations.

### 13.10. Effective Accountability

#### 13.10.1. Challenges:

Failure of accountability at all levels: Education system in Balochistan lacks effective oversight and accountability mechanisms, both at systemic and individual levels. Failure of accountability at multiple stages in the service delivery chain is arguably the biggest impediment in the delivery of education. For core public services such as education, the route of accountability is long and indirect. There are at least three steps of accountability. In the first step, the politicians or policy-makers are supposed to respond to the needs of citizens. In the second step, the service providers are supposed to deliver education service in line with the strategic directions set by policy-makers. In the third step, the lower tiers and attached departments of SED have to work together to achieve the targets set by the department.

This transactional approach to accountability is caused by lack of clarity over the responsibilities of each actor in the delivery of education, lack of results-based operational planning, limited availability of information on performance, absence of high-level accountability forum, administrative discontinuity, and the declining importance of annual performance reviews. As part of the implementation of BESP 2013-18, social accountability platforms i.e. Parent Teacher School Management Committee (PTSMC), Local Education Council (LEC), District Education Group (DEG) and Local Education Group (LEG) respectively were created at the school, cluster, district and provincial levels. The creation of these platforms has strengthened accountability and improved community participation, but further efforts need to be made to make these bodies effective. Furthermore, while social accountability is essential, the need for ensuring meaningful executive accountability within the SED remains valid.

<sup>68</sup> This was highlighted by all participants in the working group on governance and management.

Sub goal of effective accountability is to *'Develop effective accountability mechanisms for the education system as a whole and its various sub-systems.'*

### **13.10.2. Strategies for Effective Accountability:**

Sector analysis identified three places where accountability can breakdown. This plan aims to strengthen accountability at all three levels with the main focus on the last two levels i.e. between politicians and service providers and the Secretariat and attached departments. It does so by improving the information on the performance of Secondary Education Department (SED) and implementing a results-based management system. Furthermore, this plan promotes a shorter route to accountability through the engagement of community at each level of education delivery i.e. school, cluster, district and province. These social accountability platforms are expected to enable citizens to access and utilise information, voice their needs and opinions and demand accountability beyond elections.

#### **1. A structured and multi-tiered accountability mechanism will be implemented**

Given the large, complex, and multi-layered organisational structure of the Secondary Education Department, effective accountability will be established at all levels of education. For improving accountability at different levels within the SED, the implementation of a results-based management in all organisations and strengthening of individual performance evaluation mechanisms will be ensured. Furthermore, a high-level accountability forum will be created within the SED, headed by the Secretary SED, to review progress on sector plan periodically. For improving accountability of the SED to policy-makers and elected representatives, this plan proposes that the SED makes presentations on progress on BESP to the Chief Secretary and the Chief Minister as frequently as possible and practical.

#### **2. Existing social accountability forums will be consolidated and strengthened**

As part of the implementation of BESP 2013-18, social accountability forums have already been created at school, cluster, district and provincial levels. These forums respectively are Parent Teacher School Management Committee (PTSMC), Local Education Council (LEC), District Education Group (DEG) and Local Education Group (LEG). While DEGs and LEG are functional, LECs and PTSMCs aren't functional in all schools. Steps will be taken to hold heads of these forums accountable for holding regular meetings.

#### **3. Establish effective grievance redressal mechanisms within organisations and align it with complaint cells at the federal and provincial level**

Absence of institutional grievance redressal mechanisms encourages employees, specifically teachers, to opt for an alternative, and potentially detrimental sources of influence. Establishment of effective grievance redressal mechanisms will help keep a check on unwarranted interference by teacher unions, politicians and influential community members. Grievance redressal mechanisms need to be strengthened in all organisations of the Secondary Education Department (SED). Furthermore, public campaigns should be launched to promote awareness about the newly-established Complaint Management System (CMS) and integrate it with other complaint portals existing at federal and provincial level. Complaint Management System (CMS) has not been effective so far because the public is not informed about it.

### **13.11. Increased Transparency**

#### **13.11.1. Challenges:**

Limited public access to information on various aspects of education delivery: Transparency can be instrumental in improving public access to information about the various aspects of education delivery. Increasing transparency is likely to amplify the public voice and enable them to function as an effective check on elected representatives. Currently, there is opacity of

information about many aspects of service delivery. Organised citizen groups don't have adequate access to information on performance of education minister and the Secondary Education Department (SED).

Sub-goal of increased transparency is to *'Introduce transparency in the provision of education to improve trust between the government and citizens.'*

### 13.11.2. Strategies for Increased Transparency:

#### 1. Communication between stakeholders within SED and outside will be improved

The Secondary Education Department (SED) will develop a proper strategy to communicate progress on BEBP to media and citizens. This will entail the publication (both on paper and online) and dissemination of annual reports on the progress made in the implementation of BEBP. Lastly, a state-of-the-art website will be developed for the Secondary Education Department (SED).

#### 2. Public access to information related to education budget and expenditures will be improved

Steps will be taken to ensure public access to information about education delivery at all levels of management.

All education-related approved policies, acts, and rules will be uploaded on the website. Furthermore, the Secondary Education Department (SED) will publish online the list of education development projects for a given year along with the approved PC-1 forms. Furthermore, quarterly PC-III forms and PC-IV forms will also be published online for each development project. Moreover, BEBP annual progress reports will be uploaded on the website.

DEOs, heads of clusters and heads of schools will be required to display information related to budget size, utilisation and procurement at a prominent place within the premises of their offices.

Lastly, a public awareness campaign will be launched to inform and sensitise the public about the wealth of information available online.

## 13.12. Constructive Political Engagement

### 13.12.1. Challenges:

Lack of sustained political support: Lack of sustained political support is a major hurdle in the governance and management of education. The interplay of education and politics has been at the higher ideological platform, political championing of education and constituency level considerations. Of these, constituency-level politics have the most detrimental effect on education delivery. Education is the biggest civilian employer in the province. Compared to other sectors, education provides more opportunities for rents and patronage to political elites in the form of construction projects (schools/universities), employment (hiring of teaching and non-teaching staff) and transfer postings. Additionally, political payoffs of construction projects, jobs and transfer postings are tangible and visible in the short-term, which explains why an overwhelming majority of education's development budget gets spent on projects with brick and mortar component. Furthermore, the province's social system and norms, which promote patronage and clientelistic networks, also appear to have contributed to the negative role of politics. Reciprocity, the return of favours and protection of narrow tribal or ethnic interests have become defining features of Balochistan's political culture. Employees at all levels of education department use these factors to evade accountability and sanctions.

Excessive political interference in education has manifested itself across the value chain of education delivery. From politically-driven planning to abrupt and pre-mature transfers and non-merit based appointments, intrusive political interference has had a negative impact on education management.

Sub-goal of constructive political engagement is to *‘Translate political interest in education into an asset that supports systemic reform and improvements.’*

### **13.12.2. Strategies for Constructive Political Engagement:**

Complete de-politicisation of public service delivery is impossible. This implies that service providers have to live with the realities of politics and adapt accordingly. This plan proposes that political interest in education should be translated into an asset that supports systemic reforms and improvements. This engagement should seek to address the political economy constraints that have resulted in a misalignment between the interests of politicians and the goals of public service delivery. While aligning elite incentives with the goals of effective service delivery is beyond the mandate of this plan, efforts can be made to improve elite understanding of the technicalities of education service delivery and its link with the medium and long-term interests of these elites. Key strategies are as follows:

#### **1. Political leadership will be engaged**

For this purpose, research will be conducted to identify the gaps between interests and perceptions of politicians and the objectives of service delivery. An advocacy campaign, led by Minister Education, with the help of civil society organisations and concerned citizens, to engage political leadership will be designed and launched on the basis of this research. The campaign will aim to sensitise them about the intricacies of service delivery and how improved delivery can advance the interests of politicians.

#### **2. Standing Committee on Education will be engaged**

The SED will also seek to engage the Standing Committee on Education of the provincial assembly. In addition to the presentation of BESP annual progress reports, open seminars will be organised on an annual basis with the Committee to discuss ongoing education reforms and issues.

## 13.13. Program Matrix – Governance and Management

Table 13-1 Program Matrix - Management and Governance

| Program 7 – Governance and Management   |  |   |   |  |
|---|--|---|---|--|
| Overall Goal 7. To promote better governance and management for a more efficient, effective, inclusive and accountable education service delivery |  |   |   |  |
| Sub-Programs  | Sub-Goals  | Strategies  | Activities  | Targets  |
| <b>7.1 Comprehensive policy and legal framework</b>   | 7.1. Develop a comprehensive policy and legal framework to guide the provision of education service      | 7.1.1 Improve education policy framework  | I. Develop and approve a provincial education policy  | Provincial education policy approved                                 |
|   |  | 7.1.2 Strengthen legislative framework to meet the requirements of effective education delivery | II. Introduce the required statute on curriculum and standards  | Curriculum and Standards Act introduced                              |
|   |  |   | III. Constitute a Committee to review existing legislations and implement its recommendations                                 | All existing statutes reviewed                                       |
|   |  | 7.1.3 Develop rules for all education-related statutes to guide effective implementation        | I. Constitute Committee(s) to develop and notify rules for statutes that currently lack them                                  | Rules notified for all acts related to provision of education        |
|   |  | 7.1.4 Improve capacity of SED to review policy and legal frameworks                             | I. Organise training workshops for PPIU on policy development and legislative drafting on an ongoing basis                    | PPIU's policy development and legislative drafting capacity improved |
| II. Notify Provision of hiring of legal expert on need basis to work with PPIU  |  |   |   |  |
| <b>7.2 Better Planning</b>  | 7.2. Promote systemic, need-based and inclusive planning to improve the efficiency of education delivery | 7.2.1 Ensure structured and systematic implementation of BESP                                   | I. Introduce rules to mandate development of rolling Annual Operational Plans (AOPs) in the light of BESP                     | Standardised format for AOP approved                                 |
|   |  |   | II. Notify an inclusive Committee within the SED to finalize AOP and review progress on it periodically                       | AOP developed  |
|   |  |   | III. Develop AOPs as per a standardised and approved format and ensure that all proposals for cooperation and engagement with | ADPs aligned with AOP  |

|                                    |  |  |   |   |
|------------------------------------|--|--|---|---|
|                                    |  |  | donors, NGOs and private sector are aligned with AOP  |   |
|                                    |  |  | IV. Mandate the DSC to ensure that the proposals submitted for Annual Development Plans (ADP) or PSDP flow from and are aligned with AOP  |   |
|                                    |  | 7.2.2 Align donor plans and projects with BESP   | I. Disseminate BESP 2020-25 to donors   | Donor plans and projects aligned with BESP                                  |
|                                    |  |  | II. Amend the notification on PPIU to empower it to review donor proposals for alignment with BESP  |   |
|                                    |  |  | III. Present donor proposals for approval at the competent forum only after confirmation of alignment with BESP   |   |
|                                    |  | 7.2.3 Involve attached departments, divisional, district and sub-district tiers in planning  | I. Make it mandatory for the DEO to solicit proposals for development budget from clusters within their jurisdiction, and for the Directorate of Education (Schools) to solicit proposals for development budget from the district tier | All horizontal and vertical tiers are involved in education planning        |
|                                    |  |  | II. Revise the composition of DSC to make heads of all attached departments its member  |   |
|                                    |  | 7.2.4 Strengthen supervision and monitoring of implementation of development projects of SED | I. Require SED to obtain and review PC-III forms for each development project on a quarterly basis  | Quarterly supervision and monitoring of development projects of SED ensured |
|                                    |  |  | II. Mandate divisional directors to supervise progress on development schemes and share progress reports with SED on quarterly basis  |   |
| <b>7.3 Result-Based Management</b> | 7.3. Promote a result-based management system to improve | 7.3.1 Introduce and implement a result-based management                                      | I. Introduce rules to mandate all attached departments of SED to develop annual work plans  | Result-based management system established                                  |

|   |  |  |  |   |
|---|--|--|--|---|
|   | monitoring and managerial efficiency   | system in all attached departments of the SED  | <p>II. Ensure that annual work plans are developed by each attached department and approved by its head</p> <p>III. Require Heads of attached departments to organise bi-monthly meetings to review progress against work plans and Secretary SED to hold quarterly progress reviews</p> |   |
|   |  | 7.3.2 Establish formal coordination among the horizontal tiers of SED  | I. Constitute and notify a committee for coordination among the attached departments of SED  | Formal coordination mechanism established                                       |
|   |  | 7.3.3 Develop and implement a comprehensive M&E strategy   | I. Develop and approve an M&E strategy for the entire education system and its sub-systems   | M&E strategy approved<br>Percentage of M&E implemented                          |
|   |  |  | II. Implement the M&E strategy at all levels   |   |
| <b>7.4 Better Human Resource Management and Development</b> | 7.4. Improve HR management framework to increase productivity of the education workforce | 7.4.1 Develop a holistic and integrated HR policy to provide clear strategic direction for managing and developing human resource of SED | I. Identify clear objectives for HR management and development and review existing policies and rules against them   | Integrated HR policy approved   |
|   |  |  | II. Develop and approve an integrated HR policy (and rules) aligned with the objectives  |   |
|   |  | 7.4.2 Develop a specialised structure for managing and developing human resource of SED based on the HR policy                           | I. Develop a proposal for establishing a specialised unit as per needs of the HR policy  | Specialised HR Unit established   |
|   |  |  | II. Get the proposal approved  |   |
|   |  |  | III. Setup the specialised unit  |   |
|   |  | 7.4.3 Consolidate existing HR Management Information System (MIS) to facilitate efficient management of human resource of SED            | I. Establish a specialised unit within SED to manage human resource  | Specialised HR Unit established<br>HRMIS revised and upgraded<br>HRMIS utilised |
|   |  |  | II. Review, revise and upgrade the existing HRMIS based on needs of the HR policy  |   |

|  |   |   |  |  |
|--|---|---|--|--|
|  |   |   | III Introduce rules to mandate the specialised HR unit to use HRMIS  |  |
|  |   | 7.4.4 Induction and ongoing trainings for teaching cadre personnel posted as managers   | I. Design and develop managerial training program for teaching cadre personnel posted as managers<br>II. Introduce induction trainings for teaching cadre personnel at the time of first posting on managerial position<br>III. Conduct managerial trainings of all existing staff posted as managers and organise follow up trainings after every three years   | Teaching cadre personnel posted as managers trained in managerial skills                         |
| <b>7.5 Greater Private Sector Engagement</b> | 7.5. Encourage, and regulate, greater private sector participation and investment in education service delivery | 7.5.1 Strengthen regulatory framework for private schools to protect public interest as well as encourage participation of the private sector as a key partner in the delivery of education | I. Develop a strategic framework for regulating private schools in consultation with representatives of private schools and community<br>II. Discard the draft Balochistan Private Educational Institutions Registration, Regulation and Promotion Bill 2019 and instead review 2015 Act<br>III. Develop rules for operationalisation of the revised act<br>IV. Designate or create a specialised unit within the DOE(S) to oversee implementation of the regulatory framework | Private schools regulatory framework standardised, institutionalised and disseminated            |
|  |   | 7.5.2 Develop partnerships with the private sector for the provision of education service under PPP mode  | I. Establish a PPP node in SED in line with the provisions of the Balochistan Public Private Partnership Act 2018<br>II. Organise training workshops with all attached departments of SED to sensitise them on the role of PPPs in education   | PPP node established in SED<br>Strategy for engaging the private sector under PPP mode developed |

|   |  |  |  |   |
|---|--|--|--|---|
|   |  |  | III. Develop, and implement, a strategy for engaging private sector under PPP mode across the value chain of education delivery  |   |
| <b>7.6 Effective Decentralised Structures</b> | 7.6. Strengthen management at the district and sub-district tiers including schools to bring education delivery closer to citizens | 7.6.1 Consolidate DEA and DEG to improve district-level management of education  | I. Review and modify the functions of DEA and DEG to remove overlap and ensure alignment with respective mandates  | Composition and functions of DEA and DEG revised<br>Effectiveness of DEA and DEG improved |
|   |  |  | II. Revisit composition of DEA to strengthen the role of DEO   |   |
|   |  | 7.6.2 Rationalise and consolidate the cluster-based management system to improve compliance with procurement policy 2014 | I. Notify guidelines for rationalising the size and composition of clusters keeping in view factors such as geographic proximity and fair distribution of responsibilities | Cluster-based management strengthened and made more inclusive                             |
|   |  |  | II. Require DEOs to revisit cluster composition only once in 2 years   |   |
|   |  | 7.6.3 Reduce inefficiencies in cluster-based procurement to meet the requirements of schools more effectively            | I. Amend the notification on Clusters to make the disbursement of cluster-budget conditional upon the existence of Local Education Purchase Committees                     | Cluster-based procurement made more efficient   |
|   |  |  | II. Develop and notify a well-thought-out formula for the distribution of allocated funds among clusters and among feeder schools within clusters                          |   |
|   |  |  | III. Amend the notification on Clusters to empower cluster heads to re-appropriate budget from one to another head   |   |
|   |  | 7.6.4 Ensure development and implementation of school-based plans  | I. Develop and approve a standardised format for school improvement plans  | School-based improvement and operational plans developed and implemented                  |
|   |  |  | II. Notify rules to mandate heads of middle and high schools to develop and  |   |

|  |  |  |  |   |
|--|--|--|--|---|
|  |  |  | implement annual school improvement plans  |   |
|  |  | 7.6.5 Strengthen community involvement in the management of school affairs                                 | I. Notify fresh elections for the constitution of PTSMCs in all schools<br>II. Notify LECs in all clusters<br>III. Hold DEOs accountable for the formation of LECs   | PTSMCs made functional<br>LECs made functional  |
| <b>7.7 Gender-Inclusive Management</b> | 7.7. Mainstream gender-sensitivity across the value-chain of education delivery                                  | 7.7.1 Ensure gender-sensitivity across the value chain of education service delivery                       | I. Develop a strategy for mainstreaming gender-sensitivity across the value chain of education delivery<br>II. Train and sensitise officials of the SED on gender-sensitive management and work place anti-harassment rules<br>III. Head hunting for competent female managers who can be posted at senior positions | Gender-sensitivity promoted across the value chain of education delivery                    |
|  |  | 7.7.2 Create a gender-friendly work environment  | I. Establish day-care centers for female employees in SED and its attached departments<br>II. Construct separate toilets for females in SED and its attached departments<br>III. Notify female focal persons to deal with complaints related to work place harassment  | Work environment made more gender-friendly  |
| <b>7.8 Effective Accountability</b>    | 7.8. Develop effective accountability mechanisms for the education system as a whole and its various sub-systems | 7.8.1 Implement a structured and multi-tiered accountability mechanism with the CM at the top of the chain | I. Amend rules to ensure presentation of progress on BESP bi-annually to the Chief Minister and Chief Secretary<br>II. Notify a high-level forum under the Chairmanship of Secretary SED to review progress quarterly on AOPs and Work Plans   | High-level accountability mechanisms improved and consolidated                              |
|  |  | 7.8.2 Strengthen existing social accountability mechanisms to promote community                            | I. Amend the ToRs of Additional Secretary (PPIU) to include the responsibility for holding regular meetings of LEG   | Participation of communities in monitoring of education improved at all tiers of governance |

|                                   |   |   |  |   |
|-----------------------------------|---|---|--|---|
|                                   |   | participation in the management of education  | II. Amend the ToRs of DEG to hold the DC responsible for regular meetings of DEG   |   |
|                                   |   |   | III. Mandate the DEO to hold heads of middle and high schools accountable for meetings of PTSMCs and LECs respectively   |   |
|                                   |   | 7.8.3 Ensure effective grievance redressal mechanisms within the education system and align it with complaint cells at the federal and provincial level | I. Develop formal grievance redressal mechanisms at the district level   | Grievance redressal mechanisms strengthened and aligned with other complaint reporting mechanisms at the federal and provincial level |
|                                   |   |   | II. Promote public awareness about Complaint Management System (CMS)   |   |
|                                   |   |   | III. Review the CMS to ensure timely follow-up and action on complaints  |   |
|                                   |   |   | IV. Link CMS with PM Citizen portal and other provincial and federal complaint systems   |   |
| <b>7.9 Increased Transparency</b> | 7.9. Introduce transparency in the provision of education to improve trust between the government and citizens            | 7.9.1 Improve communication between stakeholders within SED and outside to improve transparency   | I. Develop, and implement, a strategy to communicate progress and respond to queries related to education service delivery   | Communication strategy implemented  |
|                                   |   |   | II. Publish annual report on issues, reforms and progress of SED for public use  |   |
|                                   |   | 7.9.2 Improve public access to information about public expenditures and other aspects of education department  | I. Mandate DEOs, cluster heads and school heads to display information related to enrolment, budget utilisation, procurement, number of teachers and development schemes at a prominent place within premises of their offices | Public access to information improved at all levels   |
|                                   | II. Publish all education-related approved policies, acts and rules on the website including BESP annual progress reports |   |  |   |
|                                   | III. Publish online the mandatory PC-III forms for each development project on a quarterly basis                          |   |  |   |

|   |  |  |  |  |
|---|--|--|--|--|
| <b>7.10 Constructive Political Engagement</b> | 7.10. Translate political interest in education into an asset that supports systemic reform and improvements | 7.10.1 Engage political leadership to sensitise them about the technicalities of education service delivery  | I. Design, and implement, an advocacy campaign to engage political leadership                                      | Political leadership sensitised about the technicalities of education service delivery |
|   |  |  | II. Identify education champions among politicians and develop mechanisms to engage them in a sustained manner     |  |
|   |  | 7.10.2 Engage the Standing Committee on Education of the provincial assembly in advocacy of education reform | I. Mandate Secretary SED to present progress on implementation of BESP the Standing Committee after every 6 months | Standing Committee on Education engaged  |
|   |  |  | II. Hold bi-annual open seminars with the committee to discuss on going education reforms and issues               |  |

## 14. Technical and Vocational Education and Training

In Pakistan, an estimated 1.82 million new Labor market entrants are ready to make the transition to work from the formal schooling system each year<sup>69</sup>. In addition to these numbers, approximately 4.4 million youth currently not captured by the mainstream formal schooling system nor trained in employable skills are ready to make this transition. On the other hand, the current uptake in the institutional skills training programs in the country is only about 437,000 training places available in 3,740 training institutes with 18,207 trained teachers.

In Balochistan, the current coverage of Technical and Vocational Education and Training (TVET), is very limited and indicates that alternative pathways to decent employment for many are also severely limited. Low quality and lack of relevance of existing limited opportunities, present additional challenges for Technical and Vocational Education and Training (TVET) graduates. While the importance of Technical and Vocational Education and Training (TVET) in employment generation and productivity increase can never be overestimated Balochistan has two key, additional, reasons to have more robust technical and vocational education. Firstly the youth bulge wherein nearly 65% of the population is 30 years or below and secondly the high percentage (65%) of school-age children being out of school.

While the sector plan proposes a strong Non-Formal Basic education (NFBE) program for these children, it also recognises that all of them will not be mainstreamed back to schools. The relatively older age group will require some skill-based training to have opportunities of better livelihood. It is essentially important for Balochistan to provide maximum opportunities and empowerment to youth to participate in the economy.

Most significantly, a strong Technical and Vocational Education and Training (TVET) is linked to the economic development of Balochistan. Presently, there is low productivity in the various economic sectors in the province. While Fisheries, Agriculture and Livestock, Minerals and Oil and Gas have been identified as sectors with high employability and investment potential<sup>70</sup>, at present most economic activity in these sectors is concentrated in the lower end of value chains. Additionally, a major opportunity is on the horizon with the development of China-Pakistan Economic Corridor (CPEC) and its allied projects as well as setting up of over two dozen industrial zones in the province<sup>71</sup>. However, skills demand in the upcoming opportunities have yet to be estimated and supply-side linked to it.

### 14.1. Summary of the Situation

Data availability is highly limited in the Technical and Vocational Education and Training (TVET) sector. Few data sources include the central Technical and Vocational Education and Training (TVET) registry maintained with the National Vocational and Technical Training Commission (NAVTTTC) which collects information on limited indicators from the provincial TEVTAs. According to the recent Roadmap for Skills Development in Pakistan report by National Vocational and Technical Training Commission (NAVTTTC)<sup>72</sup>, the total number of Technical and Vocational Education and Training (TVET) service provider in Balochistan is 151. This number includes both public and private sector. Out of these, 95 institutes are for men, 41 for women and 15 offer co-education. Balochistan has the lowest number of Technical and Vocational Education and Training (TVET) instructors among other provinces and

<sup>69</sup> A Roadmap for skills development in Pakistan. NAVTTTC, 2018

<sup>70</sup> Balochistan Sector Development Studies, SMEDA,

[https://smeda.org/index.php?option=com\\_content&view=article&id=91&Itemid=189](https://smeda.org/index.php?option=com_content&view=article&id=91&Itemid=189)

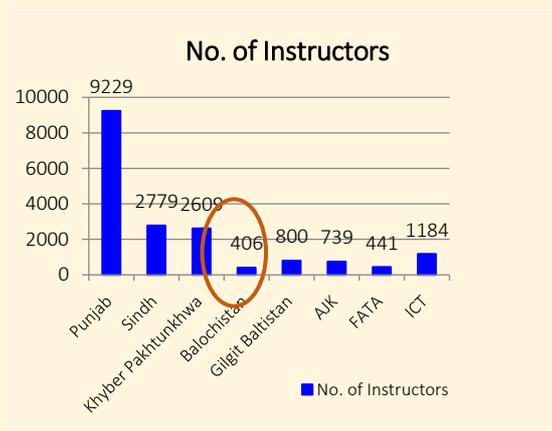
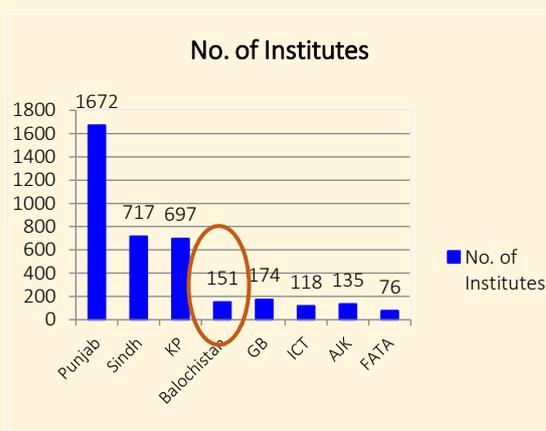
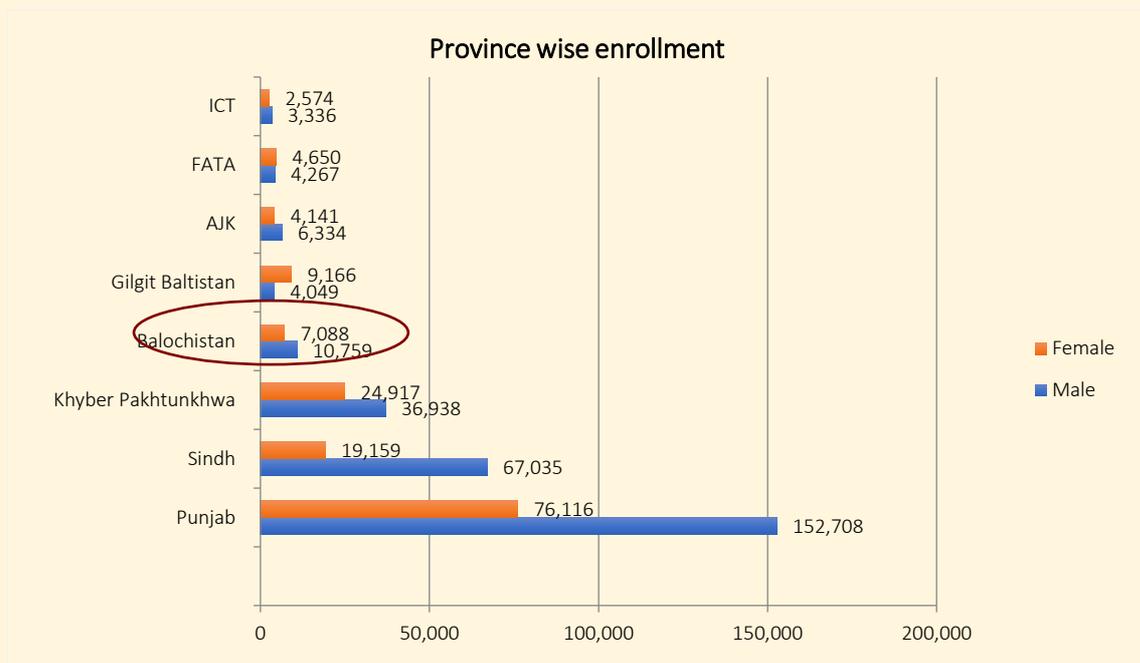
<sup>71</sup> 12 Industrial estates in Balochistan: Quetta industrial and trading estate, Dera Murad Jamali industrial and trading estate, Khuzdar Mini Industrial estate, Turbat industrial estate, Chaman Industrial estate, Gaddani Marble Estate, Hub industrial estate, Gawadar industrial estate, Marble city Khuzdar, Marble city Loralai, Marble city Dalbandin, Muslimbagh industrial estate. Additionally, two Special Economic Zones have been recently approved in Balochistan (Bostan and Hub) by the Federal Special Economic Zone (SEZ) approval Committee.

<sup>72</sup> A Roadmap for Skills development in Pakistan NAVTTTC, 2018

regions. The National Vocational and Technical Training Commission (NAVTTTC) report note that currently, Balochistan has a total of only 406 instructors.

The enrollment figures in the Technical and Vocational Education and Training (TVET) institutes across the provinces and regions are dismal, especially when compared to the existing youth cohort in the country. The situation in Balochistan is no different, where only 17,847 men and women are currently enrolled in the Technical and Vocational Education and Training (TVET) institutes in the province. Out of this, women enrollment is only 7,088.

Figure 14-1 Enrollment, Instructors and Institutes – TVET



Source: A Roadmap for skills development in Pakistan. NAVTTTC. 2018

Examining the general trend in employment outcomes, it appears that there is low absorption of graduates of regular Technical and Vocational Education and Training (TVET) programs in the market. Interviews with Technical and Vocational Education and Training (TVET) providers reveal that very small percentage of 10% to 30% of Technical and Vocational

Education and Training (TVET) graduates get absorbed in the market. One of the main causes for low market absorption of TVET graduates appears to be the poor quality of formal Technical and Vocational Education and Training (TVET) provision, in addition to issues of access, participation and governance.

Technical and Vocational Education and Training (TVET) sector institutes in both the public and private sector (with a few exceptions in the private sector) are characterised by the outdated curriculum, a mismatch between skills taught and those demanded by the industries, inadequate quality assurance mechanism, inadequate physical and learning resources and low participation of the private sector necessary to bridge the skills-market gap. Technical and vocational training primarily takes place in time-bound, theory-based, teacher-led classroom environments, in isolation from the industry. Attachments and linkages to the industry are fragile, poorly planned and inadequately supervised. The institutions lack a culture in which training is driven by market-based projections of future skill requirements. There is no structured mechanism in place for collecting Labor market information and utilising it to guide course content or expansion of training programs.

Historically, there has been little institutional collaboration and partnership between the public-funded Technical and Vocational Education and Training (TVET) institutions and the private sector. There is often reluctance by the private sector to engage with the government due to excessive bureaucracy and the slow pace at which the government organisations work.

Within the public sector, unlike other provinces, the institutional arrangement for Technical and Vocational Education and Training (TVET) governance in Balochistan continues to be fragmented across multiple government departments including Department of Industries, Department of Labor and Manpower, Department of Social Welfare and Department of Higher Education.

In all other provinces, the public sector Technical and Vocational Education and Training (TVET) provision has been unified by establishing a Technical and Vocational Education and Training (TVET) Authority. Balochistan has had the Balochistan Technical Education Vocational Training Authority (BTEVTA) law since 2011, but the institutional arrangement has only recently begun to settle into an agreed format. This is a critical reform advocated by the Plan.

## 14.2. Approach to Reform TVET

The approach to Technical and Vocational Education and Training (TVET) looks at a comprehensive reform of all its aspects: access and participation, quality and relevance and governance and management. The key being better employment results for its graduates that will not be possible without seriously repairing the current system broken at multiple points.

In view of the above, the overall goal of TVET is to achieve an *'Enhanced participation of youth in the TVET sector across both genders with an increased employment rate.'*

## 14.3. Theory of Change for TVET

The primary problem of Technical and Vocational Education and Training (TVET) is a low absorption of its graduates into the market. This is due to governance and quality issues that also impact participation. The objective is to reverse the trend with increased participation of women.

Figure 14-2 Theory of Change for TVET

| PROBLEMS  | SUB GOALS  | PROGRAMS GOALS                            | SECTOR PLAN OBJECTIVE   | GLOBAL, NATIONAL AND PROVINCIAL COMMITMENTS  |
|---|--|---|---|--|
| Low absorption of TVET graduates in the market due to poor quality of formal TVET provision, issues of access, participation and governance | Facilitate participation in TVET education to strengthen equal opportunities for all with special focus on women and girls and marginalised groups | Increased employment of graduates of TVET | Improved employability and participation of youth, particularly women, though market oriented, quality and increased technical and vocational education opportunities | <u>Global Commitments</u><br>Sustainable Development Goals<br>SDG4 - 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'<br>SDG5- Achieve gender equality and empower all women and girls.<br>SDG8- Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. |
|   | Enhance the quality and delivery of TVET to improve graduates' employability   |   |   | <u>National Commitments</u><br>Articles 25 A and 37b of the Constitution<br>"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."  |
|   | Strengthen the governance of TVET for better management of the system  |   |   | <u>Provincial Commitments</u><br>Balochistan Compulsory Education Act 2014 - providing a detailed legal framework for implementation of Article 25A  |

#### 14.4. Access and Participation

Poor outreach and lack of adequate infrastructure hinders access to Technical and Vocational Education and Training (TVET) services in Balochistan. The overall Technical and Vocational Education and Training (TVET) infrastructure, both in quantity and quality, in Balochistan, is inadequate. On the same lines as school education, there are issues of supply and demand. This is also one of the factors contributing to the low participation rates in Technical and Vocational Education and Training (TVET) institutes in Balochistan.

##### 14.4.1. Challenges:

There are several challenges in improving access and participation in Technical and Vocational Education and Training (TVET) sector; some of them are discussed below:

**Entry barriers:** A challenge frequently cited for low enrollment in technical courses, especially for women, appears to be the entry barrier which requires matriculation as the minimum academic qualification as well as an age limit of 21 years for enrollment. Anecdotal evidence suggests that many women, particularly from the rural areas, are often excluded because they are unable to meet these requirements. Access in Technical and Vocational Education and Training (TVET) has a major gender dimension.

There is only one Polytechnic institute for girls in the entire province which offers DAE (Diploma) courses. Located in Quetta, despite having a purpose-built building and a capacity to enroll about a 1000 students, this institute operates below par with only 300 girls enrolled currently. Despite offering a residential facility, very few girls from outside Quetta enroll in the institute owing mainly to socio-cultural and mobility issues. Mobility remains a key challenge to women's participation in institutional trainings. Women appear to experience a 'distance penalty' when it comes to access in terms of distance to training facilities.

Gender stereotyping: For girls and women, the Technical and Vocational Education and Training (TVET) options are further limited due to gender stereotyping. Vocational education and training for women are presently limited to a narrow range of female-dominated fields that reinforce gender stereotypes. Girls and women usually dominate the 'traditional female occupations' training programs like tailoring and beautician while boys and men also dominate 'traditional male occupation' like carpentry, motor mechanics and engineering. These different career learning paths usually result in different employment outcomes and earnings.

Lack of market-oriented training programs: A major reason contributing to low enrollment in Technical and Vocational Education and Training (TVET) institutes for both boys and girls appears to be the failure of these institutes to incorporate market demand and requirement in the trades being offered. A case in point is the vocational training centers being managed by the Department of Small Industries in the province. Out of the four departments managing the Technical and Vocational Education and Training (TVET) provision in the province, they appear to have the largest network of training centers with 156 centers operating in all districts. Yet, their enrollment is very limited as very few students opt for courses like carpet weaving and handicrafts. This is despite the fact that all students are offered a financial incentive for enrollment comprising of a stipend of PKR 2,000 per month indicating that market relevance and employment prospects for a particular trade are among key considerations for enrollment in Technical and Vocational Education and Training (TVET) courses.

A similar case in point is the 3-year diploma course for Electronics where the maximum enrollment is 2-3 students for a course. While there are no tracer studies conducted by the institute to track employment trends after course completion, anecdotal evidence suggests that only about 15-20% students get jobs after graduation. The poor employment outcomes, thus, offer little incentive to others to enroll in these courses.

Low brand equity: The low brand equity of Technical and Vocational Education and Training (TVET) compared to general education has also contributed to limited participation in Technical and Vocational Education and Training (TVET) programs. Many young people view Technical and Vocational Education and Training (TVET) programs (specifically short term ones) as a stop-gap arrangement and use the opportunity in the absence of other options. Where stipends are provided, the incentive to participate increases without addition to seriousness in pursuit of a career in the trade.

High cost of entry: Another factor affecting participation in Technical and Vocational Education and Training (TVET) Technical and Vocational Education and Training (TVET) appears to be the high cost of entry in the market particularly for the more skilled and higher paid vocations. For example, trades like welding and woodwork require high-cost equipment to be able to work in the market, whereas young graduates have very limited capital available for investment in equipment. Similarly, starting own business is also costly and young graduates of Technical and Vocational Education and Training (TVET) neither have the funds available nor have the capacity to borrow them, especially, from formal sources.

Low Investment in TVET: Technical and Vocational Education and Training (TVET) has a high recurrent cost if the trainings have to stay abreast with changes in the market. Neither the public sector nor the private sector has invested adequately in Technical and Vocational Education and Training (TVET). The private sector has depended on its own ‘ustad shagird’ models. Given the small size, the private sector may not be able to invest this on its own, but the quality and quantity of Technical and Vocational Education and Training (TVET) provided can be improved if the public and private sectors collaborate. Right now, within Balochistan, this is a weak area.

In view of the above, sub-goal of access and participation is to *‘Facilitate participation in TVET education to strengthen equal opportunities for all with special focus on women and girls and marginalised groups.’*

#### **14.4.2. Strategies for Access and Participation:**

##### **1. Entry side barriers will be addressed to improve access and participation for females**

This will require review of the current barriers and engagement with employers and communities to reduce them, especially, for females.

##### **2. TVET infrastructure will be developed in deficit areas**

This will require better mapping of Technical and Vocational Education and Training (TVET) provision across the province and relevance to employability options locally. Also, where there is a trend for labor mobility, then potential other trades based on the migratory pattern can be included. Additionally, Special Economic Zones and Industrial Estates can be prioritised for developing Technical and Vocational Education and Training (TVET) infrastructure. This will help in developing a closer link is developed between the Training Service Providers (TSPs) and the industry, thereby ensuring that skills provision is aligned with industry requirement.

##### **3. Perception of TVET will be improved to attract more trainees**

Perceptions about Technical and Vocational Education and Training (TVET) will be changed through brining in success stories and publicising them. The purpose is to attract more youth to these programs.

##### **4. Provision of subsidised equipment to trainees.**

Research, particularly from the few Tracer studies of Technical and Vocational Education and Training (TVET) projects across Pakistan, indicates a very low propensity to avail institutional borrowing by Technical and Vocational Education and Training (TVET) graduates. Start-up kits are often the preferred alternatives among those enrolled in short term vocational programmes and interested in self-employment. In trades like plumbing, electrician, carpenter and others where the graduates cannot find employment without equipment, the provision of start-up kits can improve employment outcome. These will be provided either free or at a subsidised rate to the trainees. This will incentivise more admissions and completion.

The institutional arrangement/ methodology can be devised based on trade and institutional capacity of the TSPs as well as through the experience of many donor projects which have this provision in their design.

## 5. Develop public private-partnership models for investment in TVET

These partnerships should not only focus on expansion but also on recurrent expenditure on existing facilities to continue to upgrade them as per market needs. These include equipment and HR.

### 14.5. Quality of TVET Provision

Quality of TVET provision is low in Balochistan due to a number of reasons including disconnect with market demand, poor quality of instruction and outdated curriculum. This issue results in poor employment outcomes for Technical and Vocational Education and Training (TVET) trainees.

#### 14.5.1. Challenges:

Relevance of trainings: In most cases, Technical and Vocational Education and Training (TVET) institutes particularly in the government sector, have not been upgraded in many years, and thus, failing to keep up with the market.

Outdated curriculum: The curriculum taught in those institutes has not been reviewed even once ever since it was introduced. The Competency Based Training (CBT) curricula developed by the National Vocational and Technical Training Commission (NAVTTTC) have not been implemented in Balochistan except in short term courses run by National Vocational and Technical Training Commission (NAVTTTC).

Outdated facilities: Similarly, laboratories, machinery and equipment have not been updated to keep up with the market requirement.

Lack of trained teachers: There is a paucity of quality teachers in the Technical and Vocational Education and Training (TVET) sector. There are no pre-service training programs for Technical and Vocational Education and Training (TVET) instructors. The in-service trainings are sporadic and offer very few opportunities for skills up-gradation as per the requirements of the market to teachers. As a result, most teachers lack the requisite technical skills, pedagogical ability and capacity for assessment.

Language barrier: Language barriers also affect the quality of training provision as courses for the more advanced diplomas are in English language while neither students nor teachers have sufficient proficiency in the language.

Low quality of training programs: Overall, the quality of training programs varies significantly, with most of the institutes offering program quality towards lower end of the spectrum. This means that young people aspiring to enter the labor market will begin with a handicap of low educational attainment and limited skillset.

Poor quality of assessments: Overall, the quality of assessments in the Technical and Vocational Education and Training (TVET) remains poor. Assessments for vocational courses (up to 1 year) are carried out by the Trade Testing Board while for technical and diploma courses (up to 3 years), the assessments are done by the Technical Wing of the Board of Intermediate and Secondary Education (BISE). There are several weaknesses in the current assessment system. While most Technical and Vocational Education and Training (TVET) courses offer a mix of theory and practical work, the assessments in most cases are heavy on theory. There is also an acute shortage of assessors, and no assessors are available for a number of trades. While the National Vocational and Technical Training Commission (NAVTTTC) has launched trainings and certification of CBT assessors in recent years, very few assessors have been trained or certified in Balochistan.

There is also considerable variance in the assessment system within the various skills development programs being managed by different departments in the province. As noted above, while technical and vocational programs managed by the Department of Higher Education follow a formal assessment system, trainings run by the Department of Small Industries are not assessed. The students are not assessed formally and only receive a course completion certificate at the end of the training.

Poor quality of school education: Poor quality of school education also impinges on skill development and eventual absorption in the market. Participants' ability to maximise skills, and compete in the market, are hampered by poor cognitive development in general (school) education and the absence of any skill-based work in schools. The latter helps develop psychomotor skills. With no skilled based course in schools these skills are poorly developed in Technical and Vocational Education and Training (TVET) courses.

Absence of skills anticipation: Lack of Labor market intelligence for skills anticipation remains one of the main reasons for low quality Technical and Vocational Education and Training (TVET) provision in the province. Current provision of Technical and Vocational Education and Training (TVET) is highly supply-driven with most training programs designed without any market research. Compounding the lack of reliable data is the shortage of administrative proficiency in skills analysis and forecasting market needs by most Technical and Vocational Education and Training (TVET) service providers. In the absence of any systematic way to collect Labor market information and conduct localised market research, the current provision in the sector continues to create skill mismatches leading to poor employment outcomes.

Limitations of current market structure: Other factors limiting participation in Technical and Vocational Education and Training (TVET) include the current market structure in Balochistan. Dominated by informal structure, small market size and comprising largely of a non-industrial economy, the present market offers limited options for the absorption of the Technical and Vocational Education and Training (TVET) graduates. In the few enterprises where employment can be generated, business owners prefer to hire young untrained apprentices and train them on the job as per their requirements. It saves them the cost of hiring a fresh graduate from a technical course.

Moreover, the present skills development provision is dominated by the Ustad Shagird Model. This traditional training model occupies the bulk of the space, and the regular graduates find it difficult to break through these structures. Demand for institutionalised training is also limited due to an absence of consumer awareness on standards and hence a demand for standardised work. In most cases, word of mouth reputation of skilled workers forms the benchmark for assessment of their skills.

Narrow approach to skill development: Over the past two decades, Technical and Vocational Education and Training (TVET) providers, employers and policy-makers have placed an increasing emphasis on finding ways to enhance the 'employability' of young people. There is growing recognition that a successful transition to the world of work requires a broader skillset comprising of both technical skills and transversal skills.

While the Technical and Vocational Education and Training (TVET) actors have beginning to recognise the need for investing in the development of soft or critical skills, the sector currently lacks a coherent and systematic approach to addressing the issue. There is no common definition or consensus of what constitutes critical skills relevant particularly to successful employment transition. The current provision of critical skills training appears to be missing in public sector institutions. There are no nationally consistent standards or qualifications that address these skills. In the absence of a commonly agreed core skills framework for the Technical and Vocational Education and Training (TVET) sector, integration of core skills in the training curriculum continues to remain piecemeal and unstructured.

Sub-goal of quality of TVET provision is to *‘Enhance the quality and delivery of TVET to improve graduates’ employability.’*

#### **14.5.2. Strategies for Quality of TVET Provision:**

##### **1. Capacities of TVET Instructor will be developed and strengthened**

The key is to recognise that teachers in Technical and Vocational Education and Training (TVET), whether from the market or employed by Technical and Vocational Education and Training (TVET) institutions, require training. The latter normally need training on teaching methods while the former requires ongoing up-gradation of their knowledge and skills with a shifting market. A proper sustained continuous professional development program will be insitutionalised.

##### **2. Shift towards professionals in the teaching staff of TVET**

Balochistan Technical Education Vocational Training Authority (BTEVTA) will develop a policy, and TVET will hire high-end technical persons like engineers to train the students. This may be done either through directly recruiting these professionals as trainers or hiring their services as visiting faculty.

##### **3. Capacity of TVET institutions will be strengthened to deliver market-relevant and demand-driven TVET programs**

Capacity of the institutions will be revamped to provide them with the ability to connect with the market and keep abreast of the changes.

##### **4. Measures will be designed and implemented to improve trainees’ information of promising sectors and orienting them towards these sectors**

Career counselling centers linked with the market will be set up in institutions or districts as the case may be. These centers will, among others, be connected with the market information system developed by National Vocational and Technical Training Commission (NAVTTTC).

##### **5. Quality of training will be improved through industry exposure**

Trainees will be provided exposure to industry through, among others, apprenticeships and attachments. This will help break the dominance of the Ustad-Shagird model.

##### **6. TVET curriculum will be reviewed and revised**

Collaboration will be developed between Technical and Vocational Education and Training (TVET) institutions and industry to design the Technical and Vocational Education and Training (TVET) curriculum. All Technical and Vocational Education and Training (TVET) curricula will require feedback from the industry in a systematic process to ensure they meet the market needs.

##### **7. Training programs will be developed based on market needs**

Training programs will be developed after a structured market needs assessment is conducted. This will be updated regularly.

#### **14.6. Governance and Management**

The governance and management structure of Technical and Vocational Education and Training (TVET) sector continues to be fragmented across multiple government departments mentioned earlier. There is a lack of coordinated implementation by different government

departments and private sector institutions hindering effective service delivery in Technical and Vocational Education and Training (TVET) sector in Balochistan.

#### **14.6.1. Challenges:**

Weak institutional capacity of Balochistan Technical Education Vocational Training Authority (BTVETA): There is some efforts recently to strengthen Balochistan Technical Education Vocational Training Authority (BTEVTA), established in 2011. An MD for the authority has been appointed for the first time since its establishment. The service rules for the Balochistan Technical Education Vocational Training Authority (BTEVTA) have also been formulated. The mandate has been clarified as follows:

BTEVTA has the role of a regulator and facilitator of all training institutions, whether in the private or the public sector. This means the authority will develop standards, prescribe curricula and provide assistance in up-gradation of equipment etc.

An amount of Rs. 500 million has been allocated in the current budget for operationalisation of Balochistan Technical Education Vocational Training Authority (BTEVTA).

The four Departments mentioned earlier will continue to have administrative control of the TVET institutions.

While clarity has been achieved in respective roles and responsibilities to some extent, the capacity of Balochistan Technical Education Vocational Training Authority (BTEVTA) remains to be developed in order to ensure its smooth functioning. Staffing of the institution remains to be done. While 42 posts have been approved for Balochistan Technical Education Vocational Training Authority (BTVETA), currently the staff from the Skill Development Program has been borrowed for the organisation.

Disconnect with general education: Since the 1980s, Technical and Vocational Education and Training (TVET) has existed as a separate track disconnected from the general education system in the country. Under budgeted and under-resourced, with no clear pathways between the two systems, the vocational track suffers poor brand equity and is generally viewed as a back-up option for students who fall out of the academic system. This perception hinders the development of skills training as a credible alternative to traditional academic routes. The National Education Policy 2009 recognises TVET's weak linkages with the general education and goes on to recommend introducing an improved system of technical and vocational education at the high school level, offering two-way link with the academic stream and providing linkages to a revamped vocational and technical sector at higher levels<sup>73</sup>.

Only in recent policy discourse on Technical and Vocational Education and Training (TVET) has there been a shift, advocating for harmonising and bringing together the two education streams. There is some discussion at the policy level to revive the Matric Tech program in schools.

Standards for TVET Sector: Similar to the rest of education structures, standards in Technical and Vocational Education and Training (TVET), if at all, are outdated. These need a review to match the requirements of the market and increased dynamism for the sector.

Sub-goal of governance and management is to *'Strengthen the governance of TVET for better management of the system.'*

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<sup>73</sup> National Education Policy 2009.

#### **14.6.2. Strategies for Governance and Management:**

##### **1. Governance of TVET will be strengthened for better management of the system**

Institutional capacity of Balochistan Technical Education Vocational Training Authority (BTVETA) will be built to provide policy direction, regulatory oversight and coordination between the various public and private Technical and Vocational Education and Training (TVET) institutions in Balochistan. The current fragmented and poorly resourced Balochistan Technical Education Vocational Training Authority (BTEVTA) will require a complete overhaul in line with findings on its capacity needs.

##### **2. Quality standards will be developed for training providers in order to improve all aspects of the training process**

Similar to school education standards will be developed and implemented by all service providers, both, in the public and private sectors.

## 14.7. Program Matrix - Technical and Vocational Education and Training

Table 14-1 Program Matrix - Technical and Vocational Education

| Program 8 – Technical and Vocational Education and Training |   |   |   |   |  |
|---|---|---|---|---|--|
| Overall Goal: Increased employment of graduates of TVET     |   |   |   |   |  |
| Sub-Program   | Sub-Goals   | Strategies  | Activities  | Targets   |  |
| 8.1 Access and Participation                                | 8.1. Facilitate participation in TVET education to strengthen equal opportunities for all with special focus on women and girls and marginalised groups | 8.1.1 Address entry side barriers to improve access and participation for females | I. Review and analyse entry side barriers and issues  | Female participation increased  |  |
|   |   |   | II. Engage communities and employers to address issues  |   |  |
|   |   |   | III. Expand training opportunities for females  |   |  |
|   |   | 8.1.2 Invest in developing TVET infrastructure in deficit areas                   |   | I. Carry out province wise mapping to identify deficit areas  | Mapping study conducted  |
|   |   |   |   | II. Develop a phased plan to establish/ functionalize TVET institutes in deficit areas  | Plan developed to establish TVET institutes  |
|   |   |   | 8.1.3 Improve the perception of TVET for attracting more trainees for vocational and technical training | I. Launch campaigns to create awareness in order to change the perception of the community and popularize TVET                        | Province wide outreach campaigns launched through various media and community mobilisation |
|   |   |   |   | II. Make community mobilisation a part of TVET program roll out through engagement and partnership with community based organisations |  |
|   |   |   | 8.1.4 Provide subsidised equipment to trainees  | I. Prepare proposal on provision of equipment for different trades at subsidised rates to trainees                                    | Equipment provided to trainees to continue working in different trade                      |
|   |   |   |   | II. Prepare and implement the plan  |  |
|   |   |   | 8.1.5 Develop public private partnership models for investment in TVET                                  | I. Engage in consultation with the private sector on PPP models and areas of investments  | MoUs signed with the private sector for projects in PPP mode                               |
|   |   |   |   | II. Develop and implement plan in a phased manner   |  |

|                                      |   |  |   |   |
|--------------------------------------|---|--|---|---|
|                                      |   |  | III. Sign MoUs for projects   |   |
| <b>8.2 Quality of TVET Provision</b> | 8.2. Enhance the quality and delivery of TVET to improve graduates' employability | 8.2.1 Invest in improving quality of instruction through developing TVET Instructor capacities           | I. Strengthen the in-service trainings through developing a Continuous Professional Development plan for TVET instructors in the short and medium term            | In-service training program revamped following a CPD approach |
|                                      |   |  | II. Carry out TNAs for TVET instructors to develop needs based training programs  |   |
|                                      |   |  | III. Revise and update teacher training content to keep pace with technological advancements and market demands including skills to teach entrepreneurship skills |   |
|                                      |   | 8.2.2 Shift towards professionals in the teaching staff of TVET  | I. Assess requirements of different trades and market   | Professionals are engaged by TVET to train the students       |
|                                      |   |  | II. Formulate a policy to engage high end technical experts as trainers   |   |
|                                      |   |  | III. Hiring of professionals by TVET as per policy guidelines   |   |
|                                      |   | 8.2.3 Strengthen the capacity of institutions to deliver market relevant and demand driven TVET programs | I. Undertake a capacity assessment  | Capacity development plan implemented                         |
|                                      |   |  | II. Develop a capacity development plan   |   |
|                                      |   |  | III. Implement the capacity development plan  |   |
|                                      |   | 8.2.4 Improve trainees' information of promising sectors and orienting them towards these sectors        | I. Develop and strengthen career counseling services at the institute level   | Career counselling function strengthened                      |
|                                      |   | 8.2.5 Enhance quality of training through industry exposure  | I. Organise attachment with industries through apprenticeship/ internship/ on-the-job trainings   | Institutional mechanism for industry attachment developed     |
|                                      |   | 8.2.6 Develop collaboration between TVET institutions and industry to design the TVET curriculum         | I. Review / develop new TVET curricula in line with market demand based on CBT approach   | CBT courses developed and adopted                             |
|                                      |   |  | II. Adopt CBT courses developed by NAVTTC in TVET institutes  |   |

|                                      |  |   |  |   |
|--------------------------------------|--|---|--|---|
|                                      |  | 8.2.7 Develop training programs based on market needs   | I. Conduct market assessment studies to identify current and future needs of the local markets in different regions of Balochistan                   | Market assessment studies conducted                                       |
| <b>8.3 Governance and Management</b> | 8.3. Strengthen the governance of TVET for better management of the system | 8.3.1 Build the institutional capacity of B-TVETA to provide policy direction, regulatory oversight and coordination between the various public and private TVET institutions in Balochistan. | I. Build institutional and human resource capacity of BTEVTA including filling of sanctioned posts to develop and implement quality assurance system | Institutional capacity of BTEVTA strengthened                             |
|                                      |  |   | II. Outline role and remit of BTEVTA along with specifying role of different departments responsible for TVET provision in Balochistan               |   |
|                                      |  | 8.3.2 Develop quality standards for training providers in order to improve all aspects of the training process  | III. Develop a coordination and communication mechanism between the various departments  |   |
|                                      |  |   | I. Develop a system, guidelines and mechanisms to implement a quality assurance system for TVET institutions   | Quality standards are developed and quality assurance system put in place |

## 15. Costing

Financial outlays of Rs. 72.75 billion have been estimated for the implementation of BESP 2020-25. This amount will be over and above the current budgetary allocations. The financing needs of BESP 2020-25 will be met primarily through public funds, although efforts will also be made to mobilise donor support. Looking at present trends – based on past expenditure growths, a deficit of Rs. 21.48 billion is likely to be encountered over the five-year period. Government of Balochistan is committed to cover this gap through its own resources, as well as, procurement of funds or technical assistance from the development partners.

This chapter estimates the budgetary outlays needed for the implementation of BESP. Figures have been reached through an elaborate simulation model built within the limitations of data available. This chapter explains the details of costing. It begins with an overview of the education budget and expenditure pattern of the last five years. It then explains the details of the simulation model with a particular focus on the total funding requirement, likely financing gaps, challenges and sustainability options. Finally, this chapter also highlights the set of assumptions on which successful availability of these funds depends over the next five years.

### 15.1. Spread of Education

Spread of education recurrent budget goes beyond the Secondary Education Department (SED). Its spread is as follows:

*Table 15-1 Department Allocation as % of Total Education Recurrent Budget*

| Department  | Allocation (PKR in billion) | Allocation as % of Total Education Budget | Allocation as % of Total Balochistan Recurrent Budget |
|---|-----------------------------|---|---|
| Secondary Education (including BEF Community Schools)                     | 48.01                       |   | 16.35%  |
| Higher Education (Including BRC, Cadet Colleges and Military College Sui) | 10.13                       | 21.10%                                    | 3.45%   |
| Medical Education   | 3.78                        | 7.87%                                     | 1.29%   |
| Social Welfare Department - Nonformal Education (NFE)                     | 0.11                        | 0.23%                                     | 0.04%   |
| Social Welfare Department - Special Education and Child Protection        | 0.49                        | 1.02%                                     | 0.17%   |
| Industries Department – TVET  | 0.57                        | 1.18%                                     | 0.19%   |
| Labour & Manpower Department - TVET                                       | 1.26                        | 2.63%                                     | 0.43%   |
| Mines and Minerals – Education  | 0.15                        | 0.31%                                     | 0.05%   |

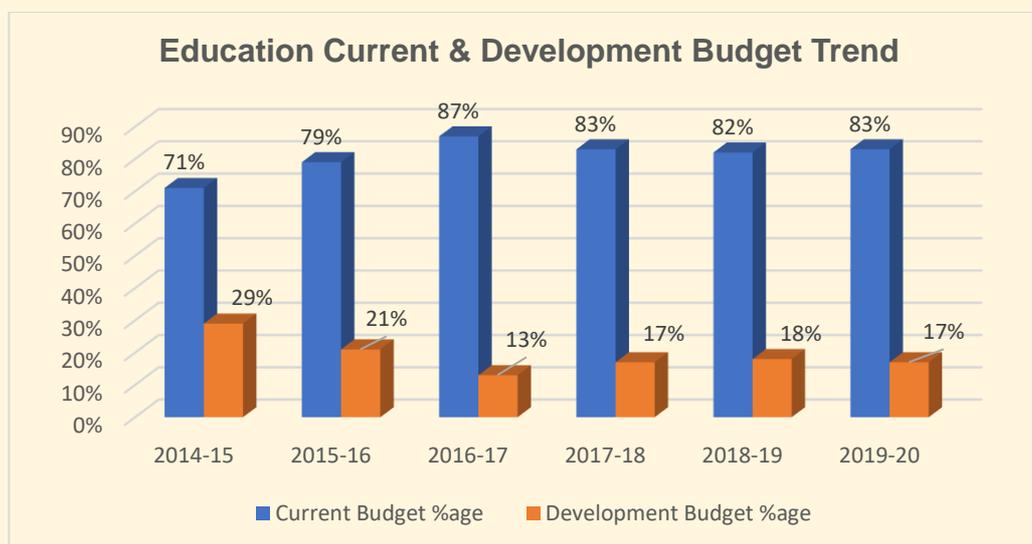
*Source: Budget Book 2019-20*

### 15.2. Budgetary Allocation and Expenditure Trends

Education budget is split between recurrent and development expenditures. Recurrent expenditures (or the current budget) constitute the bulk of the budget. Figure 15-1 shows the

split for the budget of Secondary Education Department, Higher Education and Medical Education. Trend for others, though not seen here, has a higher percentage of recurrent portion. As seen in Figure 15-1 the trend for these three show that current budgets constitute on average from 71% to 83% of the total. This is not unusual for budgets. However, there has been a decline in the development budget from a peak of 29% in 2014-15 to 17% though up from the lowest point of 13% in 2016-17.

Figure 15-1 Education Current and Development Budget Trend 2014-2019



Source: Budget Books 2014-15 to 2019-20

The bulk of education budget, at 78%, is allocated to the Secondary Education Department, followed by 16% to higher education and 6% to medical education.

Current budgets are almost always spent. Almost 90% of current budget consists of salaries. Expenditure issues sometimes appear in development budgets. Table 15-2 shows that for most years, at all levels, utilisation has been lower than allocation with 2016-17 being an exception. Main reasons for low utilisation include a combination of weak capacity at the spending level, inefficient release processes, unavailability of the budgeted amount and, sometimes, re-allocation to other areas.

Table 15-2 Table of utilisation of development funds

| Utilisation of development education budget (%) |         |         |         |         |         |         |         |
|---|---------|---------|---------|---------|---------|---------|---------|
| SECTOR  | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| PRIMARY (GOB)                                   | 58      | 87      | 66      | 83      | 157     | 52      | 14      |
| MIDDLE (GOB)                                    | 75      | 268     | 65      | 92      | 227     | 63      | 2       |
| SECONDARY (GOB)                                 | 42      | 86      | 84      | 116     | 311     | 47      | 31      |
| COLLEGE   | 81      | 60      | 67      | 101     | 171     | 96      | 80      |
| GENERAL   | 80      | 18      | 24      | 122     | 161     | 33      | 163     |
| TECHNICAL                                       | 33      | 39      |         | 76      | 100     | 100     |         |

Source: Development Budget 2011-2018

Table 15-2 does not include development budgets of Balochistan Textbook Board and Balochistan Board of Intermediate and Secondary Education. The former receives a single line budget from the Department of Secondary Education while BBISE raises its own funds.

### 15.3. The Model

The simulation model used for estimating costs and financing gaps for BESP 2020-25 has been primarily divided into two types of costs:

- I. Scale Costs
- II. Non Scale Costs

Scale costs increase with additional enrolments. An example of scale costs are the expenditures on textbooks. Not all scale costs increase with each new child enrolled. The impact on costs with scales depends on the standards used. For example, this model assumes that a new teacher will be hired for every additional 40 children enrolled, provided the current capacity is saturated.

The following standards have been laid down for scale costs:

- i. Teacher student ratios
- ii. Textbooks to student ratios
- iii. Classroom to student ratios

Costs for additional enrolments do not move linearly. They depend on the model used. The simulation uses four models to accommodate new enrolment:

1. Private sector
2. Public-private partnership options and local innovation
3. Public schools with excess capacity
4. Public schools with saturated capacity

For public private-partnership, per child cost is lower than in the case of regular government-run schools because teacher salary and other overheads are not included. Same has been used for local innovation. The local innovation option has been provided in the strategies for access and participation in areas where population density is low, and the traditional school establishment model is not feasible.

The share of each school type in additional enrolment has been included as follows:

*Table 15-3 Breakup of each school type in additional enrolment*

| Options          | ECE | Primary | Middle | High/H.S | ALP/AL |
|------------------|-----|---------|--------|----------|--------|
| Regular          | 50% | 50%     | 60%    | 70%      | 0%     |
| PPP              | 30% | 30%     | 20%    | 20%      | 50%    |
| Innovative Model | 20% | 20%     | 10%    | 10%      | 50%    |

Initially, enrolment will also be accommodated in schools with excess capacity. These will only entail costs of additional textbooks and examinations.

Non Scale costs do not depend on enrolment and are normally a one-time effort (though not in all cases). These have been calculated separately for each activity based on human and other

resources employed. Wherever an activity or strategy entails a non-scale cost, the amount has been shown in the implementation matrix against the specific entry. COVID 19 related strategies have been costed here as they primarily entail development of specific products like videos. The cost of learning pamphlets is in the scale factor as it would be distributed. It has been conflated with the cost of textbooks.

### 15.3.1. How the Scale Model Works?

School enrolments across various options cannot be filled in a linear or, always, predictable manner. Enrolments may increase in classrooms with no additional capacity even as the excess capacity schools continue at an inefficient rate. The model assumes continuity of low enrolment and inefficiency for at least two years into implementation. Similarly, options of private schools enrolment begin early while PPPs a bit later as the model will take time to settle and become operational.

There are five sources for increased enrolment:

1. Higher intake rate at the ECE level
2. Improved survival rate at the primary level
3. Better transition rate between primary and middle
4. Improved survival rate at the middle and secondary levels
5. Better transition rates between middle and secondary

The improvements are expected to come from a number of strategies:

Increased intake rate at the ECE/Grade 1: This is expected to improve through the expansion of ECE and schooling opportunities at primary levels plus community mobilisation for enhanced enrolments at the right age.

Improved survival rates: Increased survival rates will essentially come from improvements in the quality of learning. Each of the strategies that target improvements in quality will have an impact on survival rates. However, learning improvements may remain slow. There are strategies that may not impact them in the short run, but while others may have an impact even if it is not discernable in early improvements in student learning outcomes.

For example, health screening and school meals may produce more immediate results as compared to changes in curriculum and textbooks. In the absence of specific local research, it is difficult to isolate impacts of each of the strategies separately.

Higher transition rates: Higher transition rates are partially induced by improved survival. Other factors will be increased schooling opportunities beyond primary and middle. The third source will be learners mainstreamed through non-formal basic education programs.

### 15.3.2. Standards for Regular Public School Enrolments

Different standards have been used for each level: primary, middle, secondary and higher secondary. For primary a teacher student ratio of 1:40 has been used, for middle, secondary and higher secondary the ratio used is 3:40<sup>74</sup>.

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<sup>74</sup> Ideally, the ratio for secondary and higher secondary should be 5:40 but practical considerations of teacher availability and costs have led to reduction of the ratio for costing of BESP.

<sup>75</sup> Table 15-11 does not include Medical Education as it is beyond the scope of the sector plan.

Table 15-4 Standard for Student Teacher Ratio

| Student Teacher Ratio |                       |    |
|-----------------------|-----------------------|----|
| Schools               | Teacher-Student Ratio |    |
| Primary               | 1                     | 40 |
| Middle                | 3                     | 40 |
| High                  | 3                     | 40 |
| Higher Secondary      | 3                     | 40 |

In case of textbooks, instead of ratios costs of packages for each level has been used. This will increase over the next five years at an inflation rate of 10% for the model overall.

Table 15-5 Textbooks Cost per set

| Text Books (Cost per set) |     |
|---------------------------|-----|
| Primary                   | 375 |
| Middle                    | 625 |
| High                      | 800 |

### 15.3.3. Unit Costs

Unit costs for the scale component have been used as follows:

1. For construction: standard costs used by the Communications and Works (C&W) Department
2. Teachers: As per the salary structure
3. Textbooks: Based on actual costs of textbooks
4. Inflation: At the rate of 10 percent per annum

### 15.4. Budgetary Impact

An overall budgetary impact is of Rs. 72.75 billion rupees. Out of these only Rs. 3.27 billion rupees are attributed to non-scale expenditure. This comes to about 4.5% of the total. However, this 4.5% is critical to successful impact of the remaining 95.5%.

Table 15-6 BESP Costing

| Education Sector Plan                            |             |             |             |              |              |              |
|--|-------------|-------------|-------------|--------------|--------------|--------------|
| Additional Budget Requirements (In Billion PKR.) |             |             |             |              |              |              |
| for the Period 2020 – 2025                       |             |             |             |              |              |              |
|  | Year 1      | Year 2      | Year 3      | Year 4       | Year 5       | Total        |
|  | 2020-21     | 2021-22     | 2022-23     | 2023-24      | 2024-25      |              |
| <b>Recurrent Cost:</b>                           | <b>3.95</b> | <b>6.48</b> | <b>9.90</b> | <b>12.05</b> | <b>10.50</b> | <b>42.88</b> |
| <b>ECE</b>                                       | 0.68        | 0.86        | 1.20        | 1.45         | 1.46         | 5.66         |
| <b>Primary</b>                                   | 1.23        | 1.60        | 2.05        | 2.36         | 2.12         | 9.35         |
| <b>Middle</b>                                    | 0.68        | 1.28        | 2.27        | 3.25         | 3.62         | 11.09        |

|                          |             |              |              |              |              |              |
|--------------------------|-------------|--------------|--------------|--------------|--------------|--------------|
| <b>High</b>              | 0.21        | 0.29         | 0.41         | 0.48         | 0.43         | 1.82         |
| <b>Higher Sec</b>        | 0.04        | 0.08         | 0.10         | 0.09         | 0.06         | 0.37         |
| <b>NFE/ALP</b>           | 0.15        | 0.45         | 0.93         | 1.32         | 1.45         | 4.29         |
| <b>Adult Literacy</b>    | 0.82        | 1.69         | 2.59         | 2.66         | 0.91         | 8.66         |
| <b>Monitoring</b>        | 0.15        | 0.23         | 0.35         | 0.45         | 0.46         | 1.63         |
| <b>Development Cost:</b> | <b>2.15</b> | <b>6.12</b>  | <b>7.67</b>  | <b>8.07</b>  | <b>5.88</b>  | <b>29.87</b> |
| <b>ECE</b>               | 0.53        | 0.62         | 0.70         | 0.70         | 0.53         | 3.09         |
| <b>Primary</b>           | 0.87        | 3.72         | 4.45         | 4.68         | 3.97         | 17.69        |
| <b>Middle</b>            | 0.16        | 0.46         | 0.63         | 0.63         | 0.16         | 2.04         |
| <b>High</b>              | 0.15        | 0.37         | 0.52         | 0.52         | 0.15         | 1.72         |
| <b>Higher Sec</b>        | 0.01        | 0.02         | 0.02         | 0.02         | 0.01         | 0.07         |
| <b>Adult Literacy</b>    | 0.00        | 0.00         | 0.00         | 0.00         | 0.00         | 0.00         |
| <b>NFE/ALP</b>           | 0.16        | 0.35         | 0.57         | 0.62         | 0.30         | 1.99         |
| <b>Non Scale Cost</b>    | 0.26        | 0.57         | 0.78         | 0.89         | 0.76         | 3.27         |
| <b>Grand Totals</b>      | <b>6.09</b> | <b>12.60</b> | <b>17.56</b> | <b>20.12</b> | <b>16.38</b> | <b>72.75</b> |

The budgets are broken into development and recurrent budgets. Development expenditure of each year has an impact on the recurrent expenditure for the following year. For example, schools added in development expenditure in year one will have implications for recurrent expenditure in the next years in terms of teacher salaries and maintenance.

The most significant impact can be seen in the primary and middle levels with the expectations that over the next five years survival and transition rates will improve at these two levels and subsequent increase will be possible in the subsequent years in the secondary and higher secondary levels.

### 15.5. Commitments from Development Partners

Table 15-7 below shows the commitments from development partners for the next five years. These include major commitments of 18 million euros and dollars from the European Union and the World Bank (WB) respectively.

Table 15-7 Commitments from development partners

| Sr. No. | Donors/Local Partners/International Partners/NGOs/etc. | Currency   | Budget in Euro/US \$ Million | Total Pak Rs. In Million |
|---------|--|------------|------------------------------|--------------------------|
| 1       | UNICEF   | USD        | 0.00                         | 0.000                    |
| 2       | World Bank   | USD        | 18.00                        | 2,772.000                |
| 3       | European Union   | EUR        | 18.00                        | 3,024.000                |
| 4       | UNESCO (Malala Fund)                                   | USD        | 0.139                        | 21.406                   |
| 5       | JICA   | USD        | 1.16                         | 178.640                  |
|         | <b>Total</b>   | <b>PKR</b> |                              | <b>5,996.046</b>         |
|         | <b>PKR in billion</b>                                  | <b>PKR</b> |                              | <b>5.996</b>             |

Source: PPIU

The World Bank (WB) funding will target 4 districts with refugee presence. Japan International Cooperation Agency (JICA) funds are targeted at Literacy and Non-formal Education.

## 15.6. Calculating Budgetary Gaps

Table 15-11 shows the financing gap if the current budgetary trends continue in the government. It is at 30% of the requirements after accounting for government commitments and expected, committed, donor funds.

Ideally growth rates and predictions should be undertaken on the basis of Gross Domestic Product (GDP). However, as the provincial government does not calculate Gross Domestic Product (GDP) budgetary trends have been used as proxy. Table 15-8 shows ten-year budgetary trend of the overall provincial budget.

Table 15-8 Ten Year Trend of Provincial Budget - Balochistan

| Ten Year Trend of Provincial Budget |                   |             |        |                        |             |            |
|-------------------------------------|-------------------|-------------|--------|------------------------|-------------|------------|
| Year                                | Provincial Budget |             |        | Percentage Growth      |             |            |
|                                     | Current           | Development | Total  | Annual % for recurrent | Development | Total      |
| BE2010-11                           | 125.26            | 26.33       | 151.59 |                        |             |            |
| BE2011-12                           | 133.21            | 31.35       | 164.56 | 6%                     | 19%         | 9%         |
| BE2012-13                           | 144.11            | 35.82       | 179.93 | 8%                     | 14%         | 9%         |
| BE2013-14                           | 154.48            | 43.91       | 198.40 | 7%                     | 23%         | 10%        |
| BE2014-15                           | 164.97            | 50.74       | 215.71 | 7%                     | 16%         | 9%         |
| BE2015-16                           | 189.02            | 54.51       | 243.53 | 15%                    | 7%          | 13%        |
| BE2016-17                           | 218.17            | 71.18       | 289.35 | 15%                    | 31%         | 19%        |
| BE2017-18                           | 242.49            | 86.01       | 328.50 | 11%                    | 21%         | 14%        |
| BE2018-19                           | 264.04            | 88.25       | 352.29 | 9%                     | 3%          | 7%         |
| BE2019-20                           | 293.58            | 126.34      | 419.92 | 11%                    | 43%         | 19%        |
| <b>Ten Year Average %</b>           |                   |             |        | <b>10%</b>             | <b>20%</b>  | <b>12%</b> |
| <b>Five Year Average %</b>          |                   |             |        | <b>12%</b>             | <b>21%</b>  | <b>14%</b> |

Source: Budget Books 2010-11 to 2019-20

Over a ten year period, the recurrent expenditure has had an average increase of 10% and the development budget 20% and an overall average increase of 12%. For the last five years, the average increase of recurrent budget is 12%, development budget 21% and recurrent budget at 14%,

Table 15-9 shows trend of Balochistan's education budget over the same period.

Table 15-9 Ten Year Trend of Balochistan's Education Budget

| Ten Year Trend of Balochistan's Education Budget |                              |             |       |                        |             |            |
|--|------------------------------|-------------|-------|------------------------|-------------|------------|
| Year   | Balochistan Education Budget |             |       | Percentage Growth      |             |            |
|  | Current                      | Development | Total | Annual % for recurrent | Development | Total      |
| <b>BE2010-11</b>                                 | 17.32                        | 2.28        | 19.60 |                        |             |            |
| <b>BE2011-12</b>                                 | 19.24                        | 2.80        | 22.04 | 11%                    | 23%         | 12%        |
| <b>BE2012-13</b>                                 | 22.46                        | 2.36        | 24.82 | 17%                    | -16%        | 13%        |
| <b>BE2013-14</b>                                 | 24.74                        | 10.54       | 35.28 | 10%                    | 347%        | 42%        |
| <b>BE2014-15</b>                                 | 28.94                        | 11.74       | 40.67 | 17%                    | 11%         | 15%        |
| <b>BE2015-16</b>                                 | 38.33                        | 10.02       | 48.34 | 32%                    | -15%        | 19%        |
| <b>BE2016-17</b>                                 | 42.63                        | 6.65        | 49.28 | 11%                    | -34%        | 2%         |
| <b>BE2017-18</b>                                 | 45.90                        | 9.60        | 55.50 | 8%                     | 44%         | 13%        |
| <b>BE2018-19</b>                                 | 56.27                        | 12.45       | 68.72 | 23%                    | 30%         | 24%        |
| <b>BE2019-20</b>                                 | 62.43                        | 12.68       | 75.11 | 11%                    | 2%          | 9%         |
| <b>Ten Year Average %</b>                        |                              |             |       | <b>16%</b>             | <b>44%</b>  | <b>17%</b> |
| <b>Five Year Average %</b>                       |                              |             |       | <b>17%</b>             | <b>6%</b>   | <b>13%</b> |

*Source: Budget Books 2010-11 to 2019-20*

Both the ten year and five year, averages for percentage growth show that the growth rate of education budget has been more than the overall education budget in the ten year period. It slows down a bit in the last five years due to lower average percentage of development budget. In the ten year average recurrent budget increases by 16%, development budget by 44% and total by 17%. In the last five years, recurrent expenditure has grown by 17% on average and while development budget has had an average growth of only 6% per annum. Overall average per year growth rate being 13%.

Based on the above Table 15-10 shows the percentage growths of provincial budgets that can be committed in routine by the Government of Balochistan.

Table 15-10 percentage growths of provincial budgets committed

| Increase committed based on past trend for 5 years |     |
|--|-----|
| <b>Recurrent</b>                                   | 12% |
| <b>Development</b>                                 | 6%  |

Recurrent increase has been committed at 12% although the average for last five years is 16%. Given the natural increments (based on regular salary increases) a 5% increase in the recurrent budget has been estimated. This means if new personnel are not recruited the recurrent budget would still increase by 5%. Hence, for additional funds for BEBP the recurrent component growth rate is projected at 12%.

Table 15-11 Analysis of Finances Gap

| Analysis of Finances Gap   |              |              |              |              |              |               |               |
|--|--------------|--------------|--------------|--------------|--------------|---------------|---------------|
| Budget   | Base Year    | Year 1       | Year 2       | Year 3       | Year 4       | Year 5        | Total         |
| Secondary Education Department (Recurring)   | 48.01        | 52.81        | 58.09        | 63.90        | 70.29        | 77.32         | 322.43        |
| Secondary Education Department (Development)                                       | 6.48         | 7.12         | 7.84         | 8.62         | 9.48         | 10.43         | 43.49         |
| Higher Education (Recurring)   | 10.13        | 11.14        | 12.26        | 13.48        | 14.83        | 16.32         | 68.03         |
| Social Welfare Department (Recurrent Budget-NFE, Special Edu and Child Protection) | 0.60         | 0.66         | 0.73         | 0.80         | 0.88         | 0.97          | 4.03          |
| Industries Department (Recurring – TVET)   | 0.57         | 0.63         | 0.69         | 0.76         | 0.83         | 0.92          | 3.82          |
| Labour & Manpower (Recurring – TVET)   | 1.26         | 1.39         | 1.53         | 1.68         | 1.85         | 2.03          | 8.48          |
| Mines and Minerals (Recurring - Education)   | 0.15         | 0.16         | 0.18         | 0.20         | 0.22         | 0.24          | 0.99          |
| <b>Total Education Budget 2019-20</b>  | <b>67.20</b> | <b>73.92</b> | <b>81.31</b> | <b>89.44</b> | <b>98.39</b> | <b>108.23</b> | <b>451.29</b> |
| BESP Proposed Budget   |              | 6.09         | 12.60        | 17.56        | 20.12        | 16.38         | 72.75         |
| Government Commitment  |              | 6.09         | 8.44         | 9.29         | 10.22        | 11.24         | 45.28         |
| Development Partners   |              | 0.00         | 1.20         | 1.80         | 1.80         | 1.20          | 6.00          |
| <b>Gap</b>   |              | <b>0.00</b>  | <b>2.96</b>  | <b>6.48</b>  | <b>8.10</b>  | <b>3.94</b>   | <b>21.48</b>  |
| Percentage increase required in routine budget                                     |              | 0%           | 4%           | 10%          | 12%          | 6%            | 32%           |
| Deficit percentage of BESP amount  |              | 0%           | 23%          | 37%          | 40%          | 24%           | 30%           |

Table 15-11 shows that an overall gap of Rs. 21.48 billion will remain till the end year five if alternative options from development partners or increased commitments from the government are not received<sup>75</sup>. Government of Balochistan is committed to covering this gap through additional allocations based. The latter will depend on political support to education and the revenue positions of the federal and provincial governments. This has been discussed in the next section.

<sup>75</sup> Table 15-11 does not include Medical Education as it is beyond the scope of the sector plan.

### 15.7. Program Wise Commitment

Table 15-12 shows program wise requirements, commitments and financial gaps. These include the commitments possible from the provincial government as per current projects and also support from development partners.

Table 15-12 Program Wise Budget Required and Committed

| Program Wise Budget Required and Committed         |                                 |              |           |                    |                                  |            |
|--|---------------------------------|--------------|-----------|--------------------|----------------------------------|------------|
| <i>Figures in PKR. Million</i>                     |                                 |              |           |                    |                                  |            |
| Program  | Estimated Cost Non-Scale Factor | Scale Factor | Total     | Committed from GOB | Development Partner Contribution | Gap        |
| 1- Learning Design                                 | 140.77                          | 369.85       | 520.62    | 510.62             | 0.00                             | 0.00       |
| 2- Effective Teachers                              | 165.27                          | 6,685.63     | 6,865.90  | 5,280.19           | 2,923.20                         | -1,352.49. |
| 3- Assessments and Examinations                    | 210.07                          | 6,967.15     | 7,182.22  | 6,581.61           | 428.40                           | 167.21     |
| 4- Child Care and Welfare                          | 175.50                          | 4,753.22     | 4,933.72  | 3,930.04           | 0.00                             | 998.68     |
| 5- Access and Participation                        | 1,422.30                        | 29,521.43    | 30,948.73 | 17,439.35          | 1,208.05                         | 12,296.33  |
| 6- Data and Research                               | 305.09                          | 6,721.17     | 7,026.26  | 3,469.00           | 428.40                           | 3128.86    |
| 7- Governance and Management                       | 763.26                          | 14,465.25    | 15,228.51 | 7,979.76           | 1,008.00                         | 6,240.75   |
| 8- Technical and Vocational Education and Training | 46.26                           | 0.00         | 46.26     | 86.26              | 0.00                             | 0.00       |
|  | 3,268.52                        | 69,483.70    | 72,752.22 | 45,276.83          | 5,996.05                         | 21,479.34  |

### 15.8. Challenge and Sustainability

Government of Balochistan (GOB) and Secondary Education Department (SED) recognise that financing the gap will be challenging, especially, given ongoing increase in regular education budget. Balochistan's own resources are mainly received from the federal government through its share of the National Finance Commission award (See Table 15-13). Only 9% of the budget is raised from provincial sources.

Table 15-13 Provincial Budget Statement 2019-20

| Provincial Annual Budget Statement 2019-20           |                     |          |                  |
|--|---------------------|----------|------------------|
| Amount in Billions of Rupees                         |                     |          |                  |
|  |                     | Receipts | Percentage Share |
| 1  | Federal Receipts    | 328      | 88%              |
| 2  | Provincial Receipts | 34       | 9%               |
| 3  | Other               | 10       | 3%               |
| <i>Source: Balochistan Provincial Budget 2019-20</i> |                     |          |                  |

The second challenge will come from the current situation of the Federal Government with the latter in the throes of a restructuring program where there have been reductions in actual transfers to the provinces. For at least the next two years, the trend will continue. Things are expected to improve by year 3 of the sector plan implementation.

The figure given for development partners has been based on the current commitments. More is being negotiated, but the commitments are not known. With the sector plan in place, the government will be in a better position to attract and negotiate funds from various sources, including, development partners.

The government expects to meet the gaps through the following approaches:

- i. Increased support from development partners
- ii. Higher expectations of provincial revenue

At the time of the previous Sector Plan the government had leveraged BEBP for increased funding from the development partners. With some success in the bag and a more robust Sector Plan the government expects a better response. A more proactive approach to engage the Economic Affairs Division and larger development partners will be used.

There is a likelihood of improvement due to the recently established Balochistan Revenue Authority (BRA). The authority, as compared to the older Excise and Taxation Department (ETD), has been receiving capacity development support from the European Union (EU) and the World Bank (WB). Additionally, it has a wider scope for taxes on services.

Most critically the Government of Balochistan (GoB) and Secondary Education Department (SED) are committed to manage their resources more efficiently. The Plan recommends, and the subsequent simulation model assumes, that existing resources will be rationalised for optimal return. This will mean new resources (including human resource) do not need to be acquired unless necessary till the present set is deployed more efficiently. A focus on learning will improve the efficiency but in the long run though some aspects can bring early results. The key will be efficiency through improved governance for better value for money that may lower the financial needs even below the levels identified in the BEBP. This will include as rationalisation of resources as a key step. An example is better deployment of primary school teachers will reduce single teacher schools drastically without additional employment. Similarly, for enrolment initial effort will be to fill in the existing spaces in schools before embarking on new constructions.

In addition to the above it is important to understand that Balochistan has a broken education system where major investments are required in access and participation, as well as, learning. The current pattern of expenditure, if followed strictly, will not achieve the desired change and

shift in the results. Therefore budget outlays of the BESP have not been restricted to a path constrained by past trends alone. The Plan itself is an instrument for negotiation of more funds and the gaps can be filled in with better demonstration of implementation and more clarity in the direction – BESP provides the guide to the latter.

Secondly, the financing gap appears large in terms of percentages but is actually not unreachable in real terms. An amount of Rs. 21.48 billion spread over five years. The highest gap is in year 4 at Rs. 8.1 billion. This is not beyond the government's capacity provided education performs and remains a priority.

### **15.9. Key Assumptions for Financing**

Successful provision of finances for the sector plan depend on the same factors that will require effective implementation:

Continued across the board political support: Secondary Education Department (SED) will continue to engage with political leadership as planned in BESP.

Continued Prioritisation of Education: Over the last 10 years the growth rate of education budget has been greater than that for the overall provincial budget. Given the increased political value of education across the country, especially, since it has been devolved to the provinces in 2009 the political priority of education will continue.

Capacity development of SED: Capacity building is an ongoing process of the sector plan and with increased capacity efficiency in expenditure is also expected to improve.

Strict Monitoring Regime: Learning from mistakes of the past the monitoring regime provided in the BESP will be more strictly followed than in the past.

Better Capacity of PPIU: In 2013 Policy Planning and Implimentation Unit (PPIU) was a new and relatively small organisation. Since then it has improved its capacity in terms of numbers as well as skill sets available with the organisation. More capacity will be built in the next 6 months as part of implementation of BESP. Policy Planning and Implimentation Unit (PPIU) now also has a more engaged approach to interaction with development partners.

**ANNEXURES**



## Annex

### 16. Implementation and Result Matrices

#### Implementation Matrix – Learning Design

Table 16-1 Implementation Matrix - Learning design

| Learning   |   |   |           |    |    |    |    |                      |                |   |
|--|---|---|-----------|----|----|----|----|----------------------|----------------|---|
| Goal of Learning : Learners are proficient in reading and numeracy, develop analytical skills and are prepared for life and livelihood   |   |   |           |    |    |    |    |                      |                |   |
| Program 1 – Learning Design  |   |   |           |    |    |    |    |                      |                |   |
| Overall Goal 1. Make the provincial learning design relevant to the needs and realities of the child, classroom and life and livelihood  |   |   |           |    |    |    |    |                      |                |   |
| Target   | Strategies  | Activities  | Timelines |    |    |    |    | Cost Million in PKR. | Responsibility | Assumptions   |
|  |   |   | Y1        | Y2 | Y3 | Y4 | Y5 |                      |                |   |
| Sub Program 1.1 Curriculum   |   |   |           |    |    |    |    |                      |                |   |
| Sub Goal 1.1. Provide inputs to the federal government to help develop a curriculum that is relevant to the needs and realities of the child, classroom and life and livelihood in Balochistan |   |   |           |    |    |    |    |                      |                |   |
| Gaps in the current standards regime identified<br>100% of the standards implemented   | 1.1.1 Engage with the Federal Government to revise the existing standards of curriculum review / development to make them more relevant and applicable to the | I. Document gaps in the current standards regime to the context of Balochistan                                | X         |    |    |    |    | 5.45                 | BOC&EC         | Standards of assessments are revised as part of an overall assessment review.<br><br>Standard development considers the current situation ensure progressive change |
|  |   | II. Engage with the Federal Government to revise the existing standards for curriculum review and development | X         | X  |    |    |    | 1.25                 |                |   |

|   |   |   |   |   |  |   |   |                    |                   |        |   |
|---|---|---|---|---|--|---|---|--------------------|-------------------|--------|---|
|   | context of Balochistan  | III. Implement the standards  |   |   |  | X | X | X                  | R.C <sup>76</sup> |        | and does not create unrealistic targets<br><br>Capacity for development and implementation of standards is built as part of organisational capacity development plans of BOC&EC and other organisations |
| Provincial curriculum framework developed | 1.1.2 Develop the provincial curriculum framework through need analysis | I. Undertake research to identify needs of children entering school in terms of language endowments, psycho-social development and other aspects including possible learning hours in schools | X |   |  |   |   |                    | 10.20             | BOC&EC | Linkages between curriculum review and research through academia have been established and institutionalised  |
| Scheme of Studies revised                 |   | II. Engage with higher education institutions, public service commission and other employers for identifying needs for secondary school competencies at exit on grade 12                      | X |   |  |   |   | Part of above cost |                   |        |   |
| Curriculum revised                        |   | III. Based on the above develop a provincial curriculum framework   | X | X |  |   |   | 3.77               |                   |        |   |

<sup>76</sup> R.C. stands for Regular Cost. It is mentioned against activities to be covered under regular government budget.

|   |  |   |   |  |   |   |   |      |        |   |
|---|--|---|---|--|---|---|---|------|--------|---|
|   |  | and scheme of studies aligned with the federal curriculum framework where the former includes a learning path suited to children in Balochistan.  |   |  |   |   |   |      |        |   |
| Curriculum implemented for all grades           | 1.1.3 Engage proactively with the Federal Government on revision of the curriculum on the basis of needs identified    | I. Identify issues and challenges in the curriculum   |   |  | X |   |   | R.C  | BOC&EC | Standards, Curriculum framework and Schemes of studies completed prior to notification of curriculum review done  |
|   |  | II. Engage with the Federal Government on the revision of curriculum on the basis of needs identified   |   |  | X |   |   | R.C  |        |   |
|   |  | III. Implement the curriculum phase wise  |   |  | X | X | X | R.C  |        |   |
| Child centered school language policy developed | 1.1.4 Balochistan will engage with the Federal Government to ensure child centered school language policy is developed | I. Undertake a stakeholder engagement through seminars, media discussions and political debates for a debate on school language policy            | X |  |   |   |   | 1.82 | BOC&EC | School language policy means clarity in timing of introduction, use as medium of instruction, and minimum standards for languages to be taught in schools<br><br>School language policy is implemented through the revised scheme of studies and curriculum |
|   |  | II. Engage a local academic institution or research organisation to conduct research on school language policy suited to the needs of Balochistan | X |  |   |   |   | 5.35 |        |   |

|   |  |  |   |   |   |   |   |                                       |        |   |
|---|--|--|---|---|---|---|---|---------------------------------------|--------|---|
|   |  | III. Engage with the federal government to ensure child centered school language policy is developed |   | X | X | X | X | R.C                                   |        |   |
| Responses to emergencies included in the curriculum | 1.1.5 Include response to potential emergencies faced by Balochistan in the curriculum       | I. Include response to potential emergencies faced by Balochistan in the curriculum                  | X |   |   |   |   | R.C                                   | BOC&EC |   |
| Capacity of BOC&EC enhanced                         | 1.1.6 Develop capacity of the Bureau of Curriculum and Extension Centre                      | I. Review the existing capacity development plan of BOC&EC   | X |   |   |   |   | Cost covered under below              | BOC&EC |   |
|   |  | II. Prepare a revised capacity development plan for BOC&EC based on review                           | X |   |   |   |   | 5.45                                  |        |   |
|   |  | III. Implement the plan phase wise   |   | X | X | X | X | R.C                                   |        |   |
| Availability of curriculum specialists enhanced     | 1.1.7 Enhance availability of curriculum specialists in the market and within the government | I. Engage with Universities/HEC to introduce specialisation in curriculum in M.Ed                    | X |   |   |   |   | R.C                                   | BOC&EC | Specialisation in curriculum at least with M.Ed |
|   |  | II. Explore and introduce scholarships for curriculum specialisation                                 |   | X |   |   |   | R.C                                   |        |   |
|   |  | III. Provide scholarships for specialisation to candidates within and outside the                    |   |   | X | X | X | R.C as assumed scholarships available |        |   |

|  |  |   |   |   |   |   |   |                    |                         |  |  |
|--|--|---|---|---|---|---|---|--------------------|-------------------------|--|--|
|  |  | government and additional incentives for specialists in employment  |   |   |   |   |   |                    |                         |  |  |
| Curriculum Implementation Framework developed  | 1.1.8 Develop and implement an effective curriculum implementation framework   | I. Conceptualise and prepare curriculum implementation framework  | X |   |   |   |   | Cost covered above | BOC&EC                  |  |  |
|  |  | II. Orientation sessions on CIF   | X |   |   |   |   |                    |                         |  |  |
|  |  | III. Implement CIF activities in a phased manner  |   | x | x | x | x |                    |                         |  |  |
| Teachers oriented on new curriculum  | 1.1.9 Orientation of teachers on new curriculum at the district level as well as any further changes in the curriculum | I.Design orientation program on new curriculum including content developed for grade 1 to 12 on COVID 19. | X |   |   |   |   | Cost covered above | BOC&EC, PITE and DOE(S) |  |  |
|  |  | II. Prepare training material and master trainers   | X |   |   |   |   |                    |                         |  |  |
|  |  | III. Conduct orientation sessions on new curriculum at the district level                                 | X |   |   |   |   |                    |                         |  |  |
| <b>Sub Program 1.2 Textbooks</b>   |  |   |   |   |   |   |   |                    |                         |  |  |
| Sub Goal 1.2. Develop contextually relevant textbooks that help teachers in teaching and students in developing creative and analytical abilities. |  |   |   |   |   |   |   |                    |                         |  |  |
| Curriculum and textbooks are aligned   | 1.2.1 Ensure alignment between textbooks and curriculum  | I. Conduct a gap analysis study to identify the alignment issue between curriculum and textbooks          | X |   |   |   |   | 6.93               | DOE(S)                  |  |  |

|   |  |  |   |   |   |   |   |               |        |   |     |
|---|--|--|---|---|---|---|---|---------------|--------|---|-----|
|   |  | II. Identify causes for the gaps   | X |   |   |   |   | Covered above |        |   |     |
|   |  | III. Revise SOPs for textbook development to ensure alignment between curriculum and textbooks   |   | X |   |   |   | R.C           |        |   |     |
| Teacher feedback mechanism utilised for textbooks improvement             | 1.2.2 Establish a systematic and robust feedback mechanism for textbooks to improve their quality and relevance                | I. Form and notify teachers' committees for feedback on textbooks  |   | X |   |   |   | R.C           | DOE(S) |   |     |
|   |  | II. Hold meetings of committees to provide feedback on textbooks twice a year  |   | X | X | X | X | R.C           |        |   |     |
|   |  | III. Document the feedback for use in improvements in textbooks  |   | X | X | X | X | R.C           |        |   |     |
| Standards on Textbooks developed<br><br>100% of the standards implemented | 1.2.3 Review and revise standards for textbooks development and review to ensure better quality and relevance of the products. | I. Document gaps in the current standards regime   | X |   |   |   |   | 1.45          | DOE(S) |   |     |
|   |  | II. Develop new standards for textbooks development and review at input and process level including mandatory field testing of textbooks |   | X |   |   |   |               |        |   |     |
|   |  | III. Implement the standards   |   | X | X | X | X |               |        |   | R.C |
| Textbook development capacity in the                                      | 1.2.4 Improve the capacity of textbook   | I. Create engagement and training processes for prospective  | X | X | X | X | X | R.C           | DOE(S) | Potential authors, reviewers and illustrators will be |     |

|                                       |  |  |   |   |   |   |   |  |      |        |   |
|---------------------------------------|--|--|---|---|---|---|---|--|------|--------|---|
| province enhanced                     | development in the province  | authors, reviewers and illustrators  |   |   |   |   |   |  | R.C  | DOE(S) | selected from the market, the teachers and academia |
|                                       |  | II. Develop and implement trainings for prospective authors, reviewers and illustrators  | X | X | X | X | X |  |      |        |   |
| Capacity of BTBB enhanced             | 1.2.5 Improve the capacity of Balochistan Textbook Board                   | I. Undertake capacity assessment of BTBB   | X |   |   |   |   |  | 3.10 | DOE(S) |   |
|                                       |  | II. Prepare a capacity development plan for BTBB based on review   | X |   |   |   |   |  |      |        |   |
|                                       |  | III. Implement the plan phase wise   |   | X | X | X | X |  | R.C  |        |   |
| Teachers are trained on new textbooks | 1.2.6 Orientation of Teachers on all new textbooks as a mandatory exercise | I. Prepare structured training program on new textbooks including addendums/pamphlets developed for grade 1 to 12 on COVID 19. | X | X | X | X | X |  | 106  | DOE(S) |   |
|                                       |  | II. Training of Master Trainers  | X | X | X | X | X |  |      |        |   |
|                                       |  | III. Orientation sessions for teachers on new textbooks through a cascade model  | X | X | X | X | X |  |      |        |   |



## Results Matrix for Learning Design

### Program I.1. Relevant Learning Design

Curriculum –proportion of subjects with revised curriculum (or some other measure to show the curriculum has been implemented) [[ the CIF and other stuff, like % teachers oriented in the new curriculum are output indicators]]

Textbooks - Pupil-textbook ratio for revised textbooks (reflecting updated curriculum), by level and subject

At sub-program level we just use aggregated ‘outputs’ as a result of operationalising strategies.

Table 16-2 Result Matrix Learning Design

| Indicator  | Baseline   | Target |    |    |    |                          | Data source | Frequency |
|--|--|--------|----|----|----|--------------------------|-------------|-----------|
|  |  | Y1     | Y2 | Y3 | Y4 | Y5                       |             |           |
| <b>Overall outcome of Learning: Learners proficient in reading and numeracy, with developed analytical skills and prepared for life and livelihood</b> |  |        |    |    |    |                          |             |           |
| Growth in percentage of students at Grade 3 and Grade 5 who can read at least at minimum standards<br>Total<br>Female<br>Male                          | TBD on the basis of BAEC (sample based) assessment |        |    |    |    | 15% growth over baseline | BAEC        | Annual    |
| Growth in percentage of students at Grade 3 and Grade 5 who perform at least at minimum standards in arithmetic<br>Total<br>Female<br>Male             | TBD on the basis of BAEC (sample based) assessment |        |    |    |    | 15% growth over baseline | BAEC        | Annual    |
| Growth in percentage of students at Grade 8 who can successfully attempt questions on application<br>Total<br>Female<br>Male                           | TBD on the basis of BAEC (sample based) assessment |        |    |    |    | 15% growth over baseline | BAEC        | Annual    |

|   |                                |  |  |     |     |                          |        |        |
|---|--------------------------------|--|--|-----|-----|--------------------------|--------|--------|
| Growth in percentage of students at Grade 10 who can successfully attempt questions on application<br>Total<br>Female<br>Male                 | TBD on the basis of BBISE exam |  |  |     |     | 15% growth over baseline | BBISE  | Annual |
| Growth in percentage of students with minimum B in Secondary examinations<br>Total<br>Female<br>Male  | TBD on the basis of BBISE exam |  |  |     |     | 15% growth over baseline | BBISE  | Annual |
| Growth in percentage of students with minimum B in Higher Secondary examinations<br>Total<br>Female<br>Male                                   | TBD on the basis of BBISE exam |  |  |     |     | 15% growth over baseline | BBISE  | Annual |
| <b>Program 1 Learning Design</b>  |                                |  |  |     |     |                          |        |        |
| <b>Intermediate outcome I. Provincial learning design relevant to the needs and realities of the child, classroom and life and livelihood</b> |                                |  |  |     |     |                          |        |        |
| % curriculum of ECE revised   | -                              |  |  | 100 |     |                          | BOC&EC | Annual |
| % subjects in Primary with revised curriculum   | -                              |  |  | 50  | 100 |                          | BOC&EC | Annual |
| % subjects in Middle with revised curriculum  | -                              |  |  | 50  | 100 |                          | BOC&EC | Annual |
| % subjects in Secondary with revised curriculum   | -                              |  |  |     | 50  | 100                      | BOC&EC | Annual |
| % of revised textbooks for Primary used in the classroom <sup>77</sup>  | -                              |  |  |     |     | 20                       | RTSM   | Annual |

<sup>77</sup> Covers first grade

|  |                   |   |    |    |     |     |               |           |
|--|-------------------|---|----|----|-----|-----|---------------|-----------|
| % of revised textbooks for Middle used in the classroom <sup>78</sup>  | -                 |   |    |    |     | 33  | RTSM          | Annual    |
| % of revised textbooks for Secondary used in the classroom <sup>79</sup>   | -                 |   |    |    |     | 50  | RTSM          | Annual    |
| <b>Sub-program 1.1 Curriculum</b>  |                   |   |    |    |     |     |               |           |
| <b>Intermediate outcome 1.1. Curriculum relevant to the needs and realities of the child, classroom and life and livelihood</b>  |                   |   |    |    |     |     |               |           |
| Output 1.1.1: The existing standards of curriculum review / development revised through engagement with the federal government to make them more relevant and applicable to the context of Balochistan |                   |   |    |    |     |     |               |           |
| % of the standards implemented   | -                 |   | 40 | 90 | 100 |     | BOC&EC        | Quarterly |
| Output 1.1.2: Provincial curriculum framework developed through need analysis  |                   |   |    |    |     |     |               |           |
| Provincial curriculum framework developed  | -                 | 1 |    |    |     |     | BOC&EC        | Once      |
| Output 1.1.3: Engaged proactively with the Federal Government on revision of the curriculum on the basis of needs identified   |                   |   |    |    |     |     |               |           |
| Plan implementation rate (%)   | -                 |   | 40 | 90 | 100 |     | BOC&EC        | Quarterly |
| Output 1.1.4: Engaged with the Federal Government to child centered school language policy is developed  |                   |   |    |    |     |     |               |           |
| Language policy implemented  | -                 |   |    |    |     | 1   | BOC&EC/DOE(S) | Annual    |
| Output 1.1.5: Response to potential emergencies faced by Balochistan included in the curriculum  |                   |   |    |    |     |     |               |           |
| % curriculum updated on responses to emergencies   | -                 |   |    |    |     | 100 | BOC&EC        | Annual    |
| Output 1.1.6: Capacity of the Bureau of Curriculum and Extension Centre developed  |                   |   |    |    |     |     |               |           |
| Rate of implementation of CD plan of BoC&EC (%)  | -                 |   | 25 | 50 | 75  | 100 | BOC&EC report | Quarterly |
| Output 1.1.7a: Availability of curriculum specialists in the market increases<br>Output 1.1.7b: Availability of curriculum specialists within the government increases                                 |                   |   |    |    |     |     |               |           |
| Additional number of curriculum specialists available in the province  | TBD <sup>80</sup> |   |    |    |     |     | PPIU / BOC&EC | Annual    |
| Output 1.1.8: Curriculum implementation framework is developed and implemented   |                   |   |    |    |     |     |               |           |

<sup>78</sup> Covers grade 6<sup>79</sup> Covers grade 9<sup>80</sup> Covers personnel employed in the government and in academic institutions

|  |   |     |     |     |     |     |  |                       |           |
|--|---|-----|-----|-----|-----|-----|--|-----------------------|-----------|
| CIF developed  | 0 | 1   |     |     |     |     |  | BOC&EC                | Annual    |
| % rate of CIF implementation   |   |     | 20% | 30% | 40% | 50% |  | BOC&EC                | Annual    |
| Output 1.1.9: Teachers trained on new curriculum at the district level as well as on any further changes in the curriculum                                   |   |     |     |     |     |     |  |                       |           |
| % of teachers trained on new curriculum  | 0 |     |     | 20% | 40% | 60% |  | PITE, DOE(S)          | Annual    |
| <b>Sub Program I.2 Textbooks</b>   |   |     |     |     |     |     |  |                       |           |
| <b>Intermediate outcome I.2. Contextually relevant textbooks that help teachers in teaching and students in developing creative and analytical abilities</b> |   |     |     |     |     |     |  |                       |           |
| Output 1.2.1: Curriculum and textbooks aligned   |   |     |     |     |     |     |  |                       |           |
| % textbooks aligned with the curriculum  | - |     |     |     |     | 80  |  | BTBB                  | Annual    |
| Output 1.2.2: Teacher feedback mechanism for textbooks developed and in operation  |   |     |     |     |     |     |  |                       |           |
| Implementation rate feedback mechanism (%)   | - |     |     | 100 |     |     |  | BTBB                  | Annual    |
| Output 1.2.3: Standards for textbooks development and review revised   |   |     |     |     |     |     |  |                       |           |
| % of the standards implemented   | - |     |     |     |     | 100 |  | BTBB                  | Annual    |
| Output 1.2.4: Capacity of textbook development enhanced  |   |     |     |     |     |     |  |                       |           |
| Number of potential authors, reviewers and illustrators trained  | - |     | 30  | 30  | 30  |     |  | BTBB                  | Annual    |
| Output 1.2.5: Capacity of Balochistan Textbook Board strengthened  |   |     |     |     |     |     |  |                       |           |
| Rate of implementation of CD plan of BTBB (%)  | - |     | 25  | 50  | 75  | 100 |  | BTBB report           | Quarterly |
| Output 1.2.6: Teachers are trained on all new textbooks as a mandatory exercise  |   |     |     |     |     |     |  |                       |           |
| % of teachers trained on new textbooks   | - | 0   |     |     | 30% | 50% |  | DOE(S), PITE and BTBB | Annual    |
| % of teachers trained on new material on COVID 19  | 0 | 100 | 100 |     |     |     |  | DOE(S), PITE and BTBB | Annual    |

## Implementation Matrix - Effective Teacher

Table 16-3 Implementation Matrix for Effective Teacher

| Learning   |  |   |           |    |    |    |    |                      |                |   |
|--|--|---|-----------|----|----|----|----|----------------------|----------------|---|
| Goal of Learning : Learners are proficient in reading and numeracy, develop analytical skills and are prepared for life and livelihood   |  |   |           |    |    |    |    |                      |                |   |
| Program 2 – Effective Teacher  |  |   |           |    |    |    |    |                      |                |   |
| Overall Goal 2. To ensure the provision of required number of teachers having knowledge, skills and dispositions for implementation of student centered teaching and learning. |  |   |           |    |    |    |    |                      |                |   |
| Target   | Strategies   | Activities  | Timelines |    |    |    |    | Cost Million in PKR. | Responsibility | Assumptions   |
|  |  |   | Y1        | Y2 | Y3 | Y4 | Y5 |                      |                |   |
| Sub Program 2.1 Motivation of Teachers   |  |   |           |    |    |    |    |                      |                |   |
| Sub-Goal 2.1. Motivate teachers to work as per professional requirements   |  |   |           |    |    |    |    |                      |                |   |
| Head teachers and other supervisors trained on mentoring and support functions   | 2.1.1 Train head teachers and supervisors in mentoring and support functions.                              | I. Prepare a plan for training of head teachers and other supervisors on mentoring and support through PITE | X         |    |    |    |    | R.C                  | PITE           | Trainings needs assessment is undertaken jointly by DOE(S) and PITE   |
|  |  | II. Implement the Plan phase wise   |           | X  | X  | X  | X  | R.C                  |                |   |
| Revised career and promotion structures  | 2.1.2 Review career structures and promotion aspects of teachers to enhance options of career progression. | I. Review the career and promotion structures of teachers to encourage professionalism                      | X         |    |    |    |    | 0.28                 | DOE(S)/PPIU    | Revision of pay scales of primary teachers for attraction of better quality teacher is part of overall recruitment plan |
|  |  | II. Revise the career and promotion structures in consultation with teachers                                |           | X  |    |    |    |                      |                |   |

|  |   |   |   |   |   |   |   |  |      |              |   |
|--|---|---|---|---|---|---|---|--|------|--------------|---|
|  |   | III. Notify the new career and promotion structures                                   |   |   | X |   |   |  | R.C  |              |   |
| Better quality primary teachers recruited    | 2.1.3 Upgrade the pay scales requirements for primary teachers  | I. Review the pay scales of primary teachers to attract better quality human resource | X |   |   |   |   |  | 0.44 | DOE(S)/ PPIU |   |
|  |   | II. Develop a long term plan to recruit more qualified teachers for primary           |   | X |   |   |   |  | R.C  |              |   |
|  |   | III. Implement the plan phase wise  |   |   | X | X | X |  | R.C  |              |   |
| Teachers' feedback in policy changes ensured | 2.1.4 Ensure teachers' feedback in policy decisions on career structures, transfers and postings etc. | I. Develop mechanisms for feedback from teachers on policies related to them.         | X |   |   |   |   |  | 0.17 | DOE(S)       |   |
|  |   | II. Identify representative set of teachers for feedback (through surveys or FGDs).   | X |   |   |   |   |  | R.C  |              |   |
|  |   | III. Revise existing rules to make this feedback mandatory                            |   | X |   |   |   |  | 0.22 |              |   |
| Teachers' work conditions improved           | 2.1.5 Assess work condition of schools for issues relevant to teachers including                      | I. Assess work condition of schools for issues relevant to teachers including         | X |   |   |   |   |  | R.C  | DOE(S)/PPIU  | Assessment of work conditions and plan prioritise specialised needs |

|  |   |   |   |   |   |   |   |  |              |              |                    |
|--|---|---|---|---|---|---|---|--|--------------|--------------|--------------------|
|  | provision of basic facilities and prepare and implement a remedial plan                             | provision of basic facilities   |   |   |   |   |   |  |              |              | of female teachers |
|  |   | II. Prepare a remedial plan   |   | X |   |   |   |  | R.C          |              |                    |
|  |   | III. Implement the plan   |   |   | X | X | X |  | Scale Factor |              |                    |
| Facilities of day care centre set up in secondary and higher secondary schools             | 2.1.6 Set up facilities of day care centres for female teachers                                     | I. Identify needs and feasibility of establishing day care centres in Schools                     | X |   |   |   |   |  | RC           | DOE/DEOs     |                    |
|  |   | II. Prepare plans for establishment of day care centres in Secondary and Higher Secondary schools | X |   |   |   |   |  | TBD          |              |                    |
|  |   | III. Implement the plan in a phased manner  |   | X | X | X | X |  |              |              |                    |
| Single Teacher primary schools reduced   | 2.1.7 Prioritise reduction of Single Teacher primary schools  | I. Prepare a plan to reduce single teacher schools at primary level                               | X |   |   |   |   |  | Scale Factor | DOE(S)       |                    |
|  |   | II. Collate the local plans and prepare provincial plan   |   | X |   |   |   |  | R.C          |              |                    |
|  |   | III. Implement the plan phase wise  |   |   | X | X | X |  | R.C          |              |                    |
| Teacher feedback incorporated in review of learning inputs and policies of student welfare | 2.1.8 Involve teachers and head teachers in regular feedback on textbooks, curriculum, assessments, | I. Develop mechanisms for feedback from teachers on textbooks, curriculum, assessments,           | X |   |   |   |   |  | 0.33         | DOE(S)/ PPIU |                    |

|   |   |   |   |   |   |   |   |     |     |        |  |
|---|---|---|---|---|---|---|---|-----|-----|--------|--|
|   | school conditions and student needs and utilise the feedback on system improvement.   | school conditions and student needs.  |   |   |   |   |   |     |     |        |  |
|   |   | II. Revise existing rules to make this feedback mandatory   | X |   |   |   |   |     |     |        |  |
|   |   | III. Document the feedback and use in systemic improvements in learning inputs and students   |   | X | X | X | X |     | R.C |        |  |
| <b>Sub Program 2.2 Pre-Service Teacher Education</b>  |   |   |   |   |   |   |   |     |     |        |  |
| Sub -Goal 2.2. An academically sound pre-service teacher education system that produces quality graduates |   |   |   |   |   |   |   |     |     |        |  |
| Institutionalised feedback to pre-service teacher education institutions                                  | 2.2.1 Institute a coordination and feedback mechanism between the DOE(S) and providers of pre service teachers education to identify needs: | I. Engage with pre-service teacher education institutions, including, elementary colleges and universities to agree on a feedback mechanism | X |   |   |   |   |     | R.C | DOE(S) |  |
|   |   | II. Based on the agreement notify the feedback mechanism that includes inputs from teachers   | X |   |   |   |   | R.C |     |        |  |
|   |   | III. Provide annual feedback through  |   | X | X | X | X | R.C |     |        |  |

|  |   |   |   |   |   |   |   |  |      |             |
|--|---|---|---|---|---|---|---|--|------|-------------|
|  |   | the institutionalised mechanism   |   |   |   |   |   |  |      |             |
| Regular feedback to, and engagement with HEC, on pre-service teacher education | 2.2.2 Develop formal feedback mechanism for HEC on issues of Pre service Teacher Education with the help of the universities and colleges offering education degrees                        | I. Engage with Higher Education Commission to agree on a feedback and engagement process on pre-service teacher education between SED, universities in Balochistan and HEC. | X |   |   |   |   |  | R.C  | DOE(S)      |
|  |   | II. Develop and sign an agreement accordingly   |   | X |   |   |   |  | R.C  |             |
|  |   | III. Undertake regular feedback and engagement with HEC   |   |   | X | X | X |  | 0.33 |             |
| Operational standards to ensure implementation of those set by NACTE developed | 2.2.3 Develop operational standards (input, processes) in coordination with universities and colleges offering education degrees to ensure implementation of overall standards set by NACTE | I. Document gaps in the current standards regime in view of NACTE needs   | X |   |   |   |   |  | 3.01 | BOC&EC/PITE |
|  |   | II. Develop inputs and process standards for teacher pre-service teacher education institutions at input and process level  |   | X |   |   |   |  |      |             |
|  |   | III. Implement the standards  |   | X | X | X | X |  |      |             |

|  |  |  |   |  |  |  |  |  |                    |        |  |
|--|--|--|---|--|--|--|--|--|--------------------|--------|--|
| ICT based education included in the pre service teacher training   | 2.2.4 Review pre-service teacher approaches to ensure continuity in the pandemic through ICT approaches in coordination with the universities and colleges offering education degrees  | I. Include ICT based education approaches in coordination with the universities and colleges offering education degrees in the pre service teacher training              | X |  |  |  |  |  | Cost covered above | BOC&EC |  |
| Courses on education in pandemics like COVID 19 introduced in the pre service teacher education                  | 2.2.5 Review syllabi of pre-service teacher education in consultation with Higher Education Commission and the universities and colleges offering education degrees to introduce courses on education in pandemics like COVID 19 | I. Initiate consultation with HEC, universities and colleges offering education degrees and development partners to include courses on education in pandemics like COVID | X |  |  |  |  |  | RC                 | BOC&EC |  |
|  |  | II. Prepare specialised course material on education in pandemics  | X |  |  |  |  |  | 20.5               |        |  |
| <b>Sub Program 2.3 Continuous Professional Development</b>   |  |  |   |  |  |  |  |  |                    |        |  |
| Sub Goal 2.3. A well-established continuous professional development process for teachers performing effectively |  |  |   |  |  |  |  |  |                    |        |  |

|   |   |   |   |   |   |   |   |      |        |  |
|---|---|---|---|---|---|---|---|------|--------|--|
| Formal role of DOE(S) teacher professional development introduced | 2.3.1 Introduce a formal role of DOE(S) teacher professional development          | I. Develop a formal coordination mechanism between PITE and DOE(S) that identifies their respective roles in teacher professional development | X |   |   |   |   | 7.77 | DOE(S) | The role will eventually be taken over by the specialised human resource management unit proposed under 'Governance and Management |
|   |   | II. Identify additional professional development responsibilities of DOE(S) beyond teacher training   |   | X |   |   |   |      |        |  |
|   |   | III. Notify the changes in official rules.  |   |   | X | X | X |      |        |  |
| Revamped CPD implemented  | 2.3.2 Review and expand the current professional development program for teachers | I. Review the current CPD for improvements through consultations between DOE(S) and PITE  | X |   |   |   |   | 1.79 | DOE(S) |  |
|   |   | II. Prepare a revised plan jointly signed off by DOE(S) and PITE  |   | X |   |   |   |      |        |  |
|   |   | III. Implement the plan phase wise  |   |   | X | X | X |      |        |  |
| Teachers are trained on child/learner                             | 2.3.3 Prioritise training of teachers on  | I. Prepare training material on child/learner   | X |   |   |   |   | 1.23 | PITE   |  |

|   |  |   |   |   |   |   |   |      |  |  |
|---|--|---|---|---|---|---|---|------|--|--|
| friendly approaches   | child/learner friendly approaches in the CPD Plan            | friendly approaches   |   |   |   |   |   |      |  |  |
|   |  | II. Integrate aspects of child/learner friendly approaches into teachers regular training under CPD model             | X |   |   |   |   |      | Coasted under material development and CPD |  |
|   |  | III. Training of all teachers on child/learner friendly approaches  |   | x | x | x | x |      |  |  |
| Regular and organised peer learning sessions in schools and at cluster levels | 2.3.4 Encourage and Institutionalise peer learning processes | I. Develop guidelines for head teachers and other supervisors to organise peer learning sessions based on local needs | X |   |   |   |   | 0.37 | DOE(S)                                     |  |
|   |  | II. Review the guidelines in consultation with teachers   | X |   |   |   |   |      |  |  |
|   |  | IV. Notify, implement and monitor guidelines for peer learning sessions   |   | X | X | X | X | R.C  |  |  |
| Head teachers trained in teacher evaluations                                  | 2.3.5 Train head teachers in                                 | I. Undertake training needs assessments   | X |   |   |   |   | 3.84 | DOE(S)/DEO                                 |  |

|  |  |  |   |   |   |   |   |              |              |   |  |
|--|--|--|---|---|---|---|---|--------------|--------------|---|--|
|  | teacher evaluations  | II. Develop a training plan  |   | X |   |   |   |              |              |   |  |
|  |  | III. Implement the plan phase wise   |   |   | X | X | X | R.C          |              |   |  |
| Capacity of PITE enhanced  | 2.3.6 Develop Capacity of Provincial Institute of Teacher Education                            | I. Review the existing capacity development plan for PITE                                  |   | X |   |   |   | 3.54         | PITE         |   |  |
|  |  | II. Prepare a revised plan   |   | X |   |   |   |              |              |   |  |
|  |  | III. Implement the capacity development plan   |   |   | X | X | X | Regular Cost |              |   |  |
| CPD linked to promotion  | 2.3.7 Link CPD with teachers' promotion  | I. Develop rules for linking CPD to promotions   | X |   |   |   |   | RC           | DOE(S)       |   |  |
|  |  | II. Approve Rules  | X |   |   |   |   | RC           |              |   |  |
| Teachers informed on COVID 19 and necessary response to it                 | 2.3.8 Conduct emergency Teacher awareness and training on COVID 19 through ICT and other means | I. Prepare awareness session and training program on COVID 19 through ICT and other medium | X |   |   |   |   | 5.90         | PITE, DOE(S) |   |  |
|  |  | II. Conduct awareness sessions and trainings on COVID 19                                   | X |   |   |   |   | TBD          |              |   |  |
| <b>Sub Program 2.4 Teacher Availability</b>                                |  |  |   |   |   |   |   |              |              |   |  |
| Sub-Goal 2.4. Ensure availability of quality teachers for all institutions |  |  |   |   |   |   |   |              |              |   |  |
| Long term teacher recruitment plan prepared and operationalised            | 2.4.1 Prepare a long term teacher recruitment plan   | I. Assess and identify; teacher needs for the next 20 years, supply side constraints       | X | X |   |   |   | 0.39         | DOE(S)       | Plan includes demand and supply side issues and solutions |  |

|  |  |  |   |   |   |   |   |                                  |        |  |
|--|--|--|---|---|---|---|---|----------------------------------|--------|--|
|  | based on current and future needs.   | and include expansion of supply of quality teachers over time, and limitations of recruitment of quality teachers at the local level |   |   |   |   |   |                                  |        |  |
|  |  | II. Develop a long term plan for teacher recruitment   |   | X |   |   |   |                                  |        |  |
|  |  | III. Ensure timely implementation of recruitment in a phased manner  |   | X | X | X | X |                                  |        |  |
| Number of female teachers of science, mathematics and languages enhanced | 2.4.2 Prioritise development and recruitment of science, mathematics and language teachers, especially, for females for post primary classes | I. Identify minimum needs for science, mathematics and language teachers for rural female schools                                    | X |   |   |   |   | 0.28                             | DOE(S) | The challenge for female schools may need to be met with more innovative and flexible options including short term contracts and age relaxation for recruitment of teachers in the local area. |
|  |  | II. Negotiate with Pre-service teacher education institutions to expand specialised programs for science, mathematics and languages  | X |   |   |   |   | R.C                              |        |  |
|  |  | III. Provide scholarships to females from rural areas to participate in these programs   |   | X | X | X | X | 0.17<br>Details to be worked out |        |  |

|  |   |   |   |   |   |   |   |              |        |   |
|--|---|---|---|---|---|---|---|--------------|--------|---|
| Alternative options to use of teachers on additional duties identified | 2.4.3 Engage with the government in identifying alternative options to use of teachers on additional duties | I. Set up a committee with S&GAD to review the impact of additional duties on teacher effectiveness and prepare alternative plans | X |   |   |   |   | Costed above | DOE(S) | These plans can include organisation of activities in summer and winter vacations. Alternatively, where this cannot be possible other options of HR should be explored and utilised. Another option to explore is compensatory classes for children |
|  |   | II. Prepare a plan for additional duties to ensure children do not suffer in term of teaching time                                |   | X |   |   |   |              |        |   |
|  |   | III. Implement the plan   |   |   | X | X | X | R.C          |        |   |
| Recruitment testing process improved                                   | 2.4.4 Review the recruitment testing process for improvements   | I. Review the current testing processes and tools in consultation with the testing body   | X |   |   |   |   | R.C          | SED    |   |
|  |   | II. Propose changes   | X |   |   |   |   |              |        |   |
|  |   | III. Implement the changes in the tools and processes   |   | X |   |   |   |              |        |   |
| Recruitment rules revised to encourage better qualified personnel      | 2.4.5 Review the recruitment rules to encourage better qualifications                                       | I. Form a committee to review recruitment rules to include advantages for better qualified personnel                              | X |   |   |   |   | R.C          | SED    |   |

|   |   |  |   |   |   |   |   |     |              |  |
|---|---|--|---|---|---|---|---|-----|--------------|--|
|   |   | II. Revise recruitment rules             |   | X |   |   |   |     |              |  |
|   |   | III. Notify revised rules                |   | X |   |   |   |     |              |  |
| Induction trainings introduced for new recruits | 2.4.6 Introduce Induction training for all new recruits | I. Prepare rules for induction trainings | X |   |   |   |   | RC  | PITE, DOE(S) |  |
|   |   | II. Develop induction trainings          | X |   |   |   |   | RC  |              |  |
|   |   | III. Implement the trainings             |   | X | X | X | X | TBD |              |  |

## Results Matrix - Effective Teacher

Table 16-4 Result Matrix - Effective Teacher

| Indicator  | Baseline   | Target |    |    |    |    | Data source              | Frequency |        |
|--|--|--------|----|----|----|----|--------------------------|-----------|--------|
|  |  | Y1     | Y2 | Y3 | Y4 | Y5 |                          |           |        |
| <b>Overall outcome of Learning: Learners proficient in reading and numeracy, with developed analytical skills and prepared for life and livelihood</b> |  |        |    |    |    |    |                          |           |        |
| Growth in percentage of students at Grade 3 and Grade 5 who can read at least at minimum standards<br>Total<br>Female<br>Male                          | TBD on the basis of BAEC (sample based) assessment |        |    |    |    |    | 15% growth over baseline | BAEC      | Annual |
| Growth in percentage of students at Grade 3 and Grade 5 who perform at least at minimum standards in arithmetic<br>Total<br>Female<br>Male             | TBD on the basis of BAEC (sample based) assessment |        |    |    |    |    | 15% growth over baseline | BAEC      | Annual |
| Growth in percentage of students at Grade 8 who can successfully attempt questions on application<br>Total<br>Female<br>Male                           | TBD on the basis of BAEC (sample based) assessment |        |    |    |    |    | 15% growth over baseline | BAEC      | Annual |
| Growth in percentage of students at Grade 10 who can successfully attempt questions on application<br>Total<br>Female<br>Male                          | TBD on the basis of BBISE exam                     |        |    |    |    |    | 15% growth over baseline | BBISE     | Annual |
| Growth in percentage of students with minimum B+ in Secondary examinations   | TBD on the basis of BBISE exam                     |        |    |    |    |    | 15% growth               | BBISE     | Annual |

|  |                                |  |    |    |    |    |                          |                     |           |
|--|--------------------------------|--|----|----|----|----|--------------------------|---------------------|-----------|
| Total<br>Female<br>Male  |                                |  |    |    |    |    | over<br>baseline         |                     |           |
| Growth in percentage of students with minimum B+ in Higher Secondary examinations<br>Total<br>Female<br>Male           | TBD on the basis of BBISE exam |  |    |    |    |    | 15% growth over baseline | BBISE               | Annual    |
| <b>Program 2 – Effective Teacher</b>   |                                |  |    |    |    |    |                          |                     |           |
| <b>Intermediate outcome 2. Teachers teaching effectively in the classrooms</b>   |                                |  |    |    |    |    |                          |                     |           |
| Teacher absenteeism rate (%)   | 20                             |  | 15 | 10 | 5  | 1  |                          | RTSM                | Quarterly |
| % teachers expressing satisfaction with support received from head teachers and supervisors<br>Total<br>Female<br>Male | -                              |  |    |    | 30 | 50 |                          | DOE(S)/ PPIU survey | Annual    |
| % teachers expressing satisfaction with feedback mechanisms<br>Total<br>Female<br>Male                                 | -                              |  |    |    | 35 | 50 |                          | DOE(S)/ PPIU Survey | Annual    |
| % teachers expressing satisfaction with grievance redressal<br>Total<br>Female<br>Male                                 | -                              |  |    |    | 60 | 75 |                          | DOE(S) Survey       | Annual    |
| % teachers who test at least satisfactorily in follow up evaluations of CPD activities<br>Total<br>Female<br>Male      | -                              |  |    |    | 60 | 75 |                          | DOE(S)/ PPIU        | Annual    |

|  |   |   |    |    |     |     |    |              |        |
|--|---|---|----|----|-----|-----|----|--------------|--------|
| % increase in the average qualification level of newly recruited Primary teachers                                  | - |   |    |    |     | 15  | 25 | HR database  | Annual |
| Total  |   |   |    |    |     |     |    |              |        |
| Female   |   |   |    |    |     |     |    |              |        |
| Male   |   |   |    |    |     |     |    |              |        |
| <b>Sub-Program 2.1 Teacher motivation</b>  |   |   |    |    |     |     |    |              |        |
| <b>Intermediate outcome 2.1. Teachers motivated to work as per professional requirements</b>                       |   |   |    |    |     |     |    |              |        |
| Output 2.1.1: Head teachers and other supervisors trained in mentoring and support functions                       |   |   |    |    |     |     |    |              |        |
| % of head teachers and other supervisors trained in mentoring and support  | - |   |    | 33 | 66  | 100 |    | PITE         | Annual |
| Output 2.1.2: Career structures and promotion aspects of teachers revised to enhance options of career progression |   |   |    |    |     |     |    |              |        |
| New career and promotion structures notified   | - |   | 1  |    |     |     |    | DOE(S)       | Annual |
| Output 2.1.3: Plan to recruit better qualified primary teachers implemented  |   |   |    |    |     |     |    |              |        |
| Rate of implementation of the plan (%)   | - |   | 33 | 66 | 100 |     |    | DOE(S)/ PPIU | Annual |
| Output 2.1.4: Teachers' feedback in policy changes ensured   |   |   |    |    |     |     |    |              |        |
| Rules revised to structure feedback mechanism  | - |   | 1  |    |     |     |    | DOE(S)       | Once   |
| Output 2.1.5: Teachers' work conditions improved   |   |   |    |    |     |     |    |              |        |
| % of teachers satisfied with work conditions   | - |   | 25 | 45 | 65  |     |    | DOE(S)/ PPIU | Annual |
| Output 2.1.6: Facilities of day care centres established in Secondary and Higher Secondary Schools                 |   |   |    |    |     |     |    |              |        |
| % of Secondary and Higher Secondary schools with facilities of day care centres                                    | - |   | 15 | 25 | 50  | 75  |    | DOE(S)       | Annual |
| Output 2.1.7: Number of single teacher primary schools reduced   |   |   |    |    |     |     |    |              |        |
| % reduction in single teacher primary schools  | - | 5 | 11 | 17 | 12  | 10  |    | DOE(S)       | Annual |
| Output 2.1.8: Teacher feedback incorporated in review of learning inputs and policies of student welfare           |   |   |    |    |     |     |    |              |        |
| Minimum number of review reports documenting teachers' and head  | - |   | 1  | 1  | 1   | 1   |    | DOE(S)/ PPIU | Annual |

|   |   |  |    |     |     |     |  |                 |                  |
|---|---|--|----|-----|-----|-----|--|-----------------|------------------|
| teachers' feedback for system improvement   |   |  |    |     |     |     |  |                 |                  |
| Rules revised to consider feedback for policy review  | - |  | 1  |     |     |     |  | DOE(S)/BOC/BTBB | Once             |
| <b>Sub-Program 2.2 Pre-service teacher education</b>  |   |  |    |     |     |     |  |                 |                  |
| <b>Intermediate outcome 2.2. An academically sound pre-service teacher education system that produces quality graduates established</b> |   |  |    |     |     |     |  |                 |                  |
| Output 2.2.1: Institutionalised feedback to pre-service teacher education institutions  |   |  |    |     |     |     |  |                 |                  |
| Implementation rate of feedback mechanism (%)   | - |  | 50 | 100 | 100 | 100 |  | DOE(S)          | Annual           |
| Output 2.2.2: Regular feedback provided to HEC on pre-service teacher education   |   |  |    |     |     |     |  |                 |                  |
| Implementation rate of feedback mechanism (%)   | - |  | 50 | 100 |     |     |  | DOE(S)          | Annual           |
| Output 2.2.3: Operational standards to ensure implementation of those set by NACTE developed  |   |  |    |     |     |     |  |                 |                  |
| Implementation rate of standards (%)  | - |  | 25 | 50  | 100 |     |  | BOC&EC/PITE     | Annual           |
| Output 2.2.4: All colleges are accredited by NACTE  |   |  |    |     |     |     |  |                 |                  |
| Number of elementary colleges accredited by NACTE at, at least, mid-level   | 0 |  |    | 3   | 6   | 10  |  | BOC&EC          | Annual           |
| Output 2.2.5: Oversight and quality assurance mechanism for elementary colleges strengthened  |   |  |    |     |     |     |  |                 |                  |
| Implementation rate of capacity building plan of BOC&EC (%)   | - |  |    | 50  | 75  | 100 |  | BOC&EC          | Annual           |
| Output 2.2.6: Courses in elementary colleges upgraded to B.Ed Honours   |   |  |    |     |     |     |  |                 |                  |
| Number of elementary colleges offering B.Ed Honours courses   | 0 |  |    | 1   | 1   | 3   |  | BOC&EC          | Twice in 5 years |
| Output 2.2.7: Faculty development program implemented   |   |  |    |     |     |     |  |                 |                  |
| Implementation rate of development plan for faculty of elementary colleges (%)  | - |  |    | 25  | 50  | 100 |  | BOC&EC/ PPIU    | Annual           |
| Output 2.2.8: Pre-service teacher training program includes ICT approaches to ensure continuity in the pandemic                         |   |  |    |     |     |     |  |                 |                  |
| % of pre service teacher training program includes ICT approaches   | - |  | 60 | 100 | 100 | 100 |  |                 | Annual           |

|   |   |     |     |     |     |     |        |        |
|---|---|-----|-----|-----|-----|-----|--------|--------|
| Output 2.2.9: Courses on education in pandemics like COVID 19 introduced in syllabi of pre-service teacher education                |   |     |     |     |     |     |        |        |
| % syllabi of pre service teacher education include courses on education in pandemics like COVID 19                                  | - | 100 |     |     |     |     |        | Once   |
| <b>Sub-Program 2.3 Continuous professional development</b>  |   |     |     |     |     |     |        |        |
| <b>Intermediate outcome 2.3. A well-established continuous professional development process for teachers performing effectively</b> |   |     |     |     |     |     |        |        |
| Output 2.3.1: Formal role of DOE(S) in teacher professional development introduced  |   |     |     |     |     |     |        |        |
| Notification of rules   | - |     |     | 1   |     |     | DOE(S) | Annual |
| Output 2.3.2: Revamped CPD program implemented  |   |     |     |     |     |     |        |        |
| Rate of implementation of revamped CPD program (%)  | - |     |     | 25  | 60  | 100 | DOE(S) | Annual |
| Output 2.3.3: Training of teachers on child/learner friendly approaches in the CPD Plan is prioritised                              |   |     |     |     |     |     |        |        |
| % teachers trained on child/learner friendly approaches   |   |     | 20% | 20% | 20% | 20% | PITE   | Annual |
| Output 2.3.4: Regular and organised peer learning sessions in schools and at cluster levels   |   |     |     |     |     |     |        |        |
| % clusters where peer learning processes are being implemented  | 0 |     |     | 25  | 60  | 100 | DOE(S) | Annual |
| Output 2.3.5: Head teachers trained in teacher evaluations  |   |     |     |     |     |     |        |        |
| Implementation rate of training plan in teacher evaluations for head teachers (%)   | - |     |     | 35  | 75  | 100 | DOE(S) | Annual |
| Output 2.3.6: Capacity of Provincial Institute of Teacher Education enhanced  |   |     |     |     |     |     |        |        |
| Implementation rate of capacity development plan of PITE (%)  | - |     |     | 30  | 60  | 100 | PITE   | Annual |
| Output 2.3.7: CPD linked to teachers' promotion   |   |     |     |     |     |     |        |        |
| % rules for linking CPD to promotions approved  | - | 100 |     |     |     |     | PITE   | Once   |
| Output 2.3.8: Teacher awareness and training on COVID 19 through ICT and other means conducted on immediate basis                   |   |     |     |     |     |     |        |        |
| % of teachers trained on COVID 19   | - | 100 |     |     |     |     | PITE   | Once   |

| Sub-Program 2.4 Teacher availability   |   |   |     |     |     |     |        |        |
|--|---|---|-----|-----|-----|-----|--------|--------|
| Intermediate outcome 2.4. Quality teachers available for all institutions  |   |   |     |     |     |     |        |        |
| Output 2.4.1: Long term teacher recruitment plan prepared and operationalised  |   |   |     |     |     |     |        |        |
| Operational plans reflect teacher needs identified in the long term plan   | - |   |     | 75  | 100 |     | DOE(S) | Annual |
| Output 2.4.2: Development and recruitment of science, mathematics and language teachers, especially for females, enhanced for post primary classes |   |   |     |     |     |     |        |        |
| % increase in number of female teachers of science, mathematics and language   | 0 | 5 | 15  | 30  | 50  | 75  | DOE(S) | Annual |
| Output 2.4.3: Alternative options to use of teachers on additional duties identified   |   |   |     |     |     |     |        |        |
| Implementation rate of plan with alternative options (%)   | - |   |     | 25  | 50  | 100 | DOE(S) | Annual |
| Output 2.4.4: Recruitment testing process improved   |   |   |     |     |     |     |        |        |
| Implementation rate of plan for improvement in recruitment testing process (%)   | - |   | 25  | 50  | 75  | 100 | SED    | Annual |
| Output 2.4.5: Recruitment rules to encourage better qualifications   |   |   |     |     |     |     |        |        |
| Notified revised recruitment rules   | - |   | 1   |     |     |     | SED    | Once   |
| Output 2.4.6: Induction training for all new recruits introduced   |   |   |     |     |     |     |        |        |
| % of new recruits attended induction training  |   |   | 100 | 100 | 100 | 100 | PITE   | Annual |

## Implementation Matrix - Quality of Assessments and Examinations

Table 16-5 Implementation Matrix Quality of Assessments and Examinations

| Learning  |  |  |           |    |    |    |    |                      |                |   |
|---|--|--|-----------|----|----|----|----|----------------------|----------------|---|
| Goal of Learning: Learners are proficient in reading and numeracy, develop analytical skills and are prepared for life and livelihood |  |  |           |    |    |    |    |                      |                |   |
| Program 3 – Assessments and Examinations  |  |  |           |    |    |    |    |                      |                |   |
| Overall Goal 3. Strengthen Assessments and Examination system to have a positive and high impact on learning.                         |  |  |           |    |    |    |    |                      |                |   |
| Target  | Strategies   | Activities   | Timelines |    |    |    |    | Cost Million in PKR. | Responsibility | Assumptions   |
|   |  |  | Y1        | Y2 | Y3 | Y4 | Y5 |                      |                |   |
| Sub Program 3.1 School-level Assessments  |  |  |           |    |    |    |    |                      |                |   |
| Sub-Goal 3.1. Enhance the effectiveness of assessments and examinations in schools  |  |  |           |    |    |    |    |                      |                |   |
| Regular formative and summative assessments included in the school accountability framework   | 3.1.1 Include regular formative and summative assessments and their effectiveness in school accountability framework | I. Develop a school accountability framework that includes quality in-school assessments as a regular feature (strategy under governance) and indicators on conduct of formative assessments | X         |    |    |    |    | 0.83                 | DEO            | School accountability framework is developed under governance reforms.<br><br>Changes in course length/scheme of studies etc. are made to allow timely completion with learning |
|   |  | II. Prepare annual report based on the reporting on assessments through the School Accountability Framework  | X         | X  | X  | X  | X  | 0.67                 |                |   |

|  |  |  |   |   |   |   |   |                                       |  |  |
|--|--|--|---|---|---|---|---|---------------------------------------|--|--|
|  |  | III Reports on formative assessments in schools  | X | X | X | X | X | R.C                                   |  | an inspection or similar function  |
| Capacity of teachers and supervisors on assessments and examinations developed   | 3.1.2 Develop in school capacity in assessments and examinations | I. Train supervisors on assessments and examinations through BAEC and PITE                                   | X | X | X |   |   | Cost may be covered under CPD program | PITE/BAEC                                  | BAEC and PITE coordinate on trainings<br><br>Trainings include use of assessments to improve learning in the classroom |
|  |  | II. Train Teachers on assessment and examination through BAEC/PITE   | X | X | X | X | X |                                       |  | BAEC and PITE coordinate on trainings<br>Trainings include use of assessments to improve learning in the classroom     |
|  |  | III. Engage with pre-service teachers education institutions to improve of quality of courses on assessments | X | X | X |   |   |                                       | Pre-Service teacher Education Institutions | Pre-service teacher education institutions have the relevant capacity  |
| <b>Sub Program 3.2 BBISE Examinations</b>  |  |  |   |   |   |   |   |                                       |  |  |
| Sub Goal 3.2. Improve quality of BBISE examinations to ensure alignment with curriculum that includes testing of critical – analytical ability |  |  |   |   |   |   |   |                                       |  |  |
| Capacity development plan  | 3.2.1 Review and implement the existing capacity                 | I. Review the existing capacity development plan   | X |   |   |   |   | 3.43                                  | BBISE                                      |  |

|   |  |  |   |   |   |   |   |      |     |       |
|---|--|--|---|---|---|---|---|------|-----|-------|
| for BBISE revised and implemented   | development plan for BBISE   | II. Prepare a revised capacity development plan for BBISE based on review  | X |   |   |   |   |      |     |       |
|   |  | III. Implement the plan phase wise   |   | X | X | X | X | R.C  |     |       |
| Teachers and students are prepared for more analytical questions in examinations                | 3.2.2 Prepare teachers and students for more analytical questions in examinations        | I. Balochistan Assessment and Examinations Commission to prepare and implement a plan for engagement with teachers and students to help them prepare for more analytical questions | X |   |   |   |   |      | R.C | BAEC  |
|   |  | II. BAEC to engage Balochistan Textbook Board and BBISE to review assessment exercises in textbooks  | X | X | X | X |   | 0.34 |     |       |
|   |  | III. Prepare teacher guides on assessments   | X | X |   |   |   | 0.37 |     |       |
| BBISE's approach to examinations is aligned with the curriculum, including analytical questions | 3.2.3 Progressively align BBISE's approach to examinations with the curriculum including | I. Hold seminars and training sessions on curriculum with officials and paper setters of BBISE   | X | X | X | X | X | 0.34 |     | BBISE |
|   |  | II. Develop model papers and field   | X |   |   |   |   | 0.49 |     |       |

|  |  |  |   |  |   |  |  |      |       |  |
|--|--|--|---|--|---|--|--|------|-------|--|
|  | analytical questions   | test them to review current student capacity   |   |  |   |  |  |      |       |  |
|  |  | III. Develop a progressive plan to improve coverage of curriculum in examination papers and progressive shift to analytical questions based on the baseline derived from model paper testing |   |  | X |  |  | 0.24 |       |  |
| BBISE examination conducted in specialised arrangement in response to COVID 19 | 3.2.4 Stagger examinations over months to ensure low participation at a given point of time with safety arrangements against COVID 19 risk | I. Prepare specialised SOPs in close consultation with Department of Health for conducting examinations  | X |  |   |  |  | RC   | BBISE |  |
|  |  | II. Make specialised seating and safety arrangements   | X |  |   |  |  | RC   |       |  |
|  |  | III. Re-plan examination schedule and conduct in line with safety arrangements against COVID 19  | X |  |   |  |  | TBD  |       |  |
| <b>Sub Program 3.3 BAEC Assessments and Examinations</b>                       |  |  |   |  |   |  |  |      |       |  |
| Sub Goal 3.3. Ensure that BAEC role in assessment benefits the system          |  |  |   |  |   |  |  |      |       |  |

|  |   |   |   |   |   |   |   |       |      |  |
|--|---|---|---|---|---|---|---|-------|------|--|
| BAEC conducts regular diagnostic assessments   | 3.3.1 Shift BAEC's role from examinations to diagnostic assessment  | I. Amend BAEC Act to remove the mandatory requirement of certification from BAEC for appearance in BBISE examinations             | X |   |   |   |   | 0.31  | BAEC |  |
|  |   | II. Engage with policy makers and implementers to develop a need based diagnostic assessment framework                            |   | X | X | X |   | 0.22  |      |  |
|  |   | III. Conduct diagnostic assessments based on needs  |   | X |   | X |   | 19.55 |      |  |
| Mechanism to utilise results of diagnostic assessments in system improvement developed | 3.3.2 Develop a mechanism to ensure that the results of the diagnostic assessment are utilised in system improvements | I. Make rules for mandatory periodic diagnostic assessments   | X |   |   |   |   | R.C   | PPIU |  |
|  |   | II. Disseminate results of diagnostic assessments to a wide set of stakeholders   |   |   |   | X |   | 0.29  |      |  |
|  |   | III. Each relevant organisation to prepare a plan and make adjustments in all existing plans for improvement of learning based on |   |   |   |   | X | 0.13  |      |  |

|   |  |  |   |   |   |   |   |     |             |      |  |
|---|--|--|---|---|---|---|---|-----|-------------|------|--|
|   |  | the result of diagnostic assessments   |   |   |   |   |   |     |             |      |  |
| Capacity development plan of BAEC is implemented  | 3.3.3 Review the capacity of BAEC and prepare and implement the capacity development plan    | I. Review the existing capacity development plan of BAEC   | X |   |   |   |   |     | 3.97        | BAEC |  |
|   |  | II. Prepare a revised capacity development plan for BBISE based on review                        |   | X |   |   |   |     |             |      |  |
|   |  | III. Implement the plan phase wise   |   |   | X | X | X | R.C |             |      |  |
| <b>Sub Program 3.4 Consistent and Relevant Assessments</b>                                      |  |  |   |   |   |   |   |     |             |      |  |
| Sub Goal 3.4. Ensure congruence and complementarity across various assessments and examinations |  |  |   |   |   |   |   |     |             |      |  |
|   | 3.4.1 Enhance availability of assessment specialists in the market and within the government | I. Engage with Universities/HEC to introduce specialisation in assessments & Examination in M.Ed | X | X | X | X | X | R.C | PPIU & BAEC |      |  |
|   |  | II. Explore and introduce scholarships for assessment specialisation                             | X | X | X | X | X | R.C |             |      |  |
|   |  | III. Provide additional incentives for specialists in employment                                 |   | X | X | X | X | R.C |             |      |  |

|  |   |   |   |   |   |   |   |      |                                |   |
|--|---|---|---|---|---|---|---|------|--------------------------------|---|
|  | 3.4.2 Review and revise the existing standards of assessments and examination to make them more relevant and applicable to the context of Balochistan | I. Document gaps in the current standards regime  | X |   |   |   |   | 5.20 | BOC&EC / BAEC / BBISE / DOE(S) | Standards of assessments are revised as part of an overall assessment review.<br><br>Standard development considers the current situation ensure progressive change and does not create unrealistic targets |
|  |   | II. Develop new standards for all types of assessments and examinations at input and process level including certification of paper setters for BBISE | X | X |   |   |   |      |                                |   |
|  |   | III. Implement the standards  |   |   | X | X | X |      |                                |   |
| Provincial assessment framework prepared and implemented | 3.4.3 Prepare provincial assessment framework   | I. Review the current assessments systems in detail for weaknesses and gaps   | X |   |   |   |   | 2.18 | BOC&EC / BAEC / BBISE / DOE(S) |   |
|  |   | II. Develop a provincial assessment framework to remove the gaps and align the various assessments and examinations                                   |   | X |   |   |   |      |                                |   |

|   |   |  |   |   |   |   |   |      |       |  |
|---|---|--|---|---|---|---|---|------|-------|--|
|   |   | III. Implement the framework periodically  |   |   | X | X | X | R.C  |       |  |
| <b>Sub Program 3.5 Credibility of Examinations</b>      |   |  |   |   |   |   |   |      |       |  |
| Sub Goal 3.5. Enhance credibility of examinations       |   |  |   |   |   |   |   |      |       |  |
| Processes in the conduct of BBISE examinations improved | 3.5.1 Review the current conduct of examinations to propose changes in processes that facilitate cheating | I. Assess the current logistical processes of BBISE examinations   | X |   |   |   |   | 1.24 | BBISE |  |
|   |   | II. Prepare plan to remove loopholes that facilitate cheating  |   | X |   |   |   |      |       |  |
|   |   | III. Implement the plan  |   |   | X | X | X | R.C  |       |  |
| Awareness campaigns against cheating conducted          | 3.5.2 Develop and conduct awareness campaigns against cheating  | I. Undertake a survey on attitudes in society towards cheating and the causes for the same                     | X |   |   |   |   | 3.06 | BBISE |  |
|   |   | II. Based on the survey include awareness on negative impacts of cheating in the communication strategy of SED |   | X |   |   |   |      |       |  |
|   |   | III. Implement awareness plan and undertake periodic reviews of impact   |   |   | X | X | X | R.C  |       |  |

## Results Matrix - Assessments and Examinations

Table 16-6 Result Matrix - Assessments and Examinations

| Indicator  | Baseline   | Target |    |    |    |                          | Data source | Frequency |
|--|--|--------|----|----|----|--------------------------|-------------|-----------|
|  |  | Y1     | Y2 | Y3 | Y4 | Y5                       |             |           |
| <b>Overall outcome of Learning: Learners proficient in reading and numeracy, with developed analytical skills and prepared for life and livelihood</b> |  |        |    |    |    |                          |             |           |
| Growth in percentage of students at Grade 3 and Grade 5 who can read at least at minimum standards<br>Total<br>Female<br>Male                          | TBD on the basis of BAEC (sample based) assessment |        |    |    |    | 15% growth over baseline | BAEC        | Annual    |
| Growth in percentage of students at Grade 3 and Grade 5 who perform at least at minimum standards in arithmetic<br>Total<br>Female<br>Male             | TBD on the basis of BAEC (sample based) assessment |        |    |    |    | 15% growth over baseline | BAEC        | Annual    |
| Growth in percentage of students at Grade 8 who can successfully attempt questions on application<br>Total<br>Female<br>Male                           | TBD on the basis of BAEC (sample based) assessment |        |    |    |    | 15% growth over baseline | BAEC        | Annual    |
| Growth in percentage of students at Grade 10 who can successfully attempt questions on application<br>Total<br>Female<br>Male                          | TBD on the basis of BBISE exam                     |        |    |    |    | 15% growth over baseline | BBISE       | Annual    |
| Growth in percentage of students with minimum B+ in Secondary examinations<br>Total<br>Female  | TBD on the basis of BBISE exam                     |        |    |    |    | 15% growth over baseline | BBISE       | Annual    |

|   |                                |    |    |    |    |                          |                |        |
|---|--------------------------------|----|----|----|----|--------------------------|----------------|--------|
| Male  |                                |    |    |    |    |                          |                |        |
| Growth in percentage of students with minimum B+ in Higher Secondary examinations   | TBD on the basis of BBISE exam |    |    |    |    | 15% growth over baseline | BBISE          | Annual |
| Total   |                                |    |    |    |    |                          |                |        |
| Female  |                                |    |    |    |    |                          |                |        |
| Male  |                                |    |    |    |    |                          |                |        |
| <b>Program 3 – Assessments and Examinations</b>   |                                |    |    |    |    |                          |                |        |
| <b>Intermediate outcome 3. Strengthened Assessments and Examination system to have a positive and high impact on learning</b>             |                                |    |    |    |    |                          |                |        |
| % questions in school summative assessments testing application   | TBC                            |    |    | 5  | 15 | 35                       | DOE(S)/BAEC    | Annual |
| % increase in questions of BBISE examination papers testing for application   | TBC                            |    |    | 25 | 50 | 100                      | BBISE/BAEC     | Annual |
| School, BBISE and BAEC assessments and examinations are aligned in the overall objectives with clear sub-objectives                       | TBC                            |    |    |    |    | 50                       | BAEC           | Annual |
| % reduction in the incidence of cheating in examinations  | TBC                            |    |    | 30 | 40 | 50                       | SED/BAEC/BBISE | Annual |
| % schools that conduct formative assessments  | TBD                            |    |    |    |    | 50                       | DOE(S)/BAEC    | Annual |
| regularly % teachers who receive training on assessment   | TBD on the basis of BBISE exam |    |    |    |    | 25                       | DOE(S)/PITE    | Annual |
| <b>Sub Program 3.1 School level assessments</b>   |                                |    |    |    |    |                          |                |        |
| <b>Intermediate Outcome 3.1. Improved capacity to conduct assessments at school level and use their results for learning improvements</b> |                                |    |    |    |    |                          |                |        |
| Output 3.1.1 Regular formative and summative assessments included in the school accountability framework                                  |                                |    |    |    |    |                          |                |        |
| % schools that conduct formative assessments regularly  | TBC                            | 10 | 20 | 30 | 40 | 50                       | DEO            | Annual |
| Output 3.1.2: Capacity of teachers and supervisors on assessments and examinations developed  |                                |    |    |    |    |                          |                |        |
| % teachers who receive training on assessment   | 0                              |    | 25 | 25 | 25 | 25                       | PITE           | Annual |

|  |   |      |    |     |    |     |       |        |
|--|---|------|----|-----|----|-----|-------|--------|
| % of supervisors who receive training on assessments   | 0 | 20   | 40 | 60  | 80 | 100 | PITE  | Annual |
| <b>Sub Program 3.2 BBISE examinations</b>  |   |      |    |     |    |     |       |        |
| <b>Intermediate Outcome 3.2. Improved quality of BBISE examinations ensuring alignment with curriculum, including the testing of critical – analytical ability</b> |   |      |    |     |    |     |       |        |
| Output 3.2.1: Capacity development plan for BBISE revised and implemented  |   |      |    |     |    |     |       |        |
| Implementation rate of the capacity development plan (%)   | - |      | 5  | 15  | 35 | 65  | BBISE | Annual |
| Output 3.2.2: Teachers and students are prepared for more analytical questions in examinations   |   |      |    |     |    |     |       |        |
| Assessment exercises in textbooks are reviewed (%)   | - |      | 25 | 50  | 75 | 100 | BAEC  | Annual |
| % Teacher guides on assessments prepared and distributed <sup>81</sup>   | 0 | 33   | 66 | 100 |    |     | BAEC  | Annual |
| Output 3.2.3: BBISE's approach to examinations is aligned with the curriculum, including analytical questions  |   |      |    |     |    |     |       |        |
| % analytical (application) questions in the examination papers   | - |      |    | 15  | 30 | 45  | BBISE | Annual |
| Output 3.2.4: Examinations staggered over months to ensure low participation at a given point of time with safety arrangements against COVID 19 risk               |   |      |    |     |    |     |       |        |
| % SOPs followed to conduct examination with safety against COVID 19  |   | 100% |    |     |    |     | BBISE | Annual |
| <b>Sub Program 3.3 BAEC Assessments and Examinations</b>   |   |      |    |     |    |     |       |        |
| <b>Intermediate Outcome 3.3. Strengthened BAEC role in assessment benefits the system</b>  |   |      |    |     |    |     |       |        |
| Output 3.3.1: BAEC conducts regular diagnostic assessments   |   |      |    |     |    |     |       |        |
| Number of diagnostic assessments conducted   | 0 |      | 1  |     | 1  |     | BAEC  | Annual |
| Output 3.3.2: Mechanism to utilise results of diagnostic assessments in system improvement developed   |   |      |    |     |    |     |       |        |
| Number of BESP revisions reflecting results of diagnostic assessment   | 0 |      |    | 1   |    | 1   | PPIU  | Annual |

<sup>81</sup> First year corresponds to Primary guides; Second year to Middle guides; and Third year to Secondary and Higher Secondary guides

|   |   |  |   |    |     |     |                                |        |
|---|---|--|---|----|-----|-----|--------------------------------|--------|
| Output 3.3.3: Capacity development plan of BAEC implemented   |   |  |   |    |     |     |                                |        |
| Implementation rate of the capacity development plan (%)  | - |  |   | 33 | 66  | 100 | BAEC                           | Annual |
| <b>Sub Program 3.4 Consistent and relevant assessments and examinations</b>   |   |  |   |    |     |     |                                |        |
| <b>Intermediate Outcome 3.4. Congruence and complementarity ensured across various assessments and examinations</b> |   |  |   |    |     |     |                                |        |
| Output 3.4.1: Assessment specialists availability enhanced  |   |  |   |    |     |     |                                |        |
| Annual growth in number of assessment specialists (%)   | 0 |  |   | 50 | 100 | 150 | PPIU & BAEC                    | Annual |
| Output 3.4.2: Standards of assessments and examination revised and implemented                                      |   |  |   |    |     |     |                                |        |
| Rate of implementation of standards (%)   | - |  |   | 10 | 20  | 20  | BOC&EC / BAEC / BBISE / DOE(S) | Annual |
| Output 3.4.3: Provincial assessment framework prepared and implemented  |   |  |   |    |     |     |                                |        |
| Rate of implementation of provincial assessment framework (%)   | - |  |   | 10 | 20  | 20  | BOC&EC / BAEC / BBISE / DOE(S) | Annual |
| <b>Sub Program 3.5 Credibility of examinations</b>  |   |  |   |    |     |     |                                |        |
| <b>Intermediate Outcome 3.5. Enhanced credibility of examinations</b>   |   |  |   |    |     |     |                                |        |
| Output 3.5.1: Processes in the conduct of BBISE examinations improved   |   |  |   |    |     |     |                                |        |
| Number of times examinations are conducted with revised processes   | 0 |  | 1 | 1  | 1   | 1   | BBISE                          | Annual |
| Output 3.5.2: Awareness campaigns against cheating conducted  |   |  |   |    |     |     |                                |        |
| Annual % reduction in the acceptance of cheating among parents <sup>82</sup>  | - |  |   | 10 | 20  | 20  | BBISE                          | Annual |

<sup>82</sup> Indicator requires a baseline survey on attitudes toward cheating

## Implementation Matrix for Child Care and Welfare

Table 16-7 Implementation Matrix Child Care and Welfare

| Learning  |   |  |           |    |    |    |    |                      |                |             |
|---|---|--|-----------|----|----|----|----|----------------------|----------------|-------------|
| Goal of Learning : Learners are proficient in reading and numeracy, develop analytical skills and are prepared for life and livelihood        |   |  |           |    |    |    |    |                      |                |             |
| Program 4 – Child Care and Welfare  |   |  |           |    |    |    |    |                      |                |             |
| Overall Goal 4. Enhance quality of care, support and inclusion for all children in schooling and community including those with special needs |   |  |           |    |    |    |    |                      |                |             |
| Targets   | Strategies  | Activities   | Timelines |    |    |    |    | Cost Million in PKR. | Responsibility | Assumptions |
|   |   |  | Y1        | Y2 | Y3 | Y4 | Y5 |                      |                |             |
| Sub Program 4.1 Child Welfare   |   |  |           |    |    |    |    |                      |                |             |
| Sub Goal 4.1. Improve child welfare to enhance their ability to learn   |   |  |           |    |    |    |    |                      |                |             |
| Enhanced research on child welfare and development  | 4.1.1 Carry out more research on child development based on ecological conditions in early years before schooling | I. A separate unit of research on child welfare and development be set up in the Bureau of Curriculum and Extension Centre |           | X  |    |    |    | R.C                  | BOC&EC         |             |
|   |   | II. Provide separate funds for the research  |           |    | X  |    |    | R.C                  | BOC&EC         |             |
|   |   | III. Engage with a research organisation or academia for ongoing research  |           |    | X  | X  | X  | 2.28                 | BOC&EC         |             |
| An index on child welfare developed and district wise data collected  | 4.1.2 Develop an index on child welfare and measure for each district every three years                           | I. Conceptualise and develop an index on child welfare   | X         |    |    |    |    | 24.47                | BOC&EC         |             |
|   |   | II. Design and conduct district wise sample based house hold survey to collect data  |           | X  |    |    |    |                      |                |             |

|   |  |   |   |   |   |   |   |            |        |        |  |
|---|--|---|---|---|---|---|---|------------|--------|--------|--|
|   |  | III. Document and disseminate the findings  |   | X |   |   |   |            |        |        |  |
| Heightened awareness on child health and welfare in communities and among policymakers and implementers | 4.1.3 Create awareness in communities, policymakers and implementers on child health and welfare   | I. Engage with communities and spread awareness to help them improve their sanitary conditions at home & street, open toilets and ignorance of hygiene practices, with support of a health specialist                 | X | X | X | X | X | 24.50      | DOE(S) |        |  |
|   |  | II. Mandate schools to engage with the community via effective communication process of PTSMC   | X | X | X | X | X |            | DOE(S) |        |  |
|   |  | III. Develop a long term communication strategy including the use of media, seminars, etc. to create awareness amongst communities, policy makers and implementers on the importance of school readiness for learning |   | X |   |   |   |            |        | DOE(S) |  |
| Quality ECE in 20% of the schools   | 4.1.4 Expand quality early childhood care and education programs that encourage learning and help in reducing learning difficulties accumulated by children from poor background | I. Increase advocacy for quality ECE among decision makers  | X | X | X | X | X | 1.59       | DOE(S) |        |  |
|   |  | II. Develop a plan for expansion of ECEs in primary schools   |   | X |   |   |   | R.C        | DOE(S) |        |  |
|   |  | III. Implement the plan phase wise based on doability in specific districts   |   |   | X | X | X | Scale Cost | DOE(S) |        |  |

|  |   |   |   |   |   |   |   |      |        |  |
|--|---|---|---|---|---|---|---|------|--------|--|
| Improved inclusiveness in school's social and physical environment | 4.1.5 Introduce measures to improve inclusiveness in school's social and physical environment | I. Develop parameters for inclusiveness in schools which include: acceptance of socio-ethnic and religious diversity, gender approaches, accommodation of children with special needs | X |   |   |   |   | 4.08 | DOE(S) |  |
|  |   | II. Develop a training program for teachers on inclusiveness and implement through PITE and conduct bi-annual seminars on inclusiveness in schools for students and teachers          |   | X | X | X | X |      | PITE   |  |
|  |   | III. Revise and implement school building codes to ensure inclusiveness in structures   |   | X |   | X |   | R.C  | DOE(S) |  |
| Improved safety in school buildings and facilities                 | 4.1.6 Revise and implement standards on school safety   | I. Review and revise standards of school safety, ensuring they include mandatory trainings, school safety plans and equipment   | X |   |   |   |   | 2.31 | DOE(S) |  |
|  |   | II. Notify the new standards  |   | X |   |   |   | R.C  | DOE(S) |  |
|  |   | III. Implement revised standards phase wise including in private schools  |   | X | X | X | X | R.C  | DOE(S) |  |

|  |   |  |   |   |   |   |   |                    |        |  |
|--|---|--|---|---|---|---|---|--------------------|--------|--|
| Heightened awareness among teachers and students on negative impact of corporal punishment | 4.1.7 Implement measures to eliminate corporal punishment in schools          | I. Develop a teacher awareness campaign and training plan based on research attitudinal causes of corporal punishment  | X | X | X | X | X | 10.56              | DOE(S) |  |
|  |   | II. Include lessons creating awareness on negative impact of corporal punishment in middle and secondary school curricula and textbooks                              |   | X | X | X | X | 0.49               | BOC&EC |  |
|  |   | III. Undertake biannual surveys on prevalence of corporal punishment to measure progress   |   |   | X |   | X | 27.30              | PPIU   |  |
| Measures against bullying in schools introduced  | 4.1.8 Introduce measures to protect children in school against bullying       | I. Create awareness on bullying and its negative impacts   |   | X | X | X | X | Cost Covered above | DOE(S) |  |
|  |   | II. Introduce measures against bullying and include lessons creating awareness on negative impact of bullying in middle and secondary school curricula and textbooks |   | X | X | X | X |                    | DOE(S) |  |
|  |   | III. Undertake biannual surveys on prevalence of corporal punishment to measure progress   |   |   | X | X | X |                    | BOC&EC |  |
| Regular health check-ups and   | 4.1.9 Develop a coordination mechanism with the Department of Health/PPHI for | I. Identify areas of coordination with the Department of Health/PPHI that include: regular health  | X | X |   |   |   | 0.25               | DOE(S) |  |

|   |  |  |   |   |   |   |   |      |                      |  |
|---|--|--|---|---|---|---|---|------|----------------------|--|
| counselling implemented                                       | regular health check-ups and teacher counselling                   | screenings with special provisions for adolescent girls based on nutritional needs like iron and calcium and teacher awareness. Develop and notify a protocol for regular screenings |   |   |   |   |   |      |                      |  |
|   |  | III. Prepare a plan for in school teacher trainings on child health issues   |   | X |   |   |   | R.C  | DOE(S)               |  |
|   |  | II. Prepare and implement plan for in school teacher trainings on child health issues.   |   |   | X | X | X | R.C  | PITE                 |  |
|   |  | III. Prepare and distribute handbooks for teachers and students (especially adolescent girls)  |   |   | X | X | X | 5.45 | BTBB                 |  |
| Strengthened legal framework for child's right and protection | 4.1.10 Strengthen legal framework for child's right and protection | I. Develop rules for Child Protection Act to clarify role of SED   | X | X |   |   |   | 0.25 | SED                  |  |
|   |  | II. Develop processes in SED and DOE(S) to implement the relevant sections   |   | X | X |   |   | 0.15 |                      |  |
|   |  | III. Draft a Child's Rights Act based on UN Convention on the Rights of the Child and advocate promulgation of the Act   | X | X |   |   |   | 0.48 |                      |  |
|   | 4.1.11 Train teachers on child friendly approaches                 | I. Design and include child friendly approaches in the   | X |   |   |   |   |      | BOC&EC, PITE, DOE(S) |  |

|  |   |  |   |   |   |   |   |                  |              |  |
|--|---|--|---|---|---|---|---|------------------|--------------|--|
| Teachers trained on child friendly approaches  | to teaching and student management within the class and school premises                         | teacher training programe  |   |   |   |   |   | Costed under CPD |              |  |
|  |   | II. Implement teacher training through PITE and DOE(S).                            |   | X | X | X | X |                  |              |  |
| Teachers trained in identification of learning difficulties or disabilities among students   | 4.1.12 Train teachers in identification of learning difficulties or disabilities among students | I. Prepare material on identification of learning difficulties or disabilities     | X |   |   |   |   | Costed under CPD | PITE, DOE(S) |  |
|  |   | II. Conduct training of teachers   |   | X | X | X | X |                  |              |  |
| <b>Sub Program 4.2 Children with Special Needs</b>   |   |  |   |   |   |   |   |                  |              |  |
| Sub Goal 4.2. Ensure the welfare of children with special needs through provision of education opportunities of quality to all within regular schools or specialised institutions. |   |  |   |   |   |   |   |                  |              |  |
| Specialised data collection methods for special children implemented   | 4.2.1 Develop and implement specialised data collection methods for special children            | I. Identify data needs and capacity for information on children with special needs | X | X |   |   |   | 0.26             | DSE/DOE(S)   |  |
|  |   | II. Develop a plan, inclusive of capacity building, on data collection             |   |   |   | X |   | 0.16             | DSE/DOE(S)   |  |
|  |   | III. Implement the plan  |   |   |   | X | X | 6.55             | DSE          |  |
| Schooling options expanded for children with special needs   | 4.2.2 Expand schooling options for children with special needs                                  | I. Identify data needs and capacity for information on children with special needs | X | X |   |   |   | 1.70             | DSE/DOE(S)   | Expansion will be both in terms of an inclusion approach in regular schools as well as setting up of special schools |
|  |   | II. Create awareness on criterion among teachers, head teachers and communities    | X | X | X | X | X | 9.85             | DSE/DOE(S)   |  |
|  |   | III. Admit children, based on the criterion, to regular schools.                   | X | X | X | X | X | R.C.             | DSE/DOE(S)   |  |

|  |   |  |   |   |   |   |   |      |            |  |
|--|---|--|---|---|---|---|---|------|------------|--|
| Capacity for care and management of special education in Balochistan developed                 | 4.2.3 Develop capacity for care and management of special education in Balochistan.                           | I. Under take capacity assessment of Directorate of Special Education and its institutions             | X |   |   |   |   | 6.78 | DSE/DOE(S) |  |
|  |   | II. Develop a capacity development plan for Directorate of Special Education and its institutions      |   | X |   |   |   |      | DSE/DOE(S) |  |
|  |   | III. Implement the Plan  |   |   | X | X | X | R.C. | DSE/DOE(S) |  |
| Increase in awareness in communities on positive attitudes towards children with special needs | 4.2.4 Undertake awareness campaigns in communities on improving attitudes towards children with special needs | I. Develop an advocacy campaign  | X |   |   |   |   | 0.21 | DSE/DOE(S) |  |
|  |   | II. Implement on an ongoing basis  |   | X | X | X | X | 7.00 | DSE/DOE(S) |  |
|  |   | III. Take periodic surveys   |   |   | X |   | X | 1.24 | DSE/DOE(S) |  |
| <b>Sub Program 4.3 Afghan Refugee Children</b>   |   |  |   |   |   |   |   |      |            |  |
| Sub Goal 4.3. Ensure quality education for all refugee children.                               |   |  |   |   |   |   |   |      |            |  |
| School conditions in refugee camps improved  | 4.3.1 Improve school conditions in refugee camps  | I. Coordination with the federal government and development partners to mobilise support and resources | X |   |   |   |   | TBD  | PPIU/SED   |  |
|  |   | II. Situation analysis to devise plan of action  | X |   |   |   |   | 7.5  | PPIU/SED   |  |
|  |   | III. Facilitate implementation of the plan with partners' support                                      |   | X | X | X | X | TBD  | PPIU/SED   |  |
|  | 4.3.2 Develop textbooks in Pashto   | I. Coordination with the federal government and development partners to                                | X |   |   |   |   |      | PPIU/SED   |  |

|   |   |   |   |   |   |   |   |    |          |  |
|---|---|---|---|---|---|---|---|----|----------|--|
| Textbook in Pashto and Dari for primary level developed             | and Dari for refugee children   | mobilise support and resources  |   |   |   |   |   |    | BTBB/SED |  |
|   |   | II. Facilitate development of textbooks in Pashto and Dari for primary level in a phased manner                 |   | X | X | X | X |    |          |  |
| Refugee girls' enrolment in refugee schools increased               | 4.3.3 Increase refugee girls' participation in refugee schools                      | I. Engage with community on refugee girls' education  | X | X | X | X | X |    | SED      |  |
|   |   | II. Mobilise support to introduce targeted measures   | X | X | X | X | X |    | PPIU/SED |  |
|   |   | III. Special measures introduced with support from development partners   | X | X | X | X | X |    | PPIU/SED |  |
| Quota system introduced in public institutions for refugee children | 4.3.4 Allot quota in public institutions for refugee children for secondary onwards | I. Prepare and approve policy on quota system in public institutions for refugee children for secondary onwards | X |   |   |   |   | RC | SED      |  |
|   |   | II. Implement the policy on the quota system in all public sector institutions                                  |   | X | X | X | X | RC |          |  |

## Results Matrix – Child Care and Welfare

Table 16-8 Results Matrix Child Care and Welfare

| Indicator  | Baseline   | Target |    |    |    |                          | Data source | Frequency |
|--|--|--------|----|----|----|--------------------------|-------------|-----------|
|  |  | Y1     | Y2 | Y3 | Y4 | Y5                       |             |           |
| <b>Overall outcome of Learning: Learners proficient in reading and numeracy, with developed analytical skills and prepared for life and livelihood</b> |  |        |    |    |    |                          |             |           |
| Growth in percentage of students at Grade 3 and Grade 5 who can read at least at minimum standards<br>Total<br>Female<br>Male                          | TBD on the basis of BAEC (sample based) assessment |        |    |    |    | 15% growth over baseline | BAEC        | Annual    |
| Growth in percentage of students at Grade 3 and Grade 5 who perform at least at minimum standards in arithmetic<br>Total<br>Female<br>Male             | TBD on the basis of BAEC (sample based) assessment |        |    |    |    | 15% growth over baseline | BAEC        | Annual    |
| Growth in percentage of students at Grade 8 who can successfully attempt questions on application<br>Total<br>Female<br>Male                           | TBD on the basis of BAEC (sample based) assessment |        |    |    |    | 15% growth over baseline | BAEC        | Annual    |
| Growth in percentage of students at Grade 10 who can successfully attempt questions on application<br>Total<br>Female<br>Male                          | TBD on the basis of BBISE exam                     |        |    |    |    | 15% growth over baseline | BBISE       | Annual    |
| Growth in percentage of students with minimum B+ in Secondary examinations<br>Total<br>Female  | TBD on the basis of BBISE exam                     |        |    |    |    | 15% growth over baseline | BBISE       | Annual    |

|  |                                |  |    |     |     |                          |              |                  |
|--|--------------------------------|--|----|-----|-----|--------------------------|--------------|------------------|
| Male   |                                |  |    |     |     |                          |              |                  |
| Growth in percentage of students with minimum B+ in Higher Secondary examinations<br>Total<br>Female<br>Male | TBD on the basis of BBISE exam |  |    |     |     | 15% growth over baseline | BBISE        | Annual           |
| <b>Sub Program 4.1 Child Welfare</b>   |                                |  |    |     |     |                          |              |                  |
| <b>Intermediate Outcome 4.1. Improved child welfare</b>  |                                |  |    |     |     |                          |              |                  |
| % Grade 1 students who received one year of quality ECE<br>Total<br>Female<br>Male                           | 0                              |  |    | 10  | 15  | 25                       | DOE(S)       | Annual           |
| % new school buildings applying codes for inclusiveness in structures<br>Total<br>Female<br>Male             | -                              |  |    | 100 | 100 | 100                      | DOE(S)       | Annual           |
| % reduction in incidence of corporal punishment in schools   | -                              |  |    | 20  |     | 60                       | DOE(S)/DSW   | Two year         |
| % reduction in incidence of bullying in schools  | -                              |  |    | 20  |     | 60                       | DOE(S)/DSW   | Two year         |
| % students screened for health issues at least twice in 5 years  | -                              |  |    | 100 |     | 100                      | DOE(S)/DOH   | Twice in 5 years |
| <b>Output 4.1.1: Enhanced research on child welfare and development</b>                                      |                                |  |    |     |     |                          |              |                  |
| Annual % increase in the number of research papers produced on child welfare and development                 | -                              |  |    | 20  | 20  | 20                       | BOC&EC/ PPIU | Annual           |
| <b>Output 4.1.2: An index on child welfare developed and measured for each district every three years</b>    |                                |  |    |     |     |                          |              |                  |
| % District wise data available on child welfare index  |                                |  | 30 | 60  | 90  | 100                      | DOE(S)       | Annual           |

|  |                          |     |     |    |    |     |                           |           |
|--|--------------------------|-----|-----|----|----|-----|---------------------------|-----------|
| Output 4.1.3: Awareness on child health and welfare improved in communities and among policymakers                                   |                          |     |     |    |    |     |                           |           |
| % districts where campaigns have been conducted on importance of school readiness, child health and welfare                          | 0                        |     |     | 33 | 66 | 100 | DOE(S)/<br>BOC&EC/<br>DOH | Annual    |
| Output 4.1.4: Quality ECE classes expanded in primary schools  |                          |     |     |    |    |     |                           |           |
| % primary schools with ECE classes   | 9                        |     |     | 5  | 10 | 20  | DOE(S)                    | Annual    |
| Output 4.1.5: Improved inclusiveness in school's social and physical environment   |                          |     |     |    |    |     |                           |           |
| % teachers trained on inclusiveness  | 0                        |     | 20  | 50 | 80 | 100 | PITE                      | Annual    |
| % notification of codes for inclusiveness in school buildings structures   | 0                        | 100 |     |    |    |     | DOE(S)                    | Annual    |
| Output 4.1.6: Improved safety in school buildings and facilities   |                          |     |     |    |    |     |                           |           |
| % schools applying safety standards  | 0                        |     |     | 25 | 50 | 75  | DOE(S)                    | Annual    |
| Output 4.1.7: Measures implemented to eliminate corporal punishment in schools   |                          |     |     |    |    |     |                           |           |
| % Incidence of corporal punishment in schools reduced  | 0                        |     |     |    |    | 60  | DOE(S)                    | Annual    |
| Output 4.1.8: Measures against bullying in schools introduced  |                          |     |     |    |    |     |                           |           |
| % Incidence of bullying in schools reduced   | 0                        |     |     |    |    | 60  | DOE(S)                    | Annual    |
| Output 4.1.9: Regular health check-ups and counselling implemented   |                          |     |     |    |    |     |                           |           |
| % teachers with basic training on health awareness   | 0                        |     | 25  | 50 | 75 | 100 | PITE                      | Annual    |
| % schools with handbooks on health issues  | 0                        |     |     | 20 | 50 | 100 | BTBB                      | Annual    |
| Output 4.1.10: Strengthened legal framework for child's right and protection   |                          |     |     |    |    |     |                           |           |
| % rules approved for Balochistan Child Protection Act 2016   | -                        | 50  | 100 |    |    |     | SED/Deptt of Law          | As needed |
| Draft of Child's Right Act finalised   | -                        |     |     | 1  |    |     | SED/Deptt of Law          | As needed |
| % Increase in reporting of corporal punishment and other forms of abuse in schools   | Baseline to be developed |     |     | 10 | 30 | 60  | SED                       | Annual    |
| Output 4.1.11: Teachers trained on child friendly approaches to teaching and student management within the class and school premises |                          |     |     |    |    |     |                           |           |

|  |   |    |    |    |    |     |            |                      |
|--|---|----|----|----|----|-----|------------|----------------------|
| % of teachers trained on child friendly approaches   | - |    |    |    |    | 100 | PITE       | Annual               |
| Output 4.1.12: Teachers trained in identification of learning difficulties or disabilities among students  |   |    |    |    |    |     |            |                      |
| % teachers trained in identification of learning difficulties and disabilities among students  | - |    |    |    |    | 100 | PITE       | Annual               |
| <b>Sub Program 4.2 Welfare of Children with Special Needs</b>  |   |    |    |    |    |     |            |                      |
| <b>Intermediate Outcome 4.2. Welfare of children with special needs ensured through provision of education opportunities of quality to all within regular schools or specialised institutions.</b> |   |    |    |    |    |     |            |                      |
| % increase enrolment of children with special needs in both special and regular schools  | 0 | 10 | 20 | 45 | 75 | 100 | DSE/DOE(S) | Annual               |
| Output 4.2.1: Specialised data collection methods for special children implemented   |   |    |    |    |    |     |            |                      |
| Quality data on children with special needs as per requirement collected   | 0 | 1  |    | 1  |    | 1   | DSE        | Once every two years |
| Output 4.2.2: Schooling options expanded for children with special needs   |   |    |    |    |    |     |            |                      |
| % increase in schools for special children   | 0 | 10 | 20 | 45 | 75 | 100 | DSE/DOE(S) | Annual               |
| % of teachers and head teachers with awareness on inclusiveness criteria for children with special needs   | 0 | 10 | 20 | 45 | 75 | 100 | DSE/DOE(S) | Annual               |
| Output 4.2.3: Capacity for care and management of special education in Balochistan developed   |   |    |    |    |    |     |            |                      |
| % capacity development plan for special education implemented  | - | 10 | 30 | 60 | 80 | 100 | DSE/DOE(S) | Annual               |
| Output 4.2.4: Increase in awareness in communities on positive attitudes towards children with special needs   |   |    |    |    |    |     |            |                      |
| % increase in attitudes towards children with special needs  | 0 |    | 20 |    | 50 | 100 | DSE/DOE(S) | Two-year             |
| <b>Sub Program 4.3 Afghan Refugee Children</b>   |   |    |    |    |    |     |            |                      |
| <b>Intermediate Outcome 4.3. Welfare of refugee children ensured through provision of quality education</b>  |   |    |    |    |    |     |            |                      |
| % increase in enrolment of refugee children in camp schools  |   |    | 5% | 6% | 8% | 10% | UNHCR/EMIS | Annual               |
| Output 4.3.1: School conditions in refugee camps improved  |   |    |    |    |    |     |            |                      |

|   |   |  |     |     |     |     |              |        |
|---|---|--|-----|-----|-----|-----|--------------|--------|
| % increase in basic facilities of schools in refugee camps  |   |  | 10% | 10% | 10% | 10% | UNHCR/EMIS   | Annual |
| Output 4.3.2: Textbooks in Pashto and Dari for primary classes developed for refugee children           |   |  |     |     |     |     |              |        |
| % of textbooks in Pashto and Dari for primary classes   |   |  |     | 25% | 25% | 25% | UNHCR/BTTB   | Annual |
| Output 4.3.3: Refugee girls' participation in refugee schools increased                                 |   |  |     |     |     |     |              |        |
| % increase in girls' enrolment in refugee schools   |   |  | 5%  | 8%  | 12% | 15% | UNHCR/EMIS   | Annual |
| Output 4.3.4: Quota system introduced in public institutions for refugee children for secondary onwards |   |  |     |     |     |     |              |        |
| % refugee children studying in public institutions under quota system                                   | 0 |  | 5%  | 8%  | 10% | 12% | UNHCR/DOE(S) | Annual |



## Implementation Matrix - Access and Participation

Table 16-9 Implementation Matrix - Access and Participation

| Program 5 – Access and Participation   |   |   |           |    |    |    |    |                      |  |             |
|--|---|---|-----------|----|----|----|----|----------------------|--|-------------|
| Overall Goal 5. Increase in access and participation to formal and non-formal educational opportunities for school-age children, especially girls, and improvement in adult literacy.                  |   |   |           |    |    |    |    |                      |  |             |
| Target   | Strategies  | Activities  | Timelines |    |    |    |    | Cost Million in PKR. | Responsibility                                 | Assumptions |
|  |   |   | Y1        | Y2 | Y3 | Y4 | Y5 |                      |  |             |
| Sub Program 5.1 Expanded educational opportunities   |   |   |           |    |    |    |    |                      |  |             |
| Sub Goal 5.1. Improve the availability of schools, infrastructure, facilities, environment, and human resources to enhance school access, enrolment/ participation and attendance especially for girls |   |   |           |    |    |    |    |                      |  |             |
| Participation opportunities for primary age children in formal education expanded  | 5.1.1 Use need based options to increase opportunities for all children of primary age to participate in formal education | I. Where feasible construct more primary schools. prepare district-based feasibility plans for options of expansion of schoolings in 15 districts with lowest NER | X         |    |    |    |    | R.C                  | DOE(S), PPIU, SED, P&D, S&GAD, Finance and C&W |             |
|  |   | II. Prepare proposals for expansion (combining both processes) using multiple options   | X         |    |    |    |    | Scale Factor         | DOE(S), SED, P&D, S&GAD, Finance               |             |
|  |   | III. Develop and implement a plan phase wise based on agreed proposal   | X         | X  | X  | X  | X  | R.C                  | DOE(S), PPIU and DEOs                          |             |
| Participation opportunities for  | 5.1.2 Use need based options to increase  | I. Where feasible construct upgrade schools to middle   | X         | X  | X  | X  | X  | Scale Factor         | DOE(S), PPIU, SED, P&D, S&GAD, Finance and C&W |             |

|   |   |  |   |   |   |   |   |      |                                  |  |  |
|---|---|--|---|---|---|---|---|------|----------------------------------|--|--|
| post primary age children expanded  | opportunities for all children of post primary age to participate in formal education           | and secondary levels For remote and low population density areas prepare district based feasibility plans for options of expansion of schoolings |   |   |   |   |   |      |                                  |  |  |
|   |   | II. Prepare proposals for expansion (combining both processes) using multiple options  | X | X | X | X | X |      | DOE(S), SED, P&D, S&GAD, Finance |  |  |
|   |   | III. Develop and implement a plan phase wise based on agreed proposal  | X | X | X | X | X |      | DOE(S), PPIU and DEOs            |  |  |
| Enrollment drives organised to increase enrollment in schools   | 5.1.3 Communities will be engaged in enrolment drives to increase admissions in current schools | I. Design and plan enrollment drive focusing on community involvement  | X | X | X | X | X | 1,47 | DOE(S), DEOs, PTSMCs             |  |  |
|   |   | II. Engage PTSMCs in the enrollment drive  | X | X | X | X | X | 45   |                                  |  |  |
|   |   | II. Organise enrollment drive in every district and local levels   | X | X | X | X | X |      |                                  |  |  |
| <b>Sub Program 5.2 Girls' participation</b>   |   |  |   |   |   |   |   |      |                                  |  |  |
| Sub-Goal 5.2. Improve the availability of schools, infrastructure, facilities, environment, and human resources to enhance school access, enrolment / participation and attendance especially for girls |   |  |   |   |   |   |   |      |                                  |  |  |
| Gender disparity on access and  | 5.2.1 Prioritise districts with high  | I. Develop targeted programs for 10  | X |   |   |   |   | R.C  | DOE(S), PPIU, SED                |  |  |

|   |   |  |   |   |   |   |   |      |                       |  |  |
|---|---|--|---|---|---|---|---|------|-----------------------|--|--|
| participation reduced by 50% in high disparity districts  | gender disparity for girls enrolment strategies focused   | districts with highest gender gaps   |   |   |   |   |   |      |                       |  |  |
|   |   | II. Prepare programs for enhanced enrolment and retention of girls in these districts  | X   |   |   |   |   | R.C  | DOE(S), PPIU, DEOs    |  |  |
|   |   | III. Ensure these programs are prioritised in overall access and enrolment plans and targets for implementation  | X   | X | X | X | X | R.C  | DOE(S), Div Dir, DEOs |  |  |
| Primary Schools are gradually converted to gender free schools<br><br>Increased female enrolment in primary schools | 5.2.2 Convert all Primary schools to gender free schools to the extent possible, to facilitate more female enrolment at primary level | I. Identify schools that can be converted to gender free schools with female teachers only   | X   |   |   |   |   | R.C  | DOE(S), PPIU and EMIS |  |  |
|   |   | II. Prepare a plan for conversion of all identified primary schools to gender free (plan to include redeployment of male teachers and new recruitments of female teachers) | X   |   |   |   |   | R.C  | DOE(S), PPIU and EMIS |  |  |
|   |   | III. Implement the plan phase wise   |   | X | X | X | X | R.C  | DOE(S), DEOs          |  |  |
| Enhanced awareness  | MHM   | 5.2.3 Enhance awareness on MHM for adolescent girls and prioritise   | I. Survey MHM attitudes and needs in middle and high female schools | X |   |   |   | 5.36 | DEOs                  |  |  |

|   |  |   |  |   |   |   |   |              |                         |                                      |
|---|--|---|--|---|---|---|---|--------------|-------------------------|--------------------------------------|
| WASH facilities provided in girls schools<br><br>Reduced absence of female students                     | WASH facilities for girls schools                                | II. Provide kits where needed   |  |   | X | X | X | 2.96         | DOE(S) & DEOs           |                                      |
|   |  | III. Prepare and implement training plan for teachers and students on MHM in all post primary female schools. Monitor changes in attitudes on a regular basis |  | X | X | X | X | 20.68        | DEO(S), DEOs and PITE   |                                      |
|   |  | IV. Prioritise provision of WASH facilities in female middle and secondary schools  |  |   |   |   |   | Scale Factor |                         |                                      |
| Transport schemes for female students implemented on a pilot basis<br><br>Girls' participation improved | 5.2.4 Provide transport for girls at middle and secondary levels | I. Research and document issues of transport for middle and secondary schools   |  | X |   |   |   | 2.69         | PPIU, DOE(S), DEOs      | First pilot is implemented in Quetta |
|   |  | II. Explore PPP and other options for provision of transports (flexible)  |  | X |   |   |   |              | DOE(S), PPIU, SDE, DEOs |                                      |
|   |  | III. Develop and implement district level transport plans for girls, on a pilot basis   |  |   | X | X | X | R.C          | DOE(S), PPIU, DEOs      |                                      |
| Enhanced opportunities for participation of girls in sports at schools                                  | 5.2.5 Introduce a sports program for girls at school level       | I. Assess the sports situation in girls' schools  |  | X |   |   |   | R.C          | EMIS/RTSM               |                                      |
|   |  | II. Prepare a plan to enhance opportunities   |  |   | X |   |   | R.C          | DOE(S), DEOs            |                                      |

|  |  |   |   |   |   |   |   |      |                 |           |
|--|--|---|---|---|---|---|---|------|-----------------|-----------|
|  |  | III. Implement the plan phase wise  |   |   |   | X | X | R.C  | DOE(S), DEOs    |           |
| <b>Sub Program 5.3 Addressing demand side barriers to access and participation</b>   |  |   |   |   |   |   |   |      |                 |           |
| Sub Goal 5.3. Reduce demand side barriers to school access, participation and retention, especially continued female education beyond primary and middle |  |   |   |   |   |   |   |      |                 |           |
| Demand side barriers to education, especially, continued female education reduced  | 5.3.1 Identify the demand side barriers to access and participation through research and prepare a plan to reduce them | I. Engage a research or academic institution to research the demand side issues in education – especially female enrolments and progress. Prepare and implement plan to address them. | X | X |   |   |   | 5.09 | PPIU            |           |
|  |  | II. Based on the research, implement awareness campaigns to minimise barriers to female education   |   |   |   |   |   | R.C  | PPIU and DOE(S) |           |
|  |  | III. Based on the research enhance political and societal engagement to help minimise demand side barriers that affect children's school participation                                |   | X | X | X | X |      | R.C             | PPIU, SED |
| Awareness sessions on existing scholarships schemes regularly conducted in schools   | 5.3.2 Conduct regular awareness sessions in schools on existing scholarship schemes                                    | I. Document all scholarship available for children at various level into a single handout   | X |   |   |   |   | R.C  | PPIU, DOE(S)    |           |

|  |   |   |   |   |   |   |   |      |                                      |  |
|--|---|---|---|---|---|---|---|------|--------------------------------------|--|
|  |   | II. Hold seminars at cluster level for awareness of parents and children and distribute handouts in schools   |   | X | X | X | X | 4.30 | DEOs & Cluster Heads, LEC and PTSMCs |  |
|  |   | III. Advertise in radio   |   | X | X | X | X | 0.50 | PPIU, SED                            |  |
| Meal program developed and implemented           | 5.3.3 Introduce one meal program at school level, customized as per local conditions                                    | I. Develop proposals for school meal programs based on local needs and solutions at the union council level and collate all the proposals at the district level | X |   |   |   |   | 3.89 | DOE(S), PPIU, SED                    |  |
|  |   | II. Develop a plan that accommodates local solutions  |   | X |   |   |   |      | DOE(S), PPIU, DEOs                   |  |
|  |   | III. Based on the plan provide budgets to clusters for school meal programs   |   |   | X | X | X | TBD  | SED, P&D, Finance Department         |  |
| Awareness on continued female education improved | 5.3.4 Enhance awareness on the importance of continued female education through community engagement and curriculum/TBs | I. Prepare awareness program and material on continued female education   | X |   |   |   |   | R.C  | DOE(S), PPIU, DEOs and EMIS          |  |
|  |   | II. Launch awareness program in close participation of local community  |   | X | X | X | X | R.C  | DOE(S), PPIU, PTSMCs                 |  |

|  |  |   |   |   |   |   |   |       |                         |       |  |
|--|--|---|---|---|---|---|---|-------|-------------------------|-------|--|
| Communities engaged to increase in take at the right age in early childhood programs/grade 1 | 5.1.3 Engage communities to increase in take at the right age in early childhood programs/grade 1  | I. Develop enrolment targets and plans at the district levels   | X | X | X | X | X | R.C   | DOE(S)/Div:<br>Dir/DEOs |       |  |
|  |  | II. Prepare strategies for community engagement at cluster level to create awareness on enrolment and right age enrolment | X | X | X | X | X | R.C   |                         |       |  |
|  |  | III. Implement enrolment drives as per the plan, through the communities, to enroll more children in early grades         | X | X | X | X | X | R.C   |                         |       |  |
| <b>Sub Program 5.4 System level capacity for NFE/ ALP Programs</b>                           |  |   |   |   |   |   |   |       |                         |       |  |
| Sub Goal 5.4. Enhance system level capacity for management and strengthening of NFE programs |  |   |   |   |   |   |   |       |                         |       |  |
| Capacity of Directorate of Literacy and NFE for implementation enhanced                      | 5.4.1 Review the current capacity of the Directorate of Literacy and Non-formal Education to manage NFE programs and strengthen their implementation including through public private partnerships | I. Assess capacity needs of Directorate of Literacy and NFE including district units                                      |   | X |   |   |   |       | 2.26                    | DLNFE |  |
|  |  | II. Prepare and implement a capacity development plan based on the assessment   |   | X | X | X | X | DLNFE |                         |       |  |
|  |  | III. Prepare a plan for training more personnel in NFE  |   | X |   |   |   | DLNFE |                         |       |  |

|  |   |  |   |   |   |   |   |  |                    |                          |  |
|--|---|--|---|---|---|---|---|--|--------------------|--------------------------|--|
| Status of DLNFE decided  | 5.4.2 Review the DLNFE to decide its administrative control <sup>83</sup>                     | I. Form the committee to review the feasibility of administrative control issues   | X |   |   |   |   |  | R.C                | DLNFE                    |  |
|  |   | II. Implement the recommendations of the committee   |   | X | X | X | X |  | R.C                | DLNFE                    |  |
| Formal linkages with Department of Secondary Education institutionalised | 5.4.3 Develop formal coordination functions with the Department of Secondary Education        | I. Identify areas of coordination required to be established between the Directorate of Literacy and NFE and the Department of Secondary Education | X |   |   |   |   |  | Cost covered above | DLNFE                    |  |
|  |   | II. Form a committee to formalise the linkages including sharing of data   | X |   |   |   |   |  | R.C                | SWD & SED                |  |
|  |   | III. Notify mandatory coordination wherever applicable   | X |   |   |   |   |  | R.C                | SWD and SED              |  |
| Capacity of quality organisations to develop NFE products developed      | 5.4.4 Develop capacity for development and review of NFE programs/ products in formal quality | I. Assess capacity needs of quality organisations (BTBB, BAEC, BOC&EC) for development of  |   | X |   |   |   |  | 3.26               | DLNFE/BOC&EC, BTBB, BAEC |  |

<sup>83</sup> Strategy 4.2 and 4.3 could be merged into: Establish appropriate institutional mechanisms for the Non-Formal Education function. This strategy would include the coordination with SED and the review of the administrative control of DLNFE

|   |  |  |  |   |   |   |   |  |                    |                          |
|---|--|--|--|---|---|---|---|--|--------------------|--------------------------|
|   | organisations of Department of Secondary Education   | NFE programs and products  |  |   |   |   |   |  |                    |                          |
|   |  | II. Prepare a capacity development plan based on the assessment  |  |   | X |   |   |  |                    | DLNFE/BOC&EC, BTBB, BAEC |
|   |  | III. Implement the Plan phase wise   |  |   |   | X | X |  |                    | DLNFE/BOC&EC, BTBB, BAEC |
| Capacity of PITE to support trainings in NFE programs built | 5.4.5 Develop capacity of PITE to train NFE & ALP teachers   | I. Assess capacity needs of PITE for support to NFE programs   |  | X |   |   |   |  | R.C                | DLNFE, PITE              |
|   |  | II. Prepare and implement a capacity development plan based on the assessment  |  | X | X | X | X |  | Cost covered above | DLNFE, PITE              |
|   |  | III. Sign MoU between NFE and PITE to conduct trainings  |  | X |   |   |   |  | R.C                | DLNFE                    |
| Accreditation system for NFE programs implemented           | 5.4.6 Develop an accreditation system that helps in quality assurance and enhancement of NFE programs and develop capacity for managing NFE programs by the non-government | I. Develop standards for deliverers of NFE in the government (NFE centres), non-government and private sectors         |  | X |   |   |   |  | 2.26               | DLNFE                    |
|   |  | II. Based on the standards develop an accreditation framework for non-government/ private sector service providers and |  | X |   |   |   |  |                    | DLNFE                    |

|   |   |  |   |   |   |   |   |  |                            |  |                       |
|---|---|--|---|---|---|---|---|--|----------------------------|--|-----------------------|
|   | and private sectors <sup>84</sup>   | monitor standards on an ongoing basis  |   |   |   |   |   |  |                            |  |                       |
|   |   | III. Capacitate the Directorate of Literacy and NFE to accredit organisations as per the accreditation framework and monitor on an ongoing basis                                 |   | X | X | X | X |  |                            |  | DLNFE                 |
| Skill education included in the NFE / ALP graduates adult literacy programs | 5.4.7 Develop formal coordination functions with BTEVTA, NAVTTC and other TVET/skill providers to integrate skills with NFE / ALP graduates adult literacy programs | I. Identify areas of coordination between the Directorate of Literacy and NFE and BTEVTA, NAVTTC and other TVET/Skill providers to integrate skill education in NFE/ALP programs | X |   |   |   |   |  | R.C and some covered above |  | DLNFE                 |
|   |   | II. Form a committee to formalise the linkages including sharing of data   | X |   |   |   |   |  | R.C                        |  | SWD, BTEVTA and DLNFE |
|   |   | III. Notify mandatory coordination wherever applicable   | X |   |   |   |   |  | R.C                        |  | DLNFE                 |

<sup>84</sup> This second part of the strategy is already covered in strategy 1

|   |   |   |   |   |   |   |   |  |                    |                    |                  |
|---|---|---|---|---|---|---|---|--|--------------------|--------------------|------------------|
| Awareness on NFE enhanced   | 5.4.8 Design and implement an advocacy campaign to elevate the importance of NFE in the province                              | I. Develop a high profile awareness campaign on NFE for senior policy makers, civil society and media                                       |   | X |   |   |   |  | R.C                | DLNFE              |                  |
|   |   | II. Implement the campaign  |   |   | X | X |   |  | TBD                | DLNFE              |                  |
| <b>Sub Program 5.5 Expansion of opportunities for NFE /ALP programs</b> |   |   |   |   |   |   |   |  |                    |                    |                  |
| Sub Goal 5.5. Enhance access and participation in NFE / ALP Program     |   |   |   |   |   |   |   |  |                    |                    |                  |
| Number of out of school children reduced                                | 5.5.1 Expand the current capacity of NFE /ALP programs to accommodate diverse and excluded segments of out-of-school children | I. Map out of school children at the local level by collecting extensive demographic data that helps in supplying relevant NFE/ ALP program | X |   |   |   |   |  | 12.28              | DLNFE, NFEMIS      |                  |
|   |   | II. Map the current ongoing program in NFE /ALP and identify potential areas for expansion (geographically and program wise)                | X |   |   |   |   |  | Cost Covered above | DLNFE and DOE(S)   |                  |
|   |   | III. Develop and implement an expansion plan phase wise for the next five years (to target at least 100 percent more participation)         |   | X | X | X | X |  |                    | Cost covered above | DLNFE and DOE(S) |
| Percentage of NFE centres with children under 9                         | 5.5.2 Ensure participation in NFBE classes targets the right age  | I. Ensure the accreditation mechanism includes stipulation  | X |   |   |   |   |  | R.C                | DLNFE              |                  |

|  |  |   |   |   |   |   |   |   |                  |  |
|--|--|---|---|---|---|---|---|---|------------------|--|
| years of age reduced   | of 9 and above (where school is available – and or change strategy for that child) | on limiting children in NFBE at the age of 9 or above (with exceptions)                                     |   |   |   |   |   |   |                  |  |
|  |  | II. Develop a coordination mechanism with formal schools to transfer children below 9 years of age          | X |   |   |   |   | R.C                                     | DLNFE            |  |
|  |  | III. Develop and notify criteria on age limits for NFE centres  | X |   |   |   |   | R.C                                     | DLNFE and SDE    |  |
| Community mobilised for enhanced participation in NFE programs | 5.5.3 Mobilise community for enhanced participation in NFE programs                | I. Develop capacity of the field officers and implementing institutions in community mobilisation           |   | X |   |   |   | R.C                                     | DLNFE            |  |
|  |  | II. Develop community mobilisation plans for enhanced enrolment   |   | X |   |   |   | R.C                                     | DLNFE and DOE(S) |  |
|  |  | III. Implement the plan   |   |   | X | X | X | Scale Factor                            | DLNFE            |  |
|  | 5.5.4 Expand opportunities for post primary NFE & skill programs                   | I. Engage with non-government and government organisations to introduce post-primary NFE and skill programs |   | X | X | X | X | R.C and some covered under scale factor | DLNFE            |  |
| Female enrolment in NEF increased                              | 5.5.5 Enhance females  | I. Identify target districts  | X |   |   |   |   |   | DLNFE            |  |

|  |  |  |   |   |   |   |   |                            |       |  |
|--|--|--|---|---|---|---|---|----------------------------|-------|--|
|  | participation in NFE through specialised targeting strategies  | II. Design and implement targeted measures in the local context                                | X | X | X | X | X | Covered under scale factor | DLNFE |  |
|  |  | III. Mobilise community on female education and NFE opportunities                              | X | X | X | X | X |                            | DLNFE |  |
| Adult literacy program in prioritised districts implemented      | 5.5.6 Prioritise districts with low literacy rates for adult literacy programs                                   | I. Prioritise districts with low literacy rates  | X |   |   |   |   | 1.00                       | DLNFE |  |
|  |  | II. Prepare and implement adult literacy programs in prioritised districts                     |   | X | X | X | X | Covered under Scale factor | DLNFE |  |
| Female teachers hired for NFE programs                           | 5.5.7 Prioritise recruitment of female teachers for NFE programs with at least 60% of the total being the target | I. Assess requirement of teachers for NFE programs   | X |   |   |   |   | 1.00                       | DLNFE |  |
|  |  | II. Prepare recruitment plan   | X |   |   |   |   | RC                         |       |  |
|  |  | III. Prioritise recruitment of female teachers with at least 60% of the total being the target |   | X | X | X | X |                            |       |  |
| <b>Sub Program 5.6 Quality and Relevance of NFE/ALP Programs</b> |  |  |   |   |   |   |   |                            |       |  |
| Sub Goal 5.6. Improve quality and relevance of NFE programs      |  |  |   |   |   |   |   |                            |       |  |
| Number of specialists in NFE increased                           | 5.6.1 Develop expertise on NFE / ALP through pre-service teacher education                                       | I. Prepare a plan to increase specialists in NFE/Andragogy                                     | X |   |   |   |   | R.C                        | DLNFE |  |
|  |  | II. Engage with pre-service teacher  |   | X |   |   |   | R.C                        | DLNFE |  |

|  |   |   |   |   |   |   |   |                      |                |  |
|--|---|---|---|---|---|---|---|----------------------|----------------|--|
|  |   | education institutions and HEC to introduce courses on NFE and adult literacy programs (Andragogy) for teaching, curriculum and material development.                 |   |   |   |   |   |                      |                |  |
|  |   | III. Set up and implement scholarship program   |   |   | X | X | X | TBD                  | DLNFE          |  |
| Number of teachers trained in NFE enhanced               | 5.6.2 Develop and implement NFE teachers' professional development program to improve quality of teaching | I. Institutionalise and operationalise in-service training for NFE teachers' professional development system jointly with PITE and directorate of Education (Schools) |   | X |   |   |   | Scale Factor         | DLNFE and PITE |  |
|  |   | II. Develop database of teachers to be trained each year  |   | X |   |   |   | R.C                  | DLNFE & NFEMIS |  |
|  |   | III. Develop and implement the training program   |   |   | X | X | X | R.C and scale factor | DLNFE & PITE   |  |
| Need based curricula of NFE as per local needs developed | 5.6.3 Ensure NFE and literacy programs have need based on curricula                                       | I. Review current curricula   | X |   |   |   |   | 4.70                 | BOC&EC         |  |
|  |   | II. Improve existing curricula  |   | X |   |   |   |                      | BOC&EC         |  |
|  |   | III. Develop new curricula based on research and local  |   |   | X |   |   |                      | BOC&EC         |  |

|   |   |  |   |   |   |   |   |  |     |               |
|---|---|--|---|---|---|---|---|--|-----|---------------|
|   |   | needs when required  |   |   |   |   |   |  |     |               |
| Relevant learning material developed  | 5.6.4 Ensure learning material suits learning needs of the target groups  | I. Review current learning material  |   |   | X |   |   |  |     | BTBB & BOC&EC |
|   |   | II. Improve the existing learning material according to learning needs of target groups and relevance to provincial curriculum |   |   | X | X |   |  |     | BTBB & BOC&EC |
| Standards for NFE notified  | 5.6.5 Develop comprehensive standards for inputs, processes and outputs in NFE service delivery   | I. Review standards for NFE  | X |   |   |   |   |  |     | DLNFE/BOC&EC  |
|   |   | II. Develop revised standards  |   | X |   |   |   |  |     | DLNFE/BOC&EC  |
|   |   | III. Notify new standards  |   | X |   |   |   |  | R.C | DLNFE/BOC&EC  |
| NFE assessment and examination system implemented   | 5.6.6 Implement NFE assessment & examination system   | I. Develop NFE examination and assessment system with BAEC   |   |   | X | X |   |  | R.C | DLNFE/BAEC    |
|   |   | II. Conduct a pilot assessment   |   |   |   |   | X |  | R.C | DLNFE/BAEC    |
| Equivalence system for continuation into technical and vocation education institutionalised | 5.6.7 Directorate of Literacy and NFE and BTEVTA to develop standardised certification of graduates of NFE for inclusion in regular TVET will be undertaken | I. Engage with NAVTCC and BTEVTA for development of equivalence  | X |   |   |   |   |  | R.C | DLNFE/BTEVTA  |
|   |   | II. Agree on equivalence process   |   | X |   |   |   |  | R.C | DLNFE/BTEVTA  |
|   |   | III. Notify equivalence process.   |   | X |   |   |   |  | R.C | DLNFE/BTEVTA  |

|  |  |  |   |   |   |  |  |  |     |                      |  |
|--|--|--|---|---|---|--|--|--|-----|----------------------|--|
| NFE participants receive career counselling  | 5.6.8 Introduce career counselling guidelines in NFE centres for improved career choices and continuing education          | I. Develop career counselling guidelines   |   | X |   |  |  |  | R.C | DLNFE                |  |
|  |  | II. Train career counsellors for programs  |   |   | X |  |  |  | R.C | DLNFE                |  |
|  |  | III. Include career counselling in programs  |   |   | X |  |  |  | R.C | DLNFE                |  |
| <b>Sub Program 5.7 Approach to Schooling under COVID 19</b>  |  |  |   |   |   |  |  |  |     |                      |  |
| Sub Goal 5.7. Continue teaching – schooling in the COVID 19 pandemic                                       |  |  |   |   |   |  |  |  |     |                      |  |
| Video based lessons for secondary and higher secondary classes available                                   | 5.7.1 Explore options of video based lessons for secondary and higher secondary classes                                    | I. In consultation with Pakistan Television design and prepare video based lessons | X |   |   |  |  |  | TBD | BOC&EC, DOE(S), PITE |  |
|  |  | II. Run video based lessons on air on PTV and online using other medium            | X |   |   |  |  |  | TBD |                      |  |
| Video based lessons for early grades on literacy and numeracy based on revised scheme of studies available | 5.7.2 Develop specialised video based lessons for early grades on literacy and numeracy based on revised scheme of studies | I. In consultation with Pakistan Television design and prepare video based lessons | X |   |   |  |  |  | TBD | BOC&EC, DOE(S), PITE |  |
|  |  | II. Run video based lessons on air on PTV and online using other medium            | X |   |   |  |  |  | TBD |                      |  |
| Video based lessons for middle grades based on revised scheme of studies available                         | 5.7.3 Prepare specialised video based lessons for middle grades based on revised scheme of studies                         | I. In consultation with Pakistan Television design and prepare video based lessons | X |   |   |  |  |  | TBD | BOC&EC,DOE(S), PITE  |  |
|  |  | II. Run video based lessons on air on  | X |   |   |  |  |  | TBD |                      |  |

|   |   |  |   |  |  |  |  |  |     |                      |  |
|---|---|--|---|--|--|--|--|--|-----|----------------------|--|
|   |   | PTV and online using other medium  |   |  |  |  |  |  |     |                      |  |
| Radio based lessons available   | 5.7.4 Prepare radio based lessons for areas without TV coverage         | I. In consultation with Radio Pakistan design and prepare radio based lessons        | X |  |  |  |  |  | TBD | BOC&EC, DOE(S), PITE |  |
|   |   | II. Run radio based lessons on air on Radio Channels and online using other medium   | X |  |  |  |  |  | TBD |                      |  |
| Physical schooling options resumed in low risk areas with precautionary measures and SOPs | 5.7.5 Review physical schooling options for areas where risk is reduced | I. Resume schooling options in areas of low risks with health dept advisory and SOPs | X |  |  |  |  |  | RC  | DOE(S), DOEs         |  |
|   |   | II. Prepare staff and children on safety measures                                    | X |  |  |  |  |  | 20  |                      |  |
|   |   | III Ensure safety measures in schools  | X |  |  |  |  |  | 30  |                      |  |



## Results Matrix - Access and Participation

Table 16-10 Results Matrix - Access and Participation

| Indicator  | Baseline | Target |      |      |      |      | Data source | Frequency |
|--|----------|--------|------|------|------|------|-------------|-----------|
|  |          | Y1     | Y2   | Y3   | Y4   | Y5   |             |           |
| <b>Program 5 - Access and Participation</b>  |          |        |      |      |      |      |             |           |
| <b>Overall outcome 5. Access and participation to formal and non-formal educational opportunities for school-age children, especially girls increased and adult literacy improved.</b> |          |        |      |      |      |      |             |           |
| Gross enrolment rate at primary (6 to 10) <sup>85</sup> (%)  | 50       | 54     | 61   | 69   | 79   | 88   | EMIS        | Annual    |
| Gross Enrolment Rate Middle (11-13) (%)  | 34       | 37     | 39   | 42   | 47   | 50   | EMIS        | Annual    |
| Gross Enrolment Rate Secondary (14-15) (%)   | 17       | 17     | 17   | 19   | 22   | 24   | EMIS        | Annual    |
| Gender Parity Index Primary  | 0.61     | 0.73   | 0.76 | 0.80 | 0.83 | 0.86 | EMIS        | Annual    |
| Gender Parity Index Middle   | 0.62     | 0.64   | 0.66 | 0.69 | 0.72 | 0.74 | EMIS        | Annual    |
| Gender Parity Index Secondary  | 0.55     | 0.57   | 0.61 | 0.62 | 0.65 | 0.68 | EMIS        | Annual    |
| % decrease in Out of School Children Overall – Primary   | 50       | 46     | 39   | 31   | 21   | 12   | EMIS        | Annual    |
| % decrease in Out of School Children Male – Primary  | 46       | 43     | 37   | 30   | 22   | 15   | EMIS        | Annual    |
| % decrease in Out of School Children Female – Primary  | 54       | 49     | 41   | 31   | 19   | 9    | EMIS        | Annual    |
| % decrease in Out of School Children Overall – Post Primary  | 74       | 72     | 71   | 68   | 64   | 63   | EMIS        | Annual    |
| % decrease in Out of School Children Male – Post Primary   | 73       | 72     | 71   | 69   | 66   | 64   | EMIS        | Annual    |
| % decrease in Out of School Children Female – Post Primary   | 76       | 75     | 73   | 70   | 65   | 62   | EMIS        | Annual    |
| Survival rate in Primary Overall   | 41       | 43     | 47   | 54   | 60   | 62   | EMIS        | Annual    |

<sup>85</sup> Baseline study will have to be conducted.

|   |     |     |     |     |     |     |      |        |
|---|-----|-----|-----|-----|-----|-----|------|--------|
| Survival rate in Primary Male   | 41  | 43  | 48  | 54  | 60  | 62  | EMIS | Annual |
| Survival rate in Primary Female   | 40  | 42  | 47  | 53  | 60  | 62  | EMIS | Annual |
| Survival rate in Middle Overall <sup>86</sup> (Public Sector)                                   | 77  | 78  | 81  | 84  | 88  | 89  | EMIS | Annual |
| Survival rate in Middle Male (Public Sector)  | 74  | 75  | 77  | 81  | 84  | 85  | EMIS | Annual |
| Survival rate in Middle Female (Public Sector)  | 81  | 83  | 86  | 90  | 94  | 95  | EMIS | Annual |
| Adult Literacy Rate Over (15 Plus)  | 38  | 41  | 44  | 47  | 49  | 50  | EMIS | Annual |
| Adult Literacy Rate Over (15 Plus) Male   | 56  | 59  | 62  | 65  | 67  | 68  | EMIS | Annual |
| Adult Literacy Rate Female (15 Plus)  | 18  | 21  | 23  | 26  | 29  | 30  | EMIS | Annual |
| <b>Sub Program 5.1 Expansion of educational opportunities</b>                                   |     |     |     |     |     |     |      |        |
| <b>Intermediate Outcome 5.1. Education (schooling) opportunities expanded for all children</b>  |     |     |     |     |     |     |      |        |
| Ratio of primary/post primary schools   | 4.4 | 4.8 | 4.8 | 4.8 | 4.7 | 4.7 | EMIS | Annual |
| Annual % reduction schools with missing facilities  | 0   | 10  | 20  | 30  | 20  | 20  | EMIS | Annual |
| Annual % increase in number of newly created school places in the formal education system       | 0   | 0.5 | 1.5 | 3   | 4.5 | 4.9 | EMIS | Annual |
| Output 5.1.1: Participation opportunities for primary age children in formal education expanded |     |     |     |     |     |     |      |        |
| Implementation % rate of plan to establish new primary schools/classrooms                       | -   | 10  | 20  | 40  | 60  | 100 | EMIS | Annual |
| Implementation % rate of district-based plans for options to expand schooling opportunities     | -   | 10  | 20  | 40  | 60  | 100 | EMIS | Annual |
| Output 5.1.2: Participation opportunities for primary age children in formal education expanded |     |     |     |     |     |     |      |        |
| Implementation % rate of plan to construct or upgrade at middle and secondary levels            | -   | 10  | 20  | 40  | 60  | 100 | EMIS | Annual |

<sup>86</sup> For GER Middle only public sector data is available

|  |     |     |     |     |     |     |                 |        |
|--|-----|-----|-----|-----|-----|-----|-----------------|--------|
| Implementation % rate of district-based plans for options to expand schooling opportunities at post-primary level        | -   | 10  | 20  | 40  | 60  | 100 | EMIS            | Annual |
| Output 5.1.3: Enrollment drive organised in close participation of communities to increase admissions in current schools |     |     |     |     |     |     |                 |        |
| % increase in Gross Intake Rate  | 50% | 54% | 61% | 73% | 84% | 88% | EMIS            | Annual |
| <b>Sub Program 5.2 Increased Girls' Participation</b>  |     |     |     |     |     |     |                 |        |
| <b>Intermediate Outcome 5.2. Enhanced participation and attendance of girls in schools</b>                               |     |     |     |     |     |     |                 |        |
| GER in Primary - Female (6-10)   | 46% | 51  | 59  | 69  | 81  | 91  | EMIS            | Annual |
| GER in Middle – Female (11-13)   | 32% | 35  | 37  | 42  | 48  | 52  | EMIS            | Annual |
| GER in Secondary – Female (14-16)  | 15% | 15  | 16  | 18  | 21  | 24  | EMIS            | Annual |
| Output 5.2.1: Districts with high gender disparity prioritised for girls focused enrolment                               |     |     |     |     |     |     |                 |        |
| Annual reduction in GPI GER primary in high disparity districts (%)  | 0   | 10  | 10  | 20  | 30  | 30  | EMIS            | Annual |
| Annual reduction in GPI GER middle in high disparity districts (%)   | 0   | 10  | 10  | 20  | 30  | 30  | EMIS            | Annual |
| Annual reduction in GPI GER Secondary in high disparity districts (%)  | 0   | 10  | 10  | 20  | 30  | 30  | EMIS            | Annual |
| Output 5.2.2: Primary Schools are gradually converted to gender free schools   |     |     |     |     |     |     |                 |        |
| Number of primary schools that are categorized as gender free  | TBD |     |     |     |     |     | EMIS            | Annual |
| Output 5.2.3: Awareness on MHM among adolescent female students enhanced and WASH facilities provided in girls schools   |     |     |     |     |     |     |                 |        |
| % of middle and secondary students reached by awareness actions on MHM   | 0   | 10  | 20  | 40  | 70  | 100 | EMIS            | Annual |
| % of middle and secondary schools with MHM kits  | 0   | 10  | 20  | 40  | 70  | 100 | EMIS/RTSM       | Annual |
| % increase in girls' schools with WASH facilities  |     | 10  | 15  | 20  | 30  | 40  | SED/DOE(S)/DEOs | Annual |
| Output 5.2.4: Transport schemes for female students implemented on a pilot basis   |     |     |     |     |     |     |                 |        |
| % of female students at middle and secondary levels covered by the transport scheme(s)                                   | 0   | 10% | 10% | 10% | 10% | 10% | EMIS            | Annual |
| Output 5.2.5: Enhanced opportunities for participation of girls in sports at schools                                     |     |     |     |     |     |     |                 |        |

|  |     |     |     |     |     |     |                   |        |
|--|-----|-----|-----|-----|-----|-----|-------------------|--------|
| % of schools with an active sports program for girls   | 0   | 10% | 10% | 20% | 30% | 30% | EMIS/RTSM         | Annual |
| <b>Sub Program 5.3 Addressing demand side barriers to access and participation</b>   |     |     |     |     |     |     |                   |        |
| <b>Intermediate Outcome 5.3. Increased enrolment and retention due to demand side interventions</b>  |     |     |     |     |     |     |                   |        |
| Percentage increase in enrolment and retentions due to demand side interventions   | TBD |     |     |     |     |     | EMIS              | Annual |
| Output 5.3.1: Plan to reduce demand side barriers affecting children's access and participation implemented  |     |     |     |     |     |     |                   |        |
| % of districts which have rolled out a plan to reduce demand side barriers for children's access and participation based on findings of a research | 0   | 10% | 10% | 20% | 30% | 30% | EMIS              | Annual |
| Output 5.3.2: Awareness sessions on existing scholarships schemes regularly conducted in schools   |     |     |     |     |     |     |                   |        |
| % increase in number of students apply to a scholarship scheme   | 0   | 10% | 10% | 20% | 30% | 30% | EMIS              | Annual |
| Output 5.3.3: Meal program developed and implemented   |     |     |     |     |     |     |                   |        |
| % students covered by the meal program   | 0   | 10% | 10% | 20% | 30% | 30% | EMIS              | Annual |
| Output 5.3.4: Awareness on the importance of continued female education improved through community engagement and curriculum/TBs                   |     |     |     |     |     |     |                   |        |
| % awareness plan implemented   | 0   | 10% | 30% | 50% | 60% | 70% | PPIU/DOE(S)       | Annual |
| Output 5.3.5: Communities engaged to increase in take at the right age in early childhood programs/grade 1   |     |     |     |     |     |     |                   |        |
| % increase in Gross Intake Rate  | 50% | 54% | 61% | 73% | 84% | 88% | EMIS              | Annual |
| <b>Sub Program 5.4 System level capacity for NFE/ ALP Programs</b>   |     |     |     |     |     |     |                   |        |
| <b>Intermediate outcome 5.4. System level capacity for management and strengthening of NFE programs enhanced</b>                                   |     |     |     |     |     |     |                   |        |
| % NFE/ALP programs monitored for standards monthly   | 0   | 10% | 10% | 20% | 10% | 10% | NFEMIS            | Annual |
| % Capacity development plans completed successfully  | 0   | 10% | 10% | 20% | 10% | 10% | NFEMIS            | Annual |
| Growth in budget allocated to NFE/ALP programs   | 0   | 5%  | 5%  | 5%  | 10% | 10% | Provincial budget | Annual |
| Output 5.4.1: Capacity of Directorate LNFE to manage programs enhanced   |     |     |     |     |     |     |                   |        |

|  |     |     |     |     |     |     |                 |        |
|--|-----|-----|-----|-----|-----|-----|-----------------|--------|
| % district units staff completing the capacity development plan for DLNFE  | 0   | 10% | 10% | 20% | 10% | 10% | DLNFE           | Annual |
| Output 5.4.2: Status of DLNFE decided  |     |     |     |     |     |     |                 |        |
| % recommendations of the committee implemented   | 0   | 10% | 10% | 20% | 10% | 10% | DLNFE           | Annual |
| Output 5.4.3: Formal linkages with the Department of Secondary Education institutionalised   |     |     |     |     |     |     |                 |        |
| % LNFE EMIS integrated with SED EMIS   | 0   | 10% | 30% | 60% |     |     | NFEMIS/EMIS/PMC | Annual |
| Output 5.4.4: Capacity of quality organisations to develop NFE products developed  |     |     |     |     |     |     |                 |        |
| %age of capacity development plan of BOC&EC for NFE implemented  | 0   | 10% | 10% | 20% | 30% | 30% | DLNFE/BOC&EC    | Annual |
| %age of capacity development plan of PITE for NFE implemented  | 0   | 10% | 10% | 20% | 30% | 30% | DLNFE/PITE      | Annual |
| %age of capacity development plan of BTBB for NFE implemented  | 0   | 10% | 10% | 20% | 30% | 30% | DLNFE/BTBB      | Annual |
| %age of capacity development plan of BAEC for NFE implemented  | 0   | 10% | 10% | 20% | 30% | 30% | DLNFE/BAEC      | Annual |
| Output 5.4.5: An accreditation system for NFE programs implemented   |     |     |     |     |     |     |                 |        |
| % NFE centers monitored as per the accreditation framework   | 0   | 10% | 20% | 20% | 20% | 20% | DLNFE           | Annual |
| Output 5.4.6: Formal linkages with BTEVTA, NAVTTC and other TEVT/ skill providers established  |     |     |     |     |     |     |                 |        |
| % LNFE programs include skills development components  | TBD |     |     |     |     |     | DLNFE           | Annual |
| Output 5.4.7: Formal coordination functions established with BTEVTA, NAVTTC and other TEVT/ skill providers to integrate skills with NFE / ALP graduates adult literacy programs |     |     |     |     |     |     |                 |        |
| MOU signed for regular coordination meetings between DLNFE and TVET organisations  | 0   | 1   |     |     |     |     | DLNFE           | Once   |
| Output 5.4.8: Advocacy campaigns to elevate the importance of NFE in the province implemented  |     |     |     |     |     |     |                 |        |
| Minimum number of advocacy campaigns implemented   | TBD |     |     |     |     |     | DLNFE           | Annual |

| <b>Sub Program 5.5 Expansion of opportunities for NFE /ALP programs</b>   |     |     |     |     |     |     |        |        |
|---|-----|-----|-----|-----|-----|-----|--------|--------|
| <b>Intermediate outcome 5.5. enhanced access and participation in NFE / ALP programs</b>                                  |     |     |     |     |     |     |        |        |
| % increase in number of beneficiaries of NFE/ALP programs   |     | 57% | 80% | 88% | 84% | 90% | NFEMIS | Annual |
| Output 5.5.1: Capacity of NFE/ALP programs expanded   |     |     |     |     |     |     |        |        |
| % increase of NFBE graduates mainstreamed   | 0   |     |     | 20% | 30% | 40% | NFEMIS | Annual |
| % increase in Adult literates completing programs   | 0   | 10% | 10% | 20% | 30% | 40% | NFEMIS | Annual |
| Output 5.5.2: NFE centres cater to children above 9 years of age  |     |     |     |     |     |     |        |        |
| % reduction in NFE centres with children under 9 years of age   | 0   | 10% | 10% | 20% | 30% | 40% | NFEMIS | Annual |
| Output 5.5.3: Community mobilised for enhanced participation in NFE programs  |     |     |     |     |     |     |        |        |
| % communities mobilised for support to participation in NFE   | 0   | 10% | 10% | 20% | 30% | 40% | NFEMIS | Annual |
| Output 5.5.4: Expanded opportunities for post primary NFE & skill programs  |     |     |     |     |     |     |        |        |
| Minimum number of MoUs with government and non-government organisations   | TBD |     |     |     |     |     |        | Annual |
| Output 5.5.5: Females participation in NFE enhanced through specialised targeting strategies                              |     |     |     |     |     |     |        |        |
| % increase in female enrolment in NFE   |     |     | 5%  | 8%  | 12% | 17% | DLNFE  | Annual |
| Output 5.5.6: Recruitment of female teachers prioritised for NFE programs with at least 60% of the total being the target |     |     |     |     |     |     |        |        |
| % female teacher hired for NFE program  |     |     | 30  | 40  | 50  | 60  | NFEMIS | Annual |
| Output 5.5.6: Adult literacy programs introduced in districts with low literacy rates                                     |     |     |     |     |     |     |        |        |
| % low literacy districts with adult literacy programs   |     |     |     |     |     | 70% | DLNFE  | Annual |
| <b>Sub Program 5.6 Relevance of NFE/ALP programs</b>  |     |     |     |     |     |     |        |        |
| <b>Intermediate outcome 5.6. Quality and relevance of NFE programs improved</b>   |     |     |     |     |     |     |        |        |
| % age increase in beneficiaries with certification  | 0   | 10% | 10% | 20% | 30% | 40% | NFEMIS | Annual |

|  |   |     |     |     |     |     |              |        |
|--|---|-----|-----|-----|-----|-----|--------------|--------|
| % age increase of beneficiaries gainfully employed   | 0 | 10% | 10% | 20% | 30% | 40% | NFEMIS       | Annual |
| Output 5.6.1: Number of specialists in NFE / Andragogy increased   |   |     |     |     |     |     |              |        |
| Implementation rate of plan to introduce courses on NFE and adult literacy programs in pre-service teacher education institutions and universities | 0 | 10% | 10% | 10% | 10% | 10% | NFEMIS       | Annual |
| Output 5.6.2: NFE teachers' professional development program developed and implemented   |   |     |     |     |     |     |              |        |
| % Increase in number of teachers of NFE undergoing in-service training   | 0 | 10% | 10% | 20% | 30% | 40% | NFEMIS       | Annual |
| Output 5.6.3: Need based curricula of NFE as per local needs developed   |   |     |     |     |     |     |              |        |
| % development of need based curricula used in NFE programs   | 0 | 10% | 10% | 20% | 30% | 40% | NFEMIS       | Annual |
| Output 5.6.4: Relevant learning material developed   |   |     |     |     |     |     |              |        |
| % completion revised/new learning materials  | 0 | 10% | 10% | 20% | 30% | 40% | NFEMIS       | Annual |
| Output 5.6.5: Standards for NFE developed  |   |     |     |     |     |     |              |        |
| Standards notified   |   |     |     | 1   |     |     | DLNFE/BOC&EC | Once   |
| Output 5.6.6: NFE assessment and examination system implemented  |   |     |     |     |     |     |              |        |
| Number of pilot assessments conducted  | 0 |     | 1   |     | 1   |     | DLNFE/BAEC   | Once   |
| Output 5.6.7: Standardised certification of graduates of NFE developed for inclusion in regular TVET   |   |     |     |     |     |     |              |        |
| Certification system notified  |   |     | 1   |     |     |     | DLNFE/BTEVTA | Once   |
| Output 5.6.8: NFE participants receive career counselling  |   |     |     |     |     |     |              |        |
| % increase in NFE programs with counsellors  | 0 | 10% | 20% | 30% | 20% | 10% | DLNFE        | Annual |
| <b>Sub Program 5.7 Challenge of Schooling under COVID 19</b>   |   |     |     |     |     |     |              |        |
| <b>Intermediate outcome 5.7. Teaching – schooling in the COVID 19 pandemic continued</b>   |   |     |     |     |     |     |              |        |
| Output 5.7.1: Video based lessons developed for secondary and higher secondary classes   |   |     |     |     |     |     |              |        |
| % Video based lessons for secondary and higher secondary classes   | - | 100 |     |     |     |     | BOC&EC       | Once   |
| Output 5.7.2: Specialised video based lessons developed for early grades on literacy and numeracy based on revised scheme of studies               |   |     |     |     |     |     |              |        |
| % video based lessons for early grades   | - | 100 |     |     |     |     | BOC&EC       | Once   |
| Output 5.7.3: Specialised video based lessons developed for middle grades based on revised scheme of studies                                       |   |     |     |     |     |     |              |        |

|  |   |     |  |  |  |  |        |      |
|--|---|-----|--|--|--|--|--------|------|
| % video based lessons for middle grades  | - | 100 |  |  |  |  | BOC&EC | Once |
| Output 5.7.4: Radio based lessons developed for areas without TV coverage        |   |     |  |  |  |  |        |      |
| % radio based lessons for all grades   | - | 100 |  |  |  |  | BOC&EC | Once |
| Output 5.7.5: Physical schooling options resumed for areas where risk is reduced |   |     |  |  |  |  |        |      |
| % SOPS implemented to ensure risk free environment against COVID 19              | - | 100 |  |  |  |  | BOC&EC | Once |

## Implementation Matrix - Data and Research

Table 16-11 Implementation Matrix - Data and Research

| Program 6 – Data and Research   |   |   |           |  |    |    |    |                      |                    |  |                    |
|---|---|---|-----------|--|----|----|----|----------------------|--------------------|--|--------------------|
| Overall Goal 6. Ensure education policies, planning, monitoring and reform are based on empirical evidence derived from data and research |   |   |           |  |    |    |    |                      |                    |  |                    |
| Target  | Strategies  | Activities  | Timelines |  |    |    |    | Cost Million in PKR. | Responsibility     | Assumptions  |                    |
|   |   |   | Y1        | Y2   | Y3 | Y4 | Y5 |                      |                    |  |                    |
| Sub Program 6.1 Comprehensive Needs Based Database  |   |   |           |  |    |    |    |                      |                    |  |                    |
| Sub Goal 6.1. Develop comprehensive needs based database for use in education policy, planning and service delivery                       |   |   |           |  |    |    |    |                      |                    |  |                    |
| Data need analysis conducted  | 6.1.1 Conduct data need analysis to ensure better planning, implementation and monitoring for enhanced quality, access and equity | I. PPIU to identify and document data needs for each organisation and for the overall education system, especially, the requirements of Balochistan Compulsory Education Act 2014, SDG 4 and 5 through engagement with each organisation. | X         |  |    |    |    | 0.27                 | PPIU               |  |                    |
| Data frameworks revised   |   |   |           | X  |    |    |    |                      |                    |  | 0.32               |
| Required data collected   |   |   |           | X  | X  | X  |    |                      |                    |  |                    |
| Data on private schools and madrassas is regularly collected  | 6.1.2 Ensure that data on private schools, other public sectors and madrassas is comprehensively captured                         | I. Engage with private sector to agree on the data collection details and processes   | X         |  |    |    |    | R.C                  | PPIU, DOE(S), EMIS | There is a low confidence in the government by the private school owners |                    |
|   |   |   |           | II. Engage with madrassas through the Home | X  |    |    |                      |                    | R.C  | PPIU, DOE(S), EMIS |

|   |  |   |   |   |   |   |   |      |           |  |
|---|--|---|---|---|---|---|---|------|-----------|--|
|   |  | Department to agree on data collection details  |   |   |   |   |   |      |           | government by the maddrasas  |
|   |  | III. Collect data on private schools, madrassas and other public sector schools every two years   |   | X |   | X |   | R.C  | EMIS      |  |
| All existing data digitised                                       | 6.1.3 Digitise existing data that is outside the main database of EMIS | I. Identify databases that can be digitised and made part of EMIS   | X |   |   |   |   | 0.22 | EMIS/PPIU |  |
|   |  | II. Digitise all such existing data into EMIS   |   | X | X | X |   | 1.90 | EMIS/PPIU |  |
| All data are bases rolled out and linked                          | 6.1.4 Ensure that databasess are linked for optimal information        | I. Link to EMIS all digitised databases   |   | X | X | X | X | 5.44 | EMIS/PPIU | Frameworks for databases include at least HR and Finance data of each organisation |
|   |  | II. Improve capacity of BTBB, DOE(S), PITE, BOC&EC and education secretariat to roll out and manage their respective databases to be linked to the central EMIS | X | X | X |   |   |      | EMIS/PPIU |  |
|   |  | Roll out respective databases and link them   |   | X | X | X | X |      | EMIS/PPIU |  |
| <b>Sub Program 6.2 Standardised Analysis</b>                      |  |   |   |   |   |   |   |      |           |  |
| Sub Goal 6.2. Ensure standardised analysis is regularly conducted |  |   |   |   |   |   |   |      |           |  |
| Standardised framework developed                                  | 6.2.1 Develop a standardised framework for analysis                    | I. Identify provincial requirements for data analysis in consultation with relevant organisations   | X | X | X | X | X | 0.49 | PPIU      | Annual recurrent activity  |
| Data analysed according to the standardised framework             |  | II. Engage with the federal government to ensure alignment for provincial, national and international reporting needs   | X | X | X | X | X |      | PPIU      | Annual recurrent activity  |

|  |   |   |   |   |   |   |   |                     |           |      |   |
|--|---|---|---|---|---|---|---|---------------------|-----------|------|---|
|  |   | III. Develop a framework based on provincial, national and international requirements           |   | X | X | X | X |                     |           | PPIU | Framework is revised annually to accommodate new requirements |
| EMIS and PPIU undertake regular data analyses  | 6.2.2 Develop capacity of EMIS and PPIU to analyse data   | I. Undertake capacity need assessment of EMIS and PPIU  | X |   |   |   |   | 3.49                | PPIU/EMIS |      |   |
|  |   | II. Prepare and implement a capacity development plan   |   | X | X | X | X |                     | PPIU/EMIS |      |   |
| <b>Sub Program 6.3. Use of Data</b>  |   |   |   |   |   |   |   |                     |           |      |   |
| Sub Goal 6.3. Institutionalise use of data in policy development, planning and service delivery  |   |   |   |   |   |   |   |                     |           |      |   |
| Sensitisation on use of data enhanced among officers of the Department and education policy makers<br><br>Increased use of data in decision making | 6.3.1 Sensitise officers of the department and policy makers on importance of data use in decision making | I. Develop a sensitisation campaign based on education data and its use                         | X | X | X | X | X | R.C                 | EMIS/PPIU |      |   |
|  |   | II. Develop data sensitisation modules to be used in seminars and workshops                     | X | X |   |   |   | 2.33                | EMIS/PPIU |      |   |
|  |   | III. Conduct workshops with officers and policy makers twice a year                             |   | X | X | X | X |                     | EMIS/PPIU |      |   |
| Capacity developed in policy, planning and service delivery  | 6.3.2 Develop capacity for use of data in policy, planning and service delivery                           | I. Undertake a training needs assessment for data use capacity in all organisations             | X |   |   |   |   | Covered under above | PPIU      |      |   |
|  |   | II. Prepare a plan for training officers on use of data   |   | X |   |   |   |                     |           |      |   |
|  |   | III. Implement the Plan   |   |   | X | X | X |                     | PPIU      |      |   |
| Rules mandating use of data notified   | 6.3.3 Review existing rules to ensure mandatory data use for  | I. Identify areas in planning, monitoring and implementation where data use should be essential | X |   |   |   |   | R.C                 | SED/PPIU  |      |   |

|  |  |  |   |   |   |   |   |      |                             |   |
|--|--|--|---|---|---|---|---|------|-----------------------------|---|
|  | planning and decision making.  | II. Notify rules accordingly   |   | X |   |   |   | R.C  | SED/PPIU                    |   |
| <b>Sub Program 6.4 Research Based Reviews</b>  |  |  |   |   |   |   |   |      |                             |   |
| Sub Goal 6.4. Develop a culture and practice of research-based review of policies, plans and implementation processes. |  |  |   |   |   |   |   |      |                             |   |
| Increased use of research in decision making   | 6.4.1 Develop and implement a plan to create awareness on the importance of research among senior decision makers and political leadership | I. Develop a sensitisation campaign based on education research and its use  | X | X | X | X | X | 3.38 | PPIU/SED                    |   |
|  |  | II. Develop research sensitisation modules to be used in seminars and workshops  | X | X |   |   |   |      | PPIU/SED                    |   |
|  |  | III. Conduct workshops with officers and policy makers twice a year  |   | X | X | X | X |      | PPIU/SED                    |   |
| Enhanced research on education   | 6.4.2 Conduct need-based research regularly  | I. Set up a research committee with membership from all attachment departments and academia to identify research needs for <u>every 5 years with annual review</u> | X |   |   |   |   | R.C  | PPIU/BOC&EC/BBISE/PITE/BTBB |   |
|  |  | II. The committee shall engage with universities to conduct relevant research  |   | X | X | X | X | R.C  | PPIU/BOC&EC/BBISE/PITE/BTBB |   |
|  |  | III. The committee shall identify resources and set up a research fund to ensure research is pursued in areas identified   |   |   | X | X | X | R.C  | PPIU/BOC&EC/BBISE/PITE/BTBB |   |
| Capacity for research in the education system enhanced   | 6.4.3 Develop and enhance capacity for research on education   | I. Operationalise and integrate the research mandates of BOC&EC, PITE, BTBB, BBISE & BAEC and identify capacity gaps as part of overall capacity                   |   |   |   |   | X | 2.90 | PPIU                        | Routine research of academia, including students' theses, |

|  |   |   |   |   |   |   |   |     |          |   |
|--|---|---|---|---|---|---|---|-----|----------|---|
|  |   | development plans for these organisations   |   |   |   |   |   |     |          | are linked to policy needs  |
|  |   | II. Recognise the importance of linkages between academia and government for research   | X | X | X | X | X |     | PPIU     | Services of academia are contracted for specific needs-based researches |
|  |   | III. Mandate that have qualified academics to conduct research for the government and its students and teachers to be given recognition for their values and services | X | X | X | X | X | R.C | PPIU     |   |
| Rules mandating use of research notified | 6.4.4 Mandate research as part of policy review processes and reforms | I. Identify areas where research use should be essential  | X | X | X | X | X | R.C | PPIU/SED |   |
|  |   | II. Notify rules accordingly  | X | X | X | X | X | R.C | PPIU/SED | Notification can be revised when needed                                 |



## Results Matrix - Data and Research

Table 16-12 Results Matrix - Data and Research

| Indicator  | Baseline | Target |     |     |     |     | Data source | Frequency |
|--|----------|--------|-----|-----|-----|-----|-------------|-----------|
|  |          | Y1     | Y2  | Y3  | Y4  | Y5  |             |           |
| <b>Program 6 – Data and Research</b>   |          |        |     |     |     |     |             |           |
| <b>Overall outcome 6. Education policies, planning, monitoring and reform are based on empirical evidence derived from data and research</b> |          |        |     |     |     |     |             |           |
| Number of Annual Development Plans for School Education aligned with needs-based operational plans   | 0        | 1      | 1   | 1   | 1   | 1   | PPIU        | Annual    |
| Number of Annual Development Plans for NFE aligned with needs-based operational plans  | 0        | 1      | 1   | 1   | 1   | 1   | PPIU        | Annual    |
| Number of Annual Development Plans for TVET aligned with needs-based operational plans   | 0        | 1      | 1   | 1   | 1   | 1   | PPIU        | Annual    |
| % Policies reviewed and developed based on empirical evidence  | 0        |        |     | 20  | 20  | 20  | PPIU        | Annual    |
| Number of research identified in the BESP conducted  | 0        |        | 2   | 1   | 1   | 1   | PPIU        | Annual    |
| <b>Sub Program 6.1 Comprehensive Needs Based Database</b>  |          |        |     |     |     |     |             |           |
| <b>Intermediate Outcome 6.1. Comprehensive needs-based database developed for use in education policy, planning and service delivery</b>     |          |        |     |     |     |     |             |           |
| % SED organisations developing needs-based annual operational plans  | 0        |        | 100 | 100 | 100 | 100 | PPIU        | Annual    |
| Output 6.1.1: Conduct data need analysis to ensure better planning, implementation and monitoring for enhanced quality, access and equity    |          |        |     |     |     |     |             |           |
| % Indicators to measure Compulsory Education Act 2014 notified   | 0        | 100    |     |     |     |     |             | Annual    |
| % indicators of the Compulsory Education Act 2014 generated regularly  | NA       |        | 25  | 50  | 75  | 100 | PPIU        | Annual    |
| Balochistan indicators framework for SDG4 targets notified   | 0        | 100    |     |     |     |     | SED/P&D     | Once      |
| % indicators of the framework for SDG4 generated regularly   | 0        |        | 25  | 50  | 75  | 100 | PPIU        | Annual    |

|  |                  |  |     |     |     |     |  |           |        |
|--|------------------|--|-----|-----|-----|-----|--|-----------|--------|
| Output 6.1.2: Data on private schools, other public sectors and madrassas comprehensively captured                                   |                  |  |     |     |     |     |  |           |        |
| Number of annual statistical reports produced with data covering public schools, private schools, other public sectors and madrassas | 0                |  |     | 1   | 1   | 1   |  | EMIS      | Annual |
| Output 6.1.3: Existing data outside the main database of EMIS is digitised   |                  |  |     |     |     |     |  |           |        |
| % databases digitised  | To be determined |  | 25  | 25  | 25  | 25  |  | EMIS/PPIU | Annual |
| <b>Sub Program 6.2 Standardised Analysis</b>   |                  |  |     |     |     |     |  |           |        |
| <b>Intermediate Outcome 6.2. Standardised analysis is regularly conducted</b>  |                  |  |     |     |     |     |  |           |        |
| Yearly reports produced using standardised framework <sup>87</sup>   | 0                |  |     | 1   | 2   | 2   |  | PPIU/EMIS | Annual |
| Output 6.2.1: A standardised framework for analysis developed  |                  |  |     |     |     |     |  |           |        |
| % organisations receive orientation on the standardised framework for analysis   | 0                |  | 100 | 100 | 100 | 100 |  | PPIU      | Annual |
| Output 6.2.2: Capacity of EMIS and PPIU to analyse data developed  |                  |  |     |     |     |     |  |           |        |
| % staff of EMIS and PPIU received training on use of data for policy and planning, and analysis                                      | 0                |  | 50  | 50  |     |     |  | PPIU      | Annual |
| <b>Sub Program 6.3 Use of Data</b>   |                  |  |     |     |     |     |  |           |        |
| <b>Intermediate Outcome 6.3. Use of data in policy development, planning and service delivery institutionalised</b>                  |                  |  |     |     |     |     |  |           |        |
| % SED organisations developing needs-based annual operational plans  | 0                |  | 100 | 100 | 100 | 100 |  | PPIU      | Annual |
| Output 6.3.1: Officers of the department and policy makers are sensitised on importance of data use in decision making               |                  |  |     |     |     |     |  |           |        |
| Number of workshops with officers and policy makers  | 0                |  | 2   | 2   | 2   | 2   |  | EMIS/PPIU | Annual |
| Output 6.3.2: Capacity for use of data in policy, planning and service delivery developed  |                  |  |     |     |     |     |  |           |        |
| Implementation rate of CD plan   | 0                |  |     | 30  | 40  | 30  |  | PPIU      | Annual |

<sup>87</sup> Two reports target refers to: at least one report with framework for the Compulsory Education Act 2014 and one with the framework for SDG4

|  |   |  |     |    |    |    |  |                              |        |
|--|---|--|-----|----|----|----|--|------------------------------|--------|
| Output 6.3.3: Existing rules reviewed to ensure mandatory data use for planning and decision making.                                     |   |  |     |    |    |    |  |                              |        |
| % rules mandating use of data notified   | 0 |  | 100 |    |    |    |  | SED/PPIU                     | Annual |
| <b>Sub Program 6.4 Research Based Reviews</b>  |   |  |     |    |    |    |  |                              |        |
| <b>Intermediate Outcome 6.4. Culture and practice of research-based review of policies, plans and implementation processes developed</b> |   |  |     |    |    |    |  |                              |        |
| % increase in the number of new or revised policies using research   | 0 |  |     | 20 | 20 | 20 |  | PPIU/SED                     | Annual |
| Output 6.4.1: A plan to create awareness on the importance of research among senior decision makers and political leadership implemented |   |  |     |    |    |    |  |                              |        |
| Number of workshops with officers and policy makers  | 0 |  | 2   | 2  | 2  | 2  |  | PPIU                         | Annual |
| Output 6.4.2: Need based research conducted regularly  |   |  |     |    |    |    |  |                              |        |
| % increase in the number of education research papers produced   | 0 |  |     | 20 | 20 | 20 |  | PPIU/BOC&EC/BBIS E/PITE/BTBB | Annual |
| Output 6.4.3: Capacity for research on education enhanced  |   |  |     |    |    |    |  |                              |        |
| Minimum number of MoUs signed with academia  | 0 |  | 1   | 1  | 1  | 1  |  | PPIU                         | Annual |
| Output 6.4.4: Research mandated as part of policy review processes and reforms   |   |  |     |    |    |    |  |                              |        |
| % rules mandating use of research notified   | 0 |  | 100 |    |    |    |  | PPIU/SED                     | Annual |



## Implementation Matrix – Governance and Management

Table 16-13 Implementation Matrix - Governance and Management

| Program 7 – Governance and Management   |   |  |           |    |    |    |    |                      |                |             |  |
|---|---|--|-----------|----|----|----|----|----------------------|----------------|-------------|--|
| Overall Goal 7. To promote better governance and management for a more efficient, effective, inclusive and accountable education service delivery |   |  |           |    |    |    |    |                      |                |             |  |
| Targets   | Strategies  | Activities   | Timelines |    |    |    |    | Cost Million in PKR. | Responsibility | Assumptions |  |
|   |   |  | Y1        | Y2 | Y3 | Y4 | Y5 |                      |                |             |  |
| Sub Program 7.1 Comprehensive policy and legal framework  |   |  |           |    |    |    |    |                      |                |             |  |
| Sub Goal 7.1. Develop a comprehensive policy and legal framework to guide the provision of education service                                      |   |  |           |    |    |    |    |                      |                |             |  |
| Provincial education policy approved  | 7.1.1 Improve education policy framework  | I. Develop and approve a provincial education policy   | X         |    |    |    |    |                      | 5.99           | PPIU, SED   |  |
| Curriculum and Standards Act introduced   | 7.1.2 Strengthen legislative framework to meet the requirements of effective education delivery | I. Introduce the required statute on curriculum and standards                                | X         |    |    |    |    |                      | 1.12           | BoC         |  |
| All existing statutes reviewed  |   | II. Constitute a Committee to review existing legislations and implement its recommendations | X         | X  | X  | X  |    |                      |                | SED         |  |
| Rules notified for all acts related to provision of education   | 7.1.3 Develop rules for all education-related statutes to guide effective implementation        | I. Constitute Committee(s) to develop and notify rules for statutes that currently lack them | X         | X  | X  |    |    |                      | 0.77           | PPIU        |  |
| PPIU's policy development and legislative drafting  | 7.1.4 Improve capacity of SED to review   | I. Organise training workshops for PPIU on policy development and                            | X         | X  | X  | X  | X  |                      | 4.26           | PPIU        |  |

|   |   |  |   |   |   |   |   |      |      |  |
|---|---|--|---|---|---|---|---|------|------|--|
| capacity improved   | policy and legal frameworks                                   | legislative drafting on an ongoing basis   |   |   |   |   |   |      |      |  |
|   |   | Notify Provision of hiring of legal expert on need basis to work with PPIU   |   |   |   |   |   |      |      |  |
| <b>Sub Program 7.2 Better Planning</b>  |   |  |   |   |   |   |   |      |      |  |
| Sub Goal 7.2. Promote systemic, need-based and inclusive planning to improve the efficiency of education delivery |   |  |   |   |   |   |   |      |      |  |
| Standardised format for AOP approved<br><br>ADPs aligned with AOP   | 7.2.1 Ensure structured and systematic implementation of BESP | I. Introduce rules to mandate development of rolling Annual Operational Plans (AOPs) in the light of BESP  | X |   |   |   |   | 0.39 | SED  |  |
|   |   | II. Notify an inclusive Committee within SED to finalize AOP and review progress on it periodically  | X |   |   |   |   |      |      |  |
|   |   | III. Develop AOPs as per a standardised and approved format and ensure all proposals for cooperation and engagement with donors, NGO and private sector are aligned with AOP | X | X | X | X | X |      | PPIU | Make P&DD co-signatory of the development component of AoP |

|  |   |  |   |   |   |   |   |      |           |   |
|--|---|--|---|---|---|---|---|------|-----------|---|
|  |   | IV. Mandate the DSC to ensure that the proposals submitted for Annual Development Plans (ADP) or PSDP flow from and are aligned with AOP         | X | X | X | X | X |      | PPIU, SED | Conduct need-assessment studies and develop five-year plans for curriculum development, teacher training, school construction |
| Donor plans and projects aligned with BESP                           | 7.2.2 Align donor plans and projects with BESP  | I. Disseminate BESP 2020-25 to donors  | X | X |   |   |   | 0.78 | PPIU      |   |
|  |   | II. Amend the notification on PPIU to empower it to review donor proposals for alignment with BESP   | X | X | X | X | X |      | PPIU      |   |
|  |   | III. Present donor proposals for approval at the competent forum only after confirmation of alignment with BESP                                  | X | X | X | X | X |      | PPIU      |   |
| All horizontal and vertical tiers are involved in education planning | 7.2.3 Involve attached departments, divisional, district and sub-district tiers in planning | I. Make it mandatory for the DEO to solicit proposals for development budget from clusters within their jurisdiction, and for the Directorate of | X | X | X | X | X | RC   | DOE(S)    |   |

|  |  |  |   |   |   |   |   |      |     |  |
|--|--|--|---|---|---|---|---|------|-----|--|
|  |  | Education (Schools) to solicit proposals for development budget from the district tier   |   |   |   |   |   |      |     |  |
|  |  | II. Revise the composition of DSC to make heads of all attached departments its member   | X | X | X | X | X | RC   | SED |  |
| Quarterly supervision and monitoring of development projects of SED ensured                            | 7.2.4 Strengthen supervision and monitoring of implementation of development projects of SED | I. Require SED to obtain and review PC-III forms for each development project on a quarterly basis                                   | X | X | X | X | X | 0.68 | SED |  |
|  |  | II. Mandate divisional directors to supervise progress on development schemes and share progress reports with SED on quarterly basis | X | X | X | X | X | RC   | SED |  |
| <b>Sub Program 7.3 Results-based management</b>  |  |  |   |   |   |   |   |      |     |  |
| Sub Goal 7.3. Promote a result-based management system to improve monitoring and managerial efficiency |  |  |   |   |   |   |   |      |     |  |
| Result-based management system established   | 7.3.1 Introduce and implement a result-based management system in all attached               | I. Introduce the rules to mandate all attached departments of SED to develop annual work plans                                       | X |   |   |   |   | 0.17 | SED | The submission of proposals for education budget by attached organisations |

|   |   |   |   |   |   |   |   |      |                                |  |
|---|---|---|---|---|---|---|---|------|--------------------------------|--|
|   | departments of the SED  |   |   |   |   |   |   |      |                                | should be linked to the existence of approval of work plans  |
|   |   | II. Ensure that annual work plans are developed by each attached department and approved by its head  | X | X | X | X | X | RC   | DOE(S), PITE, BBISE, BoC, BAEC |  |
|   |   | III. Require Heads of attached departments to organise bi-monthly meetings to review progress against work plans and Secretary SED to hold quarterly progress reviews | X | X | X | X | X | 0.68 | DOE(S), PITE, BBISE, BoC, BAEC |  |
| Formal coordination mechanism established                           | 7.3.2 Establish formal coordination among the horizontal tiers of SED | I. Constitute and notify a committee for coordination among the attached departments of SED   | X | X | X | X | X | RC   | SED                            |  |
| M&E strategy approved<br><br>Percentage of M&E strategy implemented | 7.3.3 Develop and implement a comprehensive M&E strategy              | I. Develop and approve an M&E strategy for the entire education system and its sub-systems  | X |   |   |   |   | 3.16 | PPIU                           | M&E strategy should include: <ul style="list-style-type: none"> <li>▪ Standards and benchmarks</li> <li>▪ Objectively verifiable indicators (OVI) for inputs,</li> </ul> |

|  |  |  |   |   |   |   |   |     |                                      |   |
|--|--|--|---|---|---|---|---|-----|--------------------------------------|---|
|  |  |  |   |   |   |   |   |     |                                      | <p>processes, outputs and outcomes of education</p> <ul style="list-style-type: none"> <li>▪ Data collection against set indicators;</li> <li>▪ Reporting and follow up mechanism and structures;</li> <li>▪ Periodic evaluations;</li> </ul>   |
|  |  | II. Implement the M&E strategy at all levels | X | X | X | X | X | TBD | SED, DOE(S), PITE, BBISE, BoC, BAEC, | <p>An overall M&amp;E mandate and framework complemented by M&amp;E mechanism in each individual organisation</p> <p>This should include strengthening of PMC as a regular government entity. PMC may be merged with PPIU to establish a new directorate of planning and monitoring</p> |

|   |                              |                                     |   |  |  |  |  |      |     |   |
|---|------------------------------|-------------------------------------|---|--|--|--|--|------|-----|---|
|   |                              |                                     |   |  |  |  |  |      |     | <p>under the direct supervision of Secretary Education.</p> <p>Revise the data collection framework for PMC based on the needs identified by the M&amp;E strategy. Especially, the functions of RTSM should be revised to include monitoring of school improvement plans and learning outcomes.</p> <p>Build and improve the data analysis capacity of PMC</p> <p>Capacity of all attached departments on M&amp;E</p> |
| <b>Sub Program 7.4 Better Human Resource Management and Development</b>                           |                              |                                     |   |  |  |  |  |      |     |   |
| Sub Goal 7.4. Improve HR management framework to increase productivity of the education workforce |                              |                                     |   |  |  |  |  |      |     |   |
|   | 7.4.1 Develop a holistic and | I. Identify clear objectives for HR | X |  |  |  |  | 4.93 | SED |   |

|  |   |   |   |   |  |  |  |      |              |  |
|--|---|---|---|---|--|--|--|------|--------------|--|
| Integrated HR policy approved                    | integrated HR policy to provide clear strategic direction for managing and developing human resource of SED                       | management and development and review existing policies and rules against them          |   |   |  |  |  |      |              |  |
|  |   | II. Develop and approve an integrated HR policy (and rules) aligned with the objectives | X | X |  |  |  | RC   | SED          |  |
| Specialised HR Unit established                  | 7.4.2 Develop a specialised structure for managing and developing human resource of SED based on the HR policy                    | I. Develop a proposal for establishing a specialised unit as per needs of the HR policy |   | X |  |  |  | RC   | SED          |  |
|  |   | II. Get the proposal approved   |   | X |  |  |  | RC   |              |  |
|  |   | III. Setup the specialised unit   |   | X |  |  |  | RC   |              |  |
| HRMIS revised and upgraded<br><br>HRMIS utilised | 7.4.3 Consolidate the existing HR Management Information System (MIS) to facilitate efficient management of human resource of SED | I. Establish a specialised unit within SED to manage human resource                     |   | X |  |  |  | RC   | SED          |  |
|  |   | II. Review, revise and upgrade the existing HRMIS based on needs of the HR policy       |   | X |  |  |  | 2.08 | SED          |  |
|  |   | III. Introduce rules to mandate the specialised HR unit to use HRMIS                    |   | X |  |  |  | RC   | SED          |  |
| Teaching cadre personnel                         | 7.4.4 Induction and ongoing   | I. Design and develop   | X |   |  |  |  | 7.5  | DOE(S), PITE |  |

|  |   |   |   |   |   |   |   |      |     |  |  |
|--|---|---|---|---|---|---|---|------|-----|--|--|
| posted managers trained in managerial skills   | as in posted as managers  | managers training program for teaching cadre personnel posted as managers   |   |   |   |   |   |      |     |  |  |
|  |   | II. Introduce induction trainings for teaching cadre personnel at the time of first posting on managerial position                    | X | X | X | X | X | RC   |     |  |  |
|  |   | III. Conduct managerial trainings of all existing staff posted as managers and organise follow up trainings after every three years   |   | X |   |   |   | X    | TBD |  |  |
| <b>Sub Program 7.5 Greater Private Sector Engagement</b>   |   |   |   |   |   |   |   |      |     |  |  |
| Sub Goal 7.5. Encourage, and regulate, greater private sector participation and investment in education service delivery |   |   |   |   |   |   |   |      |     |  |  |
| Private schools regulatory framework standardised, institutionalised and disseminated                                    | 7.5.1 Strengthen regulatory framework for private schools to protect public interest as well as encourage participation of the private sector as a key partner in the | I. Develop a strategic framework for regulating private schools in consultation with representatives of private schools and community | X | X |   |   |   | 0.26 | SED |  |  |
|  |   | II. Discard the draft Balochistan Private Educational   | X |   |   |   |   | RC   | SED |  |  |

|   |  |   |   |   |   |   |      |      |   |   |
|---|--|---|---|---|---|---|------|------|---|---|
|   | delivery of education  | Institutions Registration, Regulation and Promotion Bill 2019 and instead review 2015 Act                               |   |   |   |   |      |      |   |   |
|   |  | III. Develop rules for operationalisation of the revised act  | X |   |   |   | 0.43 | SED  |   |   |
|   |  | IV. Designate or create a specialised unit within the DOE(s) to oversee implementation of the regulatory framework      |   | X |   |   | RC   | SED  | regulatory standards for monitoring performance of schools in line with the framework |   |
| Strategy for engaging the private sector under PPP mode developed | 7.5.2 Develop partnerships with the private sector for the provision of education service under PPP mode | I. Establish a PPP node in SED in line with the provisions of the Balochistan Public Private Partnership Act 2018       | X |   |   |   | RC   | SED  |   |   |
| PPP node established in SED                                       |  | II. Organise training workshops with all attached departments of SED to sensitise them on the role of PPPs in education | X | X |   |   | 1.30 | PPIU |   |   |
|   |  | III. Develop, and implement, a strategy for engaging private sector under PPP mode across the                           | X | X | X | X |      | 3.83 | PPIU/DOE/PPP/SED  | The strategy should aim to increase access to quality education as well as reduce |

|   |   |  |   |  |  |  |  |      |        |  |
|---|---|--|---|--|--|--|--|------|--------|--|
|   |   | value chain of education delivery  |   |  |  |  |  |      |        | management inefficiencies in public schools.<br><br>Explore the possibility of handing over the management of low-performing public schools to the private sector under PPP mode |
| <b>Sub Program 7.6 Effective Decentralised Structures</b>   |   |  |   |  |  |  |  |      |        |  |
| Sub Goal 7.6. Strengthen management at the district and sub-district tiers including schools to bring education delivery closer to citizens |   |  |   |  |  |  |  |      |        |  |
| Composition and functions of DEA and DEG revised<br><br>Effectiveness of DEA and DEG improved   | 7.6.1 Consolidate DEA and DEG to improve district-level management of education | I. Review and modify the functions of DEA and DEG to remove overlap and ensure alignment with respective mandates      | X |  |  |  |  | 0.23 | DOE(S) |  |
|   |   | II. Revisit composition of DEA to strengthen the role of DEO   | X |  |  |  |  |      | DOE(S) |  |
| Cluster-based management strengthened and made more inclusive   | 7.6.2 Rationalise and consolidate the cluster-based management system to        | I. Notify guidelines for rationalising the size and composition of clusters keeping in view factors such as geographic | X |  |  |  |  | RC   | SED    | Introduce a range for the number of feeder schools in a cluster  |

|  |   |  |   |   |   |   |   |      |      |  |  |
|--|---|--|---|---|---|---|---|------|------|--|--|
|  | improve compliance with procurement policy 2014   | proximity and fair distribution of responsibilities  |   |   |   |   |   |      |      |  | Consider the possibility of creating clusters at the level of female middle schools in exceptional circumstances |
|  |   | II. Require DEOs to revisit cluster composition only once in 2 years   | X | X | X | X | X | RC   | DEOs |  |  |
| Efficiency of cluster-based procurement improved | 7.6.3 Reduce inefficiencies in cluster-based procurement to meet the requirements of schools more effectively | I. Amend the notification on Clusters to make the disbursement of cluster-budget conditional upon the existence of Local Education Purchase Committees | X |   |   |   |   | 0.34 | SED  |  |  |
|  |   | II. Develop and notify a well-thought-out formula for the distribution of allocated funds among clusters and among feeder schools within clusters      | X |   |   |   |   | RC   | SED  |  |  |
|  |   | III. Amend the notification on Clusters to empower cluster heads to re-appropriate budget from one to another head                                     | X |   |   |   |   | RC   | SED  |  |  |

|  |  |   |   |   |   |   |   |      |                        |  |
|--|--|---|---|---|---|---|---|------|------------------------|--|
| School-based improvement and operational plans developed and implemented                 | 7.6.4 Ensure development and implementation of school-based plans                    | I. Develop and approve a standardised format for school improvement plans   | X |   |   |   |   | 0.17 | DOE(S)                 |  |
|  |  | II. Notify rules to mandate heads of middle and high schools to develop and implement annual school improvement plans | X | X | X | X | X | RC   | DOE(S)<br>School Heads | Capacity building of school principals conducted |
| PTSMCs made functional<br><br>LECs made functional                                       | 7.6.5 Strengthen community involvement in the management of school affairs           | I. Notify fresh elections for the constitution of PTSMCs in all schools   | X |   |   |   |   | 3.09 | SED                    |  |
|  |  | II. Notify LECs in all clusters   | X |   | X |   | X | RC   | DOE(S), Schools Heads  |  |
|  |  | III. Hold DEOs accountable for the formation of LECs  | X |   | X |   | X | RC   | SED                    |  |
| <b>Sub Program 7.7 Gender-inclusive management</b>                                       |  |   |   |   |   |   |   |      |                        |  |
| Sub Goal 7.7. Mainstream gender-sensitivity across the value-chain of education delivery |  |   |   |   |   |   |   |      |                        |  |
| Gender-sensitivity promoted across the value chain of education delivery                 | 7.7.1 Ensure gender-sensitivity across the value chain of education service delivery | I. Develop a strategy for mainstreaming gender-sensitivity across the value chain of education delivery               | X |   |   |   |   | RC   | PPIU                   |  |
|  |  | II. Train and sensitise officials of the SED on gender-sensitive management and                                       |   | X | X | X |   | RC   | PPIU                   |  |

|   |  |   |   |   |   |   |   |    |                   |  |
|---|--|---|---|---|---|---|---|----|-------------------|--|
|   |  | work place anti-harassment rules  |   |   |   |   |   |    |                   |  |
|   |  | III. Head hunting for competent female managers who can be posted at senior positions                           |   | X | X | X | X | RC | SED               |  |
| Work environment made more gender-friendly  | 7.7.2 Create a gender-friendly work environment  | I. Establish day-care centres for female employees in SED and its attached departments                          | X |   |   |   |   | RC | SED               |  |
|   |  | II. Construct separate toilets for females in SED and its attached departments                                  | X |   | X |   | X | RC | SED               |  |
|   |  | III. Notify female focal persons to deal with work place harassment   | X | X | X | X | X | RC | SED               |  |
| <b>Sub Program 7.8 Effective accountability</b>   |  |   |   |   |   |   |   |    |                   |  |
| Sub Goal 7.8. Develop effective accountability mechanisms for the education system as a whole and its various sub-systems |  |   |   |   |   |   |   |    |                   |  |
| High-level accountability mechanisms improved and consolidated  | 7.8.1 Implement a structured and multi-tiered accountability mechanism with the CM at the top of the chain | I. Amend rules to ensure presentation of progress on BESP bi-annually to the Chief Minister and Chief Secretary | X | X | X | X | X | RC | SED               |  |
|   |  | II. Notify a high-level forum under the Chairmanship of Secretary SED to review progress                        | X | X | X | X | X | RC | SED, Office of CS |  |

|   |   |  |   |   |   |   |   |      |              |  |
|---|---|--|---|---|---|---|---|------|--------------|--|
|   |   | quarterly on AOPs and Work Plans   |   |   |   |   |   |      |              |  |
| Participation of communities in monitoring of education improved at all tiers of governance   | 7.8.2 Strengthen existing social accountability mechanisms to promote community participation in the management of education                            | I. Amend the ToRs of Additional Secretary (PPIU) to include the responsibility for holding regular meetings of LEG     | X | X | X | X | X | RC   | SED          |  |
|   |   | II. Amend the ToRs of DEG to hold the DC responsible for regular meetings of DEG                                       | X | X | X | X | X | RC   | Office of CS |  |
|   |   | III. Mandate the DEO to hold heads of middle and high schools accountable for meetings of PTSMCs and LECs respectively | X | X | X | X | X | RC   | DOE(S)       |  |
| Grievance redressal mechanisms strengthened and aligned with other complaint reporting mechanisms at the federal and provincial level | 7.8.3 Ensure effective grievance redressal mechanisms within the education system and align it with complaint cells at the federal and provincial level | I. Develop formal grievance redressal mechanisms at the district level   |   | X | X | X | X | 2.23 | DOE(S)       |  |
|   |   | II. Promote public awareness about Complaint Management System (CMS)   | X | X |   |   |   |      | SED          |  |
|   |   | III. Review the CMS to ensure timely follow-up and action on complaints  | X | X | X | X | X |      | SED          |  |

|   |  |  |   |   |   |   |   |      |        |  |
|---|--|--|---|---|---|---|---|------|--------|--|
|   |  | IV. Link CMS with PM Citizen portal and other provincial and federal complaint systems   | X |   |   |   |   | 4.5  | SED    |  |
| <b>Sub Program 7.9 Increased Transparency</b>   |  |  |   |   |   |   |   |      |        |  |
| Sub Goal 7.9. Introduce transparency in the provision of education to improve trust between the government and citizens |  |  |   |   |   |   |   |      |        |  |
| Communication strategy implemented  | 7.9.1 Improve communication between stakeholders within SED and outside to improve transparency                | I. Develop, and implement, a strategy to communicate progress and respond to queries related to education service delivery   | X |   |   |   |   | 0.43 | PPIU   |  |
|   |  | II. Publish annual report on issues, reforms and progress of SED for public use  |   | X | X | X | X | RC   | PPIU   |  |
| Public access to information improved at all levels   | 7.9.2 Improve public access to information about public expenditures and other aspects of education department | I. Mandate DEOs, cluster heads and school heads to display information related to enrolment, budget utilisation, procurement, number of teachers and development schemes at a prominent place within premises of their offices | X | X | X | X | X | RC   | DOE(S) |  |

|   |   |   |   |   |   |   |   |      |              |   |
|---|---|---|---|---|---|---|---|------|--------------|---|
|   |   | II. Publish all education-related approved policies, acts and rules on the website including BESP annual progress reports | X | X | X | X | X | RC   | SED, DEOs    |   |
|   |   | III. Publish online the mandatory PC-III forms for each development project on a quarterly basis                          | X | X | X | X | X | RC   | SED, DEOs    |   |
| <b>Sub Program 7.10 Constructive Political Engagement</b>   |   |   |   |   |   |   |   |      |              |   |
| Sub Goal 7.10. Translate political interest in education into an asset that supports systemic reform and improvements |   |   |   |   |   |   |   |      |              |   |
| Political leadership sensitised about the technicalities of education service delivery                                | 7.10.1 Engage political leadership to sensitise them about the technicalities of education service delivery | I. Design, and implement, an advocacy campaign to engage political leadership   | X | X |   |   |   | 0.21 | PPIU         | Identify the gaps between technical requirements of education delivery and perceptions of politicians |
|   |   | II. Identify education champions among politicians and develop mechanisms to engage them in a sustained manner            |   | X | X | X | X | RC   | SED          |   |
| Standing Committee on Education engaged   | 7.10.2 Engage the Standing Committee on Education of the provincial assembly in                             | I. Mandate Secretary SED to present progress on implementation of BESP the Standing                                       | X | X | X | X | X | 0.23 | Office of CS |   |

|  |                              |  |   |   |   |   |   |      |     |  |
|--|------------------------------|--|---|---|---|---|---|------|-----|--|
|  | advocacy of education reform | Committee after every 6 months   |   |   |   |   |   |      |     |  |
|  |                              | II. Hold bi-annual open seminars with the committee to discuss on going education reforms and issues | X | X | X | X | X | 0.54 | SED | Open forums to include members of academia and civil society |

## Results Matrix of Governance and Managements

Table 16-14 Result Matrix - Governance and Management

| Indicator  | Baseline | Target |    |    |    |     | Data source             | Frequency |
|--|----------|--------|----|----|----|-----|-------------------------|-----------|
|  |          | Y1     | Y2 | Y3 | Y4 | Y5  |                         |           |
| <b>Program 7 – Governance and Management</b>   |          |        |    |    |    |     |                         |           |
| <b>Overall Outcome 7. Better governance and management for a more efficient, effective, inclusive and accountable education service delivery</b> |          |        |    |    |    |     |                         |           |
| Number of meetings of High Level Committee   |          | 2      | 2  | 2  | 2  | 2   | PPIU                    | Bi-annual |
| Number of Meetings of Standing Committee on Education on education service delivery  |          | 1      | 1  | 1  | 1  | 1   | PPIU                    | Annual    |
| % age of complaints in Complaints redressal system resolved  |          |        | 15 | 25 | 40 | 50  | SED                     | Annual    |
| % age improvement in public satisfaction with education service delivery   | 0        | 10     | 20 | 30 | 40 | 50  | PPIU/SED                | Annual    |
| % reduction in per child costs   | 0        |        |    | 10 | 20 | 30  | EMIS, Finance           | Annual    |
| <b>Sub Program 7.1 Comprehensive policy and legal framework</b>  |          |        |    |    |    |     |                         |           |
| <b>Intermediate outcome 7.1. A comprehensive policy and legal framework developed to guide the provision of education service</b>                |          |        |    |    |    |     |                         |           |
| % gaps identified in areas for legislation are addressed   | 0        |        |    |    |    | 100 | PPIU-Attached Dept. SED | Annual    |
| Output 7.1.1 Education policy framework improved   |          |        |    |    |    |     |                         |           |
| Provincial education policy prepared   | 0        |        |    | 1  |    |     | PPIU                    | Once      |
| Output 7.1.2 Legislative framework to meet the requirements of effective education delivery strengthened   |          |        |    |    |    |     |                         |           |
| Curriculum and Standards Act introduced  | 0        |        | 1  |    |    |     | BOC&EC                  | Once      |
| Output 7.1.3 Rules for all education-related statutes to guide effective implementation developed  |          |        |    |    |    |     |                         |           |
| Number of acts for which rules notified  |          |        |    | 2  | 2  |     | PPIU-Attached Depts     | Annual    |
| Output 7.1.4 Capacity of SED to review policy and legal frameworks improved  |          |        |    |    |    |     |                         |           |
| Number of officials trained on policy and legal frameworks   | 0        |        | 3  | 3  | 3  | 3   | PPIU                    | Annual    |

| <b>Sub Program 7.2 Better Planning</b>   |    |    |    |    |    |     |                          |           |
|--|----|----|----|----|----|-----|--------------------------|-----------|
| <b>Intermediate Outcome 7.2 Systemic, need-based and inclusive planning promoted to improve the efficiency of education delivery</b> |    |    |    |    |    |     |                          |           |
| Alignment of ADP with BESP   | 0  |    | 1  | 1  | 1  | 1   | PPIU-SED-P&D             | Annual    |
| % BESP implemented   |    | 10 | 25 | 50 | 75 | 100 | PPIU                     | Annual    |
| Output 7.2.1 Structured and systematic implementation of BESP ensured  |    |    |    |    |    |     |                          |           |
| Number of Operational and Rolling annual plans prepared for BESP (SED)   | NA | 1  | 1  | 1  | 1  | 1   | PPIU                     | Annual    |
| Output 7.2.2 Donor plans and projects aligned with BESP  |    |    |    |    |    |     |                          |           |
| % donor plans and projects aligned with BESP   | NA | 30 | 50 | 65 | 80 | 100 | PPIU                     | Annual    |
| Output 7.2.3 All horizontal and vertical tiers are involved in education planning  |    |    |    |    |    |     |                          |           |
| Number of districts sending proposals on development budgets   | NA | 10 | 18 | 15 | 23 | 33  | PPIU-Finance             | Annual    |
| Output 7.2.4 Supervision and monitoring of implementation of development projects of SED strengthened                                |    |    |    |    |    |     |                          |           |
| Number of review meetings of development projects held by SED  | 0  | 2  | 2  | 2  | 2  | 2   | PPIU-SED                 | Annual    |
| Number of progress reports generated by each development project (PC-3)  | NA | 2  | 4  | 4  | 4  | 4   | PPIU-SED                 | Quarterly |
| <b>Sub Program 7.3 Result-based management</b>   |    |    |    |    |    |     |                          |           |
| <b>Intermediate Outcome 7.3 A result-based management system introduced to improve monitoring and managerial efficiency</b>          |    |    |    |    |    |     |                          |           |
| % implementation of work plans by SED and attached departments   | 0  | 75 | 80 | 90 | 90 | 95  | Attached departments     | Annual    |
| Output 7.3.1 A result- based management system in all attached departments of the SED introduced and implemented                     |    |    |    |    |    |     |                          |           |
| Number of attached departments prepared Annual Work Plan (AWPs)  | 0  | 6  | 6  | 6  | 6  | 6   | Attached departments     | Annual    |
| Number of review meetings on Annual Work Plan (AWPs) conducted by SED  | 0  | 2  | 2  | 2  | 2  | 2   | SED-Attached departments | Bi-Annual |
| Output 7.3.2 Formal coordination among the horizontal tiers of SED established   |    |    |    |    |    |     |                          |           |
| Constitution of a coordination committee   |    |    |    |    |    |     |                          |           |
| Number of annual meetings held by the coordination committee   | 0  | 2  | 2  | 2  | 2  | 2   | SED                      | Bi-Annual |
| Output 7.3.3 A comprehensive M&E strategy developed and implemented  |    |    |    |    |    |     |                          |           |

|  |   |   |    |    |    |     |                                  |        |
|--|---|---|----|----|----|-----|----------------------------------|--------|
| M&E strategy approved  | 0 | 1 |    |    |    |     | PPIU                             | Once   |
| % age implementation of M&E strategy   | 0 |   | 15 | 25 | 30 | 50  | PPIU-<br>Attached<br>departments | Annual |
| <b>Sub Program 7.4 Better Human Resource Management and Development</b>  |   |   |    |    |    |     |                                  |        |
| <b>Intermediate outcome 7.4. HR management framework improved to increase productivity of the education workforce</b>                  |   |   |    |    |    |     |                                  |        |
| % HR plan implemented  | 0 |   | 15 | 20 | 30 | 40  | PPIU-SED                         | Annual |
| Output 7.4.1 Integrated HR policy approved   |   |   |    |    |    |     |                                  |        |
| HR assessment conducted  | 0 | 1 |    |    |    |     | SED                              | Once   |
| HR policy developed  | 0 |   | 1  |    |    |     | SED                              | Once   |
| Output 7.4.2: Specialised structure for managing and developing human resource of SED developed based on HR Policy                     |   |   |    |    |    |     |                                  |        |
| Specialised HR Unit established  |   |   | 1  |    |    |     | SED                              | Once   |
| Output 7.4.3 HRMIS revised and upgraded  |   |   |    |    |    |     |                                  |        |
| % upgradation HRMIS completion in compliance with new HR policy  | 0 |   | 10 | 15 | 25 | 40  | SED                              | Annual |
| Output 7.4.4 Teaching cadre personnel posted as managers trained in managerial skills  |   |   |    |    |    |     |                                  |        |
| % of teaching cadre personnel posted as managers received training in managerial skills  | 0 |   | 30 | 50 | 70 | 80  | DOE(S), PITE                     | Annual |
| <b>Sub Program 7.5 Greater private sector engagement</b>   |   |   |    |    |    |     |                                  |        |
| <b>Intermediate Outcome 7.5 Private sector participation and investment regulated and promoted in education service delivery</b>       |   |   |    |    |    |     |                                  |        |
| Expansion of enrolment in PPP mode as % of total enrolment   | 0 |   |    | 5  | 10 | 15  | DOE(S)<br>PPP node               | Annual |
| % increase in number of private schools that are registered  |   |   | 25 | 50 | 75 | 100 | DOE(S)                           | Annual |
| Output 7.5.1 Private schools regulatory framework standardised, institutionalised and disseminated                                     |   |   |    |    |    |     |                                  |        |
| Strategic framework for regulating private schools developed   | 0 | 1 |    |    |    |     | DOE(S)                           | Once   |
| Balochistan Private Educational Institute Registration and Regulation Authority Act 2015 reviewed and aligned with strategic framework | 0 | 1 |    |    |    |     | DOE(S)                           | Once   |
| Output 7.5.2 Strategy for engaging the private sector under PPP mode developed   |   |   |    |    |    |     |                                  |        |

|   |     |     |    |     |     |     |                          |           |
|---|-----|-----|----|-----|-----|-----|--------------------------|-----------|
| PPP node established in SED in line with the provisions of the Balochistan Public Private Partnership Act 2018  | 0   |     | 1  |     |     |     | SED                      | Once      |
| Implementation rate of the Strategy (%)   | 0   |     | 15 | 25  | 45  | 60  | DOE(S)                   | Annual    |
| <b>Sub Program 7.6 Effective decentralised structures</b>   |     |     |    |     |     |     |                          |           |
| <b>Intermediate Outcome 7.6 Management at the district and sub-district tiers including schools strengthened to bring education delivery closer to citizens</b> |     |     |    |     |     |     |                          |           |
| % districts conducting monthly meetings of DEA  | -   | 60  | 80 | 100 | 100 | 100 | DOE-SED                  | Quarterly |
| Output 7.6.1 Composition and functions of DEA and DEG revised   |     |     |    |     |     |     |                          |           |
| Changes notified in DEA and DEG composition and functions   | 0   |     | 1  |     |     |     | SED                      | Once      |
| Output 7.6.2 Cluster-based management strengthened and made more inclusive  |     |     |    |     |     |     |                          |           |
| Percentage of school clusters rationalised  | TBC |     |    | 100 |     |     | DOE                      | Annual    |
| Output 7.6.3 Efficiency of cluster-based procurement improved   |     |     |    |     |     |     |                          |           |
| % of Local Education Purchase Committees holding meetings   | TBC |     | 50 | 65  | 80  | 100 | DOE-DEO                  | Annual    |
| Output 7.6.4 School-based improvement and operational plans developed and implemented   |     |     |    |     |     |     |                          |           |
| % schools with school plans   |     | 30  | 80 | 100 |     |     | DOE-DEO                  | Annual    |
| Output 7.6.5 Community involvement in the management of school affairs strengthened   |     |     |    |     |     |     |                          |           |
| % of schools with re-elected PTSMCs   | 0   | 100 |    |     | 100 |     | DOE-DEO                  | Annual    |
| % of schools clusters with LECs formed  | 0   | 100 |    |     | 100 |     | DOE-DEO                  | Annual    |
| <b>Sub Program 7.7 Gender-inclusive management</b>  |     |     |    |     |     |     |                          |           |
| <b>Intermediate Outcome 7.7 Gender-sensitivity across the value-chain of education delivery mainstreamed</b>  |     |     |    |     |     |     |                          |           |
| Percentage of gender sensitisation strategy implemented   | 0   |     | 15 | 25  | 40  | 60  | SED-Attached departments | Annual    |
| Output 7.7.1 Gender-sensitivity across the value chain of education service delivery improved   |     |     |    |     |     |     |                          |           |
| % officials trained on gender sensitive management  |     |     | 20 | 40  | 60  | 80  | SED                      | Annual    |
| Output 7.7.2 Work environment made more gender-friendly   |     |     |    |     |     |     |                          |           |
| % SED and attached departments offices with day care centers  |     |     | 10 | 30  | 60  | 100 | SED-attached Departments | Annual    |

|  |   |    |    |    |    |     |                          |        |
|--|---|----|----|----|----|-----|--------------------------|--------|
| % SED and attached department offices with separate toilets for females  |   |    | 25 | 50 | 75 | 100 | SED-attached Departments | Annual |
| <b>Sub Program 7.8 Effective accountability</b>  |   |    |    |    |    |     |                          |        |
| <b>Intermediate Outcome 7.8. Effective accountability mechanisms established for the education system as a whole and its various sub-systems</b>   |   |    |    |    |    |     |                          |        |
| Percentage of complaints resolved  | 0 |    | 15 | 25 | 40 | 50  | SED                      | Annual |
| Output 7.8.1 High-level accountability mechanisms improved and consolidated  |   |    |    |    |    |     |                          |        |
| Meetings with the CM on BESP   |   | 2  | 2  | 2  | 2  | 2   | SED                      | Annual |
| Output 7.8.2 Participation of communities in monitoring of education improved at all tiers of governance   |   |    |    |    |    |     |                          |        |
| % of schools with regular PTSMCs meetings  | 0 | 15 | 35 | 50 | 75 | 100 | DEO                      | Annual |
| % of clusters with regular LECs meetings   | 0 | 15 | 35 | 50 | 75 | 100 | DEO                      | Annual |
| Output 7.8.3 Grievance redressal mechanisms strengthened and aligned with other complaint reporting mechanisms at the federal and provincial level |   |    |    |    |    |     |                          |        |
| % districts with formal grievance redressal mechanisms established   | 0 |    | 25 | 40 | 55 | 70  | DOE(S) - DEO             | Annual |
| <b>Sub Program 7.9 Increased transparency</b>  |   |    |    |    |    |     |                          |        |
| <b>Intermediate Outcome 7.9. Transparency in the provision of education introduced to improve trust between the government and citizens</b>        |   |    |    |    |    |     |                          |        |
| % Communication strategy implemented   | 0 |    | 20 | 40 | 60 | 80  | SED                      | Annual |
| Output 7.9.1 Communication between stakeholders within SED and outside improved to promote transparency  |   |    |    |    |    |     |                          |        |
| Number of reports on issues, reforms and progress of SED published for public use per year   | 0 |    | 1  | 2  | 2  | 2   | SED                      | Annual |
| Output 7.9.2 Public access to information improved at all levels   |   |    |    |    |    |     |                          |        |
| Number of measures introduced to increase public access to information   | 0 |    | 3  | 4  | 6  | 7   | DOE(S)-DEO               | Annual |
| <b>Sub Program 7.10 Constructive political engagement</b>  |   |    |    |    |    |     |                          |        |
| <b>Intermediate outcome 7.10. Political interest in education translated into an asset that supports systemic reform and improvements</b>          |   |    |    |    |    |     |                          |        |
| % of advocacy plan implemented   | 0 |    | 20 | 40 | 60 | 80  | SED                      | Annual |
| Output 7.10.1 Political leadership sensitised about the technicalities of education service delivery   |   |    |    |    |    |     |                          |        |
| Advocacy plan launched   | 0 | 1  |    |    |    |     | SED                      | Once   |
| Output 7.10.2 Standing Committee on Education of the provincial assembly engaged in advocacy of education reform                                   |   |    |    |    |    |     |                          |        |
| Number of presentations made to Standing Committee on Education on Education Reform  | 0 | 2  | 2  | 2  | 2  | 2   | SED                      | Annual |



## Implementation Matrix - Technical Education and Vocational Training

Table 16-15 Implementation Matrix - Technical and Vocational Education Training

| Program 8 – Technical and Vocational Education and Training  |   |  |           |    |    |    |    |                      |                |             |
|--|---|--|-----------|----|----|----|----|----------------------|----------------|-------------|
| Overall Goal 8. Increased employment of graduates of TVET  |   |  |           |    |    |    |    |                      |                |             |
| Target   | Strategies  | Activities   | Timelines |    |    |    |    | Cost Million in PKR. | Responsibility | Assumptions |
|  |   |  | Y1        | Y2 | Y3 | Y4 | Y5 |                      |                |             |
| Sub Program 8.1 Access and Participation   |   |  |           |    |    |    |    |                      |                |             |
| Sub Goal 8.1. Facilitate participation in TVET education to strengthen equal opportunities for all with special focus on women and girls and marginalised groups |   |  |           |    |    |    |    |                      |                |             |
| Female participation increased   | 8.1.1 Address entry side barriers to improve access and participation for females                       | I. Review and analyse entry side barriers and issues   | X         |    |    |    |    | RC                   | BTEVTA         |             |
|  |   | II. Engage communities and employers to address issues   | X         |    |    |    |    | RC                   |                |             |
|  |   | III. Expand training opportunities for females   |           | X  | X  | X  |    | TBD                  |                |             |
| Mapping study conducted  | 8.1.2 Invest in developing TVET infrastructure in deficit areas   | I. Carry out province wise mapping to identify deficit areas   | X         |    |    |    |    | 21.85                | BTEVTA         |             |
| Plan developed to establish TVET institutes  |   | II. Develop a phased plan to establish/functionalize TVET institutes in deficit areas                          | X         |    |    |    |    |                      | BTEVTA         |             |
| Province wide outreach campaigns launched through various media  | 8.1.3 Improve the perception of TVET for attracting more trainees for vocational and technical training | I. Launch campaigns to create awareness in order to change the perception of the community and popularize TVET | X         | X  | X  | X  | X  | 1.55                 | BTEVTA         |             |

|  |  |  |   |   |   |   |   |      |        |  |
|--|--|--|---|---|---|---|---|------|--------|--|
| and community mobilisation   |  | II. Make community mobilisation a part of TVET program roll out through engagement and partnership with community based organisations                  | X | X | X | X | X | R.C  | BTEVTA |  |
| Equipment provided to trainees to continue working in different trade                      | 8.1.4 Provide subsidised equipment to trainees   | I. Prepare proposal on provision of equipment for different trades at subsidised rates to trainees   | X |   |   |   |   | TBD  | BTEVTA |  |
|  |  | II. Prepare and implement the plan   |   | X | X | X | X |      |        |  |
| MoUs signed with the private sector for projects in PPP mode                               | 8.1.5 Develop public private partnership models for investment in TVET                         | I. Engage in consultation with the private sector on PPP models and areas of investments   | X |   |   |   |   | RC   | BTEVTA |  |
|  |  | II. Develop and implement plan in a phased manner  | X | X | X | X | X | TBD  |        |  |
|  |  | III. Sign MoUs for projects  |   | X | X | X | X | RC   |        |  |
| <b>Sub Program 8.2 Quality of TVET Provision</b>   |  |  |   |   |   |   |   |      |        |  |
| Sub Goal 8.2. Enhance the quality and delivery of TVET to improve graduates' employability |  |  |   |   |   |   |   |      |        |  |
| In-service training program revamped following a CPD approach                              | 8.2.1 Invest in improving quality of instruction through developing TVET Instructor capacities | I. Strengthen the in-service trainings through developing a Continuous Professional Development plan for TVET instructors in the short and medium term | X |   |   |   |   | 3.46 | BTEVTA |  |

|   |  |   |   |   |   |   |   |      |        |   |
|---|--|---|---|---|---|---|---|------|--------|---|
|   |  | II. Carry out TNAs for TVET instructors to develop needs based training programs  |   | X |   |   |   | 0.60 | BTEVTA |   |
| Teacher training content revised                        |  | III. Revise and update teacher training content to keep pace with technological advancements and market demands including skills to teach entrepreneurship skills |   |   | X | X | X | 1.63 | BTEVTA |   |
| Professionals are engaged by TVET to train the students | 8.2.2 Shift towards professionals in the teaching staff of TVET  | I. Assess requirements of different trades and market in terms of teaching requirements.  | X |   |   |   |   | 40   | BTEVTA |   |
|   |  | II. Formulate a policy to engage high end technical experts as trainers   | X |   |   |   |   | RC   |        |   |
|   |  | III. Hiring of professionals by TVET as per policy guidelines   |   | X | X | X | X | RC   |        |   |
| Training facilities upgraded as per market need         | 8.2.3 Strengthen the capacity of institutions to deliver market relevant and demand driven TVET programs | I. Undertake a capacity assessment  | X | X | X | X | X | 5.67 | BTEVTA | Upgrade training infrastructure, equipment and labs of institutes<br>Open up the training menu for women and girls to encourage |
| Entrepreneurship skills development program developed   |  | II. Develop a capacity development plan   | X |   |   |   |   |      | BTEVTA |   |

|   |   |  |   |   |   |   |   |      |        |                                       |
|---|---|--|---|---|---|---|---|------|--------|---------------------------------------|
| Enrollment in market driven and non traditional trades increased                    |   | III. Implement the capacity development plan   | X | X | X | X | X | R.C  | BTEVTA | participation in market driven trades |
| Career counselling function strengthened  | 8.2.4 Improve trainees' information of promising sectors and orienting them towards these sectors | I. Develop and strengthen career counseling services at the institute level  | X | X |   |   |   | R.C  | BTEVTA |                                       |
| Institutional mechanism for industry attachment developed                           | 8.2.5 Enhance quality of training through industry exposure                                       | I. Organise attachment with industries through apprenticeship/ internship/ on-the-job trainings                                    | X | X | X | X | X | 0.25 | BTEVTA |                                       |
| CBT courses developed and adopted   | 8.2.6 Develop collaboration between TVET institutions and industry to design the TVET curriculum  | I. Review / develop new TVET curricula in line with market demand based on CBT approach  |   |   | X | X | X | R.C  | BTEVTA |                                       |
|   |   | II. Adopt CBT courses developed by NAVTTC in TVET institutes   | X | X |   |   |   | R.C  | BTEVTA |                                       |
| Market assessment studies conducted   | 8.2.7 Develop training programs based on market needs   | I. Conduct market assessment studies to identify current and future needs of the local markets in different regions of Balochistan | X | X |   |   |   | 4.03 | BTEVTA |                                       |
| <b>Sub Program 8.3 Governance and Management</b>                                    |   |  |   |   |   |   |   |      |        |                                       |
| Sub Goal 8.3. Strengthen the governance of TVET for better management of the system |   |  |   |   |   |   |   |      |        |                                       |

|   |   |  |   |   |   |  |  |      |        |  |
|---|---|--|---|---|---|--|--|------|--------|--|
| Institutional capacity of BTEVTA strengthened                             | 8.3.1 Build the institutional capacity of B-TVETA to provide policy direction, regulatory oversight and coordination between the various public and private TVET institutions in Balochistan. | I. Develop B-TVETA by staffing the organisation through filling sanctioned posts   | X |   |   |  |  | R.C  | BTEVTA |  |
|   |   | II. Outline role and remit of BTEVTA along with specifying role of different departments responsible for TVET provision in Balochistan | X |   |   |  |  | 3.36 | BTEVTA |  |
|   |   | III. Develop a coordination and communication mechanism between the various departments  |   | X |   |  |  |      | BTEVTA |  |
| Quality standards are developed and quality assurance system put in place | 8.3.2 Develop quality standards for training providers in order to improve all aspects of the training process  | I. Develop a system, guidelines and mechanisms to implement a quality assurance system for TVET institutions                           |   |   | X |  |  | 3.64 | BTEVTA |  |



## Results Matrix - Technical Education and Vocational Training

Table 16-16 Results Matrix - Technical Education and Vocational Training

| Indicator   | Baseline         | Target |    |     |     |     | Data source | Frequency |
|---|------------------|--------|----|-----|-----|-----|-------------|-----------|
|   |                  | Y1     | Y2 | Y3  | Y4  | Y5  |             |           |
| <b>Program 8 – Technical and Vocational Education and Training</b>  |                  |        |    |     |     |     |             |           |
| <b>Overall outcome 8. Employment of TVET graduates enhanced</b>   |                  |        |    |     |     |     |             |           |
| Increase in percentage of TVET graduate employed disaggregated by gender <sup>88</sup>  | TBD              |        |    | 5%  | 10% | 10% | BTEVTA      | Annual    |
| <b>Sub Program 8.1 Access and Participation</b>   |                  |        |    |     |     |     |             |           |
| <b>Intermediate Outcome 8.1. Access to TVET education strengthened with enhanced equal opportunities for all, especially, women and girls and marginalised groups</b> |                  |        |    |     |     |     |             |           |
| % increase in number of TVET institutes disaggregated by gender and location  | Existing numbers | 5%     | 5% | 5%  | 5%  | 5%  | BTEVTA      | Annual    |
| Output 8.1.1: Entry side barriers addressed to improve access and participation for females   |                  |        |    |     |     |     |             |           |
| % female participation in TVET improved   |                  |        |    |     |     | 10% | BTEVTA      | Annual    |
| Output 8.1.2: TVET infrastructure in deficit areas developed  |                  |        |    |     |     |     |             |           |
| Number of TVET institutes developed in deficit areas on the basis of mapping study  | 0                |        |    |     |     | 5   | BTEVTA      | Annual    |
| Output 8.1.3: Perception of TVET for attracting more trainees for vocational and technical training improved  |                  |        |    |     |     |     |             |           |
| % age increase of persons who consider TVET as a viable option disaggregated by gender  | TBD              |        | 5% | 10% | 15% | 20% | BTEVTA      | Annual    |
| Output 8.1.4: Subsidised equipment provided to trainees to continue working in different trades   |                  |        |    |     |     |     |             |           |
| % Increase in percentage of TVET graduate self-employed in the relevant trades disaggregated by gender  |                  |        | 5  | 8   | 10  | 12  | BTEVTA      | Annual    |

<sup>88</sup> Baseline study will have to be conducted.

|  |     |     |     |     |     |     |        |        |
|--|-----|-----|-----|-----|-----|-----|--------|--------|
| Output 8.1.5: Public private partnership models developed for investment in TVET                               |     |     |     |     |     |     |        |        |
| Number of MoUs signed with private sector  | 0   |     | 1   | 1   | 2   | 2   | BTEVTA | Annual |
| <b>Sub Program 8.2 Quality of TVET Provision</b>   |     |     |     |     |     |     |        |        |
| <b>Intermediate Outcome 8.2. Enhanced quality of delivery of TVET Programs</b>                                 |     |     |     |     |     |     |        |        |
| % increase in graduation rate of TVET programs disaggregated by gender   | TBC |     |     |     |     | 10  | BTEVTA | Annual |
| Output 8.2.1: Capacities of TVET Instructor improved   |     |     |     |     |     |     |        |        |
| % of instructors benefitting from CPD by gender  | 0   | 10% | 20% | 30% | 20% | 20% | BTEVTA | Annual |
| Output 8.2.2: Professionals engaged by TVET to train the students  |     |     |     |     |     |     |        |        |
| Policy formulated on hiring of professional as trainers  | 0   | 1   |     |     |     |     | BTEVTA | Annual |
| % of Institutes implementing the policy  | 0   |     | 5%  | 8%  | 10% | 12% | BTEVTA | Annual |
| Output 8.2.3: Capacity of institutions strengthened to deliver market relevant and demand driven TVET programs |     |     |     |     |     |     |        |        |
| % of capacity development plan implemented   | 0   | 10% | 10% | 10% | 20% | 20% | BTEVTA | Annual |
| Output 8.2.4: Trainees' information and orientation of promising sectors improved                              |     |     |     |     |     |     |        |        |
| % Increase of trainees benefitting from career counselling by gender   | 0   | 10% | 20% | 30% | 40% | 50% | BTEVTA | Annual |
| Output 8.2.5: Quality of training through industry exposure enhanced   |     |     |     |     |     |     |        |        |
| % trainees with industry exposure <sup>89</sup> by gender  | TBC | 15  | 20  | 25  | 30  | 35  | BTEVTA | Annual |
| Output 8.2.6: TVET curriculum designed in collaboration between TVET institutions and industry                 |     |     |     |     |     |     |        |        |
| Number of CBT courses developed and adopted at the provincial level  | 0   | 10  | 10  | 10  | 10  | 10  | BTEVTA | Annual |
| Output 8.2.7: Training programs based on market needs developed  |     |     |     |     |     |     |        |        |
| Number of Market assessment studies conducted  | 0   |     | 1   |     |     | 1   | BTEVTA | Annual |

<sup>89</sup> Baseline to be determined. Given the feedback in the TWG the current % does not exceed 10.

| <b>Sub Program 8.3 Governance and Management</b>   |     |  |    |    |    |    |        |        |  |
|--|-----|--|----|----|----|----|--------|--------|--|
| <b>Intermediate Outcome 8.3. Strengthened governance and management of TVET sector</b>                                   |     |  |    |    |    |    |        |        |  |
| Number of annual meetings of BTEVTA  | TBC |  | 2  | 2  | 2  | 2  | BTEVTA | Annual |  |
| Output 8.3.1: Institutional capacity of B-TVETA strengthened   |     |  |    |    |    |    |        |        |  |
| Implementation rate of CD plan (%)   | -   |  | 15 | 35 | 50 | 65 | BTEVTA | Annual |  |
| Output 8.3.2: Quality standards for training providers in order to improve all aspects of the training process developed |     |  |    |    |    |    |        |        |  |
| Implementation rate of quality standards (%)   | -   |  |    | 15 | 25 | 50 | BTEVTA | Annual |  |



## 17. Summary of Education Sector Analysis

Education sector analysis conducted for the sector plan showed an education sector that, despite slow improvements, over the years continues to be broken at multiple places. An overwhelming number of children are not in schools. Many drop out of schools, while the remaining do not have adequate schooling opportunities. More girls are out of school than boys. All students, boys and girls, who have the opportunity to be in school learn way below par. The sector analysis identifies direct and indirect causes for the situation. It looks at the governance and management structures, processes and inputs to assess the reasons for the outcomes. However, it presents these findings with a limitation. The paucity of information, especially, in critical details due to either lack of data or research or both. That is why research and data (or lack of them) have been identified as important areas of reform to be specifically focused. The sector requires major changes in the approach to reform service delivery and to ensure equal opportunities to all children for a better future.

### 17.1. Challenges of the Context

Low population density is the most overarching feature with a large shadow on all development work. Balochistan covers 44% of Pakistan and houses only 6% of its population. Secondly, the province is multiethnic with multiple languages with Balochs and Pashtuns being the largest ethnic groups. According to the 1998 census, 55% of the population identify themselves as ethnic-Baloch<sup>90</sup>. Pashtuns consist 30% of the population, followed by Sindhi speakers at 6% of the total population. Followed by the Punjabis (3%) and Urdu-speakers (1%), who are often collectively referred to as the “settlers”. The Hazaras are another minority ethnic group with a population of approximately 500,000.

Strong tribal affiliations established through centuries dominate social and political decisions and, often, overwhelm the formal governance structures<sup>91</sup>. Strong patriarchy dominates social interaction and the household. Resultantly, Balochistan has the weakest gender statistics among all the provinces. Political, economic and social authority is almost always reserved for men. Of all the provinces of Pakistan, Balochistan has the lowest percentage of women (10%) who participate in major household decisions, including decisions pertaining to health care, major household purchases, and visits to family or relatives.<sup>92</sup> Similarly, Balochistan has the highest percentage of women who have experienced physical violence (49%) since the age of 15.

Other features of underdevelopment include high levels of poverty, poor health indicators, and low literacy rates. According to the multi-dimensional, Poverty Index 2016, Balochistan has the highest rate of multidimensional poverty among all provinces in Pakistan.<sup>93</sup> Nearly three out of every four persons in the province are living in multi-dimensional poverty. Similarly, Balochistan also has the highest average intensity of deprivation (55%) among all provinces. This means that each poor person in the province, on average, is deprived in more than half of the indicators included in the index. Multi-dimensional poverty in rural areas of the province (85%) is significantly higher than in urban areas (38%). Quetta, Kalat, Khuzdar, Gwadar and Mastung, in that order, are the least poor districts whereas Chaghi, Ziarat, Barkhan, Harnai, and Killa Abdullah respectively are the poorest districts in the province. The pace of progress has been uneven within the province.

<sup>90</sup> This figure also includes the Brahui-speakers of the province. Although Brahui is a different language and is believed to have different origin, Brahui-speakers identify themselves as a part of the larger Baloch ethnic group.

<sup>91</sup> Haris Gazdar, *Balochistan Economic Report: Background Paper on Social Structures and Migration* (Karachi: Collective for Social Science Research, 2007), pp.14

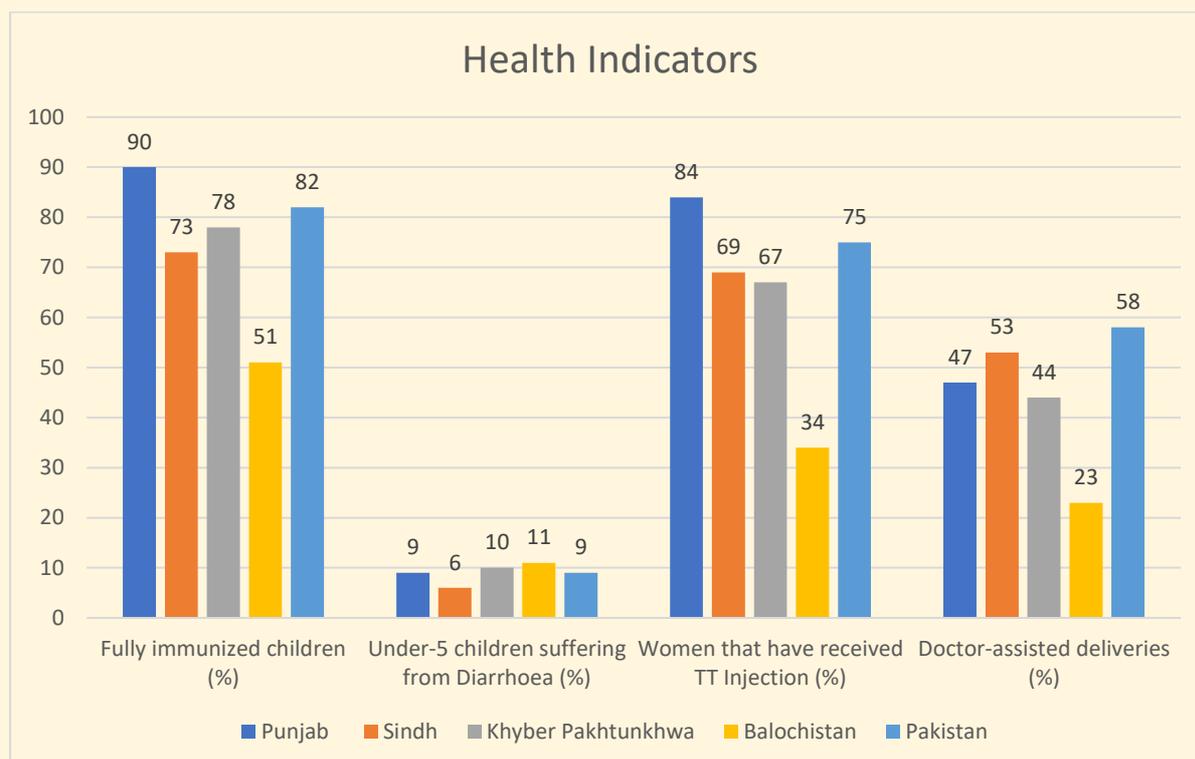
<sup>92</sup> PDHS 2017-18

<sup>93</sup> *Pakistan Multi-dimensional Poverty Index 2016*

Balochistan has the lowest percentage of fully-immunised children, highest percentage of under-five children suffering from Diarrhoea and lowest rate of contraceptive use (16%) of all provinces. It has the highest Maternal Mortality Rate (MMR) and second-highest rate of under-five mortality and stunting.

Figure 17-1 shows the basic health indicators: fully immunised children, children under 5 suffering from diarrhoea, women that have received TT injections and doctor-assisted deliveries. Balochistan has the lowest figures in all except children suffering from diarrhoea.

Figure 17-1 Health Indicators

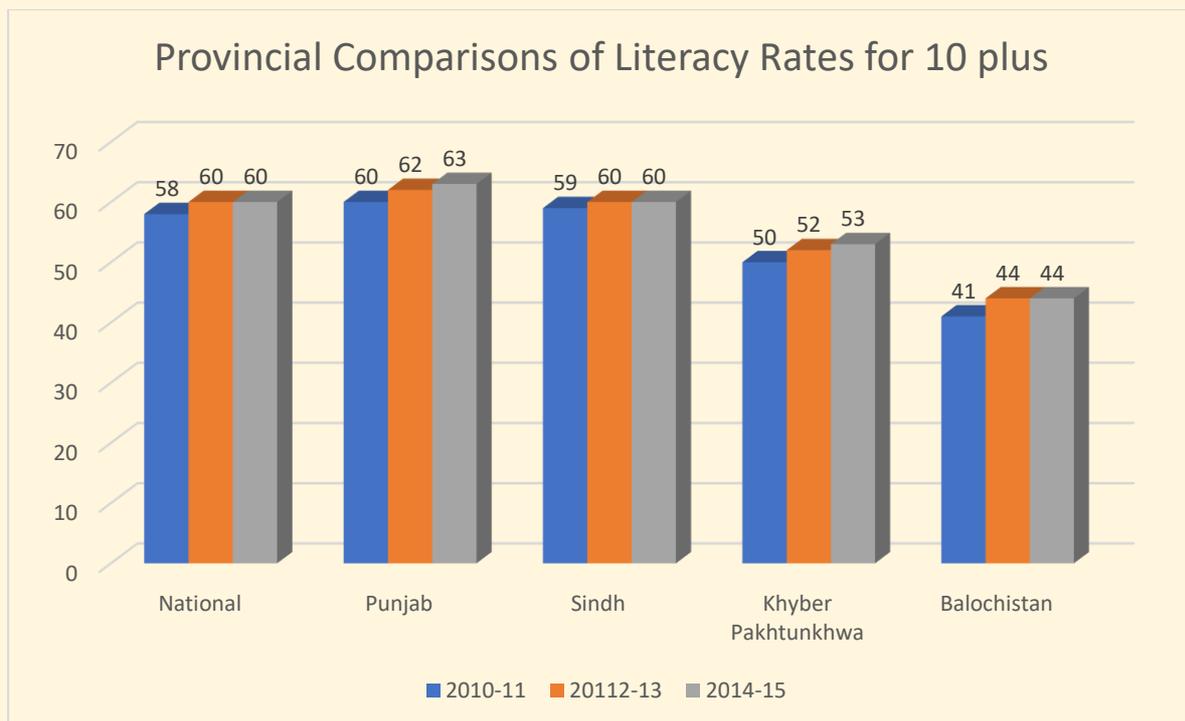


Source: PSLM 2014-15

The province also has the highest maternal mortality rates at birth as well as highest infant mortality rates at 78 per 1000 live births.

Similar to other indicators, Balochistan has the lowest literacy rates in the country. This holds true for both the 10 plus and 15 plus categories. In the 10 plus there is a slight improvement from 2010-11 to 2014-15, but still the values are about 9 percentage points lower than the next lowest of Khyber Pakhtunkhwa and 16 percentage points lower than the national literacy rate as presented in Figure 17-2.

Figure 17-2 Literacy Rates 10 Plus



*Source: Various PSLMs*

In the 15 plus category, the values go down for all jurisdictions but the gap between Balochistan and others increases. With Khyber Pakhtunkhwa, it enhances from 9 percentage points to 11 and from the national figure the gaps increases to 19 percentage points

Balochistan has remained a major destination for refugees coming from Afghanistan. According to the UNHCR, there are currently 324,280 registered Afghan refugees in the province.<sup>94</sup> There is also an equally large number of unregistered Afghan refugees in Balochistan. The ethno-linguistic ties between refugees and certain ethnic groups of Balochistan, mainly Pashtuns and Hazaras, make Balochistan prime destination for Afghan refugees. Over the past decade, many refugees have returned back to their country. However, a significant number still remains in the province.

The province is exposed to a number of natural hazards, including droughts, floods, earthquakes, and dyke or dam failures; landslides and cyclones. In the past, these hazards have resulted in some major disasters, such as the Ziarat earthquake of 2008 and the floods of 2010. Historically, Balochistan has faced the highest disaster risk from droughts, earthquakes and floods. Recurring droughts are among the most significant challenges faced by the province, with serious implications for livelihood. The main reason for droughts in Balochistan is lack of rainfall over an extended period of time.

## 17.2. The Education Sector

Overall poor performance of education is the result of inadequate performance in multiple areas. These include learning, access and participation, research and data and governance. TVET, the other sub-sector included, has even weaker results.

<sup>94</sup> UNHCR Website 2019

### 17.2.1. Learning

Learning levels of school children are very low. Results and feedback from various sources confirm this situation. Children cannot read and have very low skills in numeracy. The problem persists even for learners who manage to survive school and go on to universities.

In 2013 Pakistan Reading Project (PRP) funded by the United States Agency for International Development (USAID) conducted its baseline study. The results made two major revelations:

- I. 42% children were zero readers in Urdu. This means they could not even recognise a single word. This reads starkly with the rest of the country where the percentage was 22%
- II. Another 41% children read below the requisite standards

Table 16-1 below shows reading and numeracy skills for primary school children in grade 3 and 5.

*Table 17-1 Reading and Numeracy Skills of Primary School Children*

| Reading and Numeracy Skills of Primary School Children |   |                             |                        |  |                                 |                     |
|--|---|-----------------------------|------------------------|--|---------------------------------|---------------------|
| Region   | Class 3                                     |                             |                        | Class 5                                  |                                 |                     |
|  | Who can Read Sentence (Urdu/ Sindh/ Pashto) | Who can Read Word (English) | Who can do Subtraction | Who can Read Story (Urdu/ Sindh/ Pashto) | Who can Read Sentence (English) | Who can do Division |
| <b>Balochistan (Rural)</b>                             | 28.3  | 30                          | 59.9                   | 40.1                                     | 34.2                            | 43.2                |
| <b>Khyber Pakhtunkhwa (Rural)</b>                      | 54.6  | 57                          | 80.4                   | 57.9                                     | 54.9                            | 69.3                |
| <b>Punjab (Rural)</b>                                  | 56.6  | 53.4                        | 69.5                   | 68.6                                     | 64.5                            | 60                  |
| <b>Sindh (Rural)</b>                                   | 32.3  | 36                          | 44                     | 42.7                                     | 25                              | 31.8                |

*Source: Annual Status of Education Report 2018*

For most of the skills tested, Balochistan and Sindh have the lowest numbers. In Urdu reading of a sentence (a very basic grade 1 SLO as per the curriculum) only 28.3% could read a sentence in Grade 3. By Grade 5 only 40% could read a story in Urdu. The situation in English remains worse, as in Grade 3 Annual Status of Education Report (ASER) tests for reading one word in English, and in Grade 5 reading a sentence (again a very basic SLO for Grade 1).

In addition to the above classroom observations carried out for the sector analysis show that children only rote memorise. Critical analytical ability is not developed. This is depicted even in the case of those who manage to successfully survive school and complete, a minimum of, graduate education. Reports of the Balochistan Public Service Commission (BPSC) and the

Federal Public Service Commission (FPSC) speak of ‘declining standards of education’ and ‘cramming instead of in-depth analysis’ respectively<sup>95</sup>.

The learning crises in the province has resulted from gaps in three areas:

- I. The Learning Design
- II. The Teaching Learning Process
- III. Child Welfare

### **I. Learning Design**

The learning design includes curriculum framework, scheme of studies, curriculum and textbooks. The teaching-learning process includes teacher effectiveness and assessments and examinations. The latter having an overlap with the former and is, therefore, a sub-component of the teaching-learning process. And finally, child welfare; the most neglected component of the entire framework.

Learning design (consisting of curriculum framework, scheme of studies and textbooks) has emerged as a major source of poor learning in the analysis. It is disconnected from the realities of the child and resultantly fails good and bad teacher equally. The process of curriculum development is not fed by any research on the needs of the child when he or she enters school as well as, the requirements of the exit point, which means expectations and requirements of the world after school. All components of the learning design have been developed on a set of assumptions about the learners that do not hold except for a minute minority of urban elite. The most glaring, and damaging, example is the language policy. Children are expected to learn to read English and Urdu early in grade 1, whereas an overwhelming majority of them (about 99%) do not have any knowledge of the languages as they enter schools. Textbooks follow a similar pattern. Resultantly, the teacher cannot connect with the child. The design fails good and bad teachers equally.

### **II. Teacher Effectiveness**

While learning design incompatible with the reality of the child is an important factor in the outcomes, teacher effectiveness remains low overall due to other factors also: effectiveness being a result of performance-driven by motivation, competence and resources and availability. The teacher is a member of an organisation and not an independent actor. Therefore, an organisational lens has been used for the analysis. The results conclude that teachers are largely ineffective. This is due to low motivation, as well as, weak ability and a paucity of resources. Motivation is impacted by a number of factors. Teachers are not treated as autonomous professionals but as part of a power-based official hierarchy. Non-inclusion in decision making or feedback, absence of an effective grievance redressal mechanisms, limited opportunities for self-actualisation including an unclear career path forms the core set of causes for low teachers’ motivation. Salaries have generally improved for teachers and are a multiple of the average in the private sector. However, in case of primary school teachers, the lower grade (which means lesser salaries), and treatment as the lowest in the hierarchical rung, further dents the morale.

Teacher competency also remains weak. Again this may partly be due to unrealistic expectations of the curriculum. Irrespective, studies on teacher’s competence, and classroom observations for the ESA, clearly show that the majority of teachers lack content knowledge and have poor pedagogy. Teaching is a one-way traffic with students not encouraged to ask questions. Presence of multi-grade situations in almost 72% primary schools (with 43% being single teacher schools) further pushes the teaching-learning processes towards rote

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<sup>95</sup> Public service commissions have the mandate to conduct examinations for selection of personnel in officer positions including the elite federal and provincial civil services.

memorisation. Finally, when it comes to resources and facilities, the teachers face a similar situation as the child.

Teacher competency itself is a product of the quality of pre-service teacher education, recruitment processes employed and professional development processes. There are gaps in all three. Pre-service teacher education continues to be the weakest link. There are three public sector universities and 17 colleges of elementary teaching that run pre-service teacher education programs. The latter under the direct administrative control of the Secondary Education Department through the Bureau of Curriculum and Extension Centre (BOC&EC). Bulk of students study in these colleges. Faculty appointed in these colleges have inadequate qualifications and capability to run graduate programs. These were required to be upgraded as per the recommendations of the last ESP through a faculty development program. Such a program never got off the ground. For recruitment, the processes have become more merit-based in recent years but some confusion continues on qualifications; as individuals with the older, lower quality, certification can also apply for teaching posts. The entire teacher recruitment process requires a reassessment from, both, quality and quantity need perspective.

It will, at least in the long run, resolve the most immediate and serious concern of teacher availability in the majority of districts, especially, in rural areas and for females. The biggest shortage is of science, mathematics and language teachers. There has never been any detailed planning on meeting teachers' requirements both from a demand and a supply perspective despite the massive challenges. This lack of planning is one of the causes of teacher shortages. The other being even more damaging, politically driven deployments that fail to consider the needs of children in different areas. Many teachers, especially females, recruited against specific districts, get posted in larger cities through temporary arrangements that continue for years. There is a clear case of inefficient use of the available teacher resource.

Professional development of teachers was also identified as a weak area despite the recently initiated continuous professional program in limited districts. It is simply a supply-driven in-service teacher training approach. The Directorate of Education (Schools) that employs teachers does not recognise teacher professional development as its function and has left it entirely to the Provincial Institute of Teacher Education (PITE). This results in low priority accorded to Continuous Professional Development (CPD) in the Directorate and its field units. Areas like mentoring by headteachers, evaluations and peer learning are completely neglected as components of professional development. Even in case of the limited in-service teacher training capacity of Provincial Institute of Teacher Education (PITE) remains below par, and according to feedback received had very low impact. It requires major improvements.

### **III. Assessment and Examinations**

Assessments and examinations both within school and large scale, taken by the Balochistan Board of Intermediate and Secondary Education (BBISE) are of a poor quality that only test for memory. They reinforce rote learning and discourage critical analytical thinking.

### **IV. Capacity Limitations**

Overall, there are serious capacity limitations of all organisations producing quality products like curriculum, textbooks and assessments and also the implementing body: the Directorate of Education (Schools). More critically, there is an absence of a structured standards regime. The nationally developed Minimum National Standards for Quality Education (MNSQE) are at a very high level and will need standards at the input and process levels for each of the areas (curriculum, textbooks, teachers, assessments etc.) to operationalise their implementation. Even intermediate standards may need to be developed before the requirements of MNSQE can be met.

## V. Child Welfare

Finally, the child. Welfare of the child has been the most neglected area for improvements in the teaching-learning processes in the classroom. Much is not known about child welfare as it is a poorly researched area. The most data is available on health of the pre-school children. It indicates a worrying situation: Balochistan has the lowest percentage of fully-immunised children, highest percentage of under-five children suffering from Diarrhoea and the lowest intake of micro-nutrient intake in Pakistan. About 47% of children under the age of 5 are stunted. There is no information available on psycho-social development of the child. A few interviews conducted with public health workers provided some anecdotal evidence on neglect and even corporal punishment. Much more research is needed.

However, the limited data available clearly indicates that the child enters school with multiple disadvantages. Minimisation of these disadvantages requires quality early childhood education. Presently less than 10% of early childhood education is based on the required curriculum and delivered as per the requirements of a quality Early Childhood Education (ECE). Most children attend the traditional kachi classes where children of these levels are ignored in multigrade situations (72% of all primary schools are multigrade with 43% being single teacher institutions).

Once in school, disadvantages continue. Children face situations of missing facilities that include lack of functional toilets and water availability. Corporal punishment, bullying and a school environment with low regard for safety are common. There are no health inspections or preparation of children for emergencies. Even where laws like Balochistan Child Protection Act 2016 exist to prevent all types of abuses against children, including inside school, nothing has been implemented, and vulnerability of the child continues. In terms of attitudes, there are no processes to develop inclusiveness in the schools. There are some additions on gender in the recently developed textbooks, but there has been no assessment of needs of inclusion in multi-lingual and multi-ethnic classrooms. Neither the physical nor social environments of schools accommodate inclusion. Children remain vulnerable in a hierarchical school environment within a system that does not place them at the center of policies, plans and service delivery.

Children with special needs fare even worse. They have very limited opportunities. The Directorate of Special Education runs only 11 institutions. These do not fully cover the needs. There is no coordination with the Directorate of Education (Schools) to develop a structured process for inclusion of children with special needs, to the extent possible, into regular schools. This remains a low priority area. Even data is inadequate.

### 17.2.2. Access and Participation

The province has the highest percentage of out of school children, widest gender gaps and large areas without schools. The system of access, despite improvements in recent years, needs massive attention. A massive 65%<sup>96</sup> children between the ages of 5 and 16 are out of school. This is the worst percentage out of all provinces. Survival rates to Primary level in Balochistan is 41 compared to 67 – which is the Pakistan average.

Female disadvantage is evident from the gaps in net enrolment rates over the years. Two trends are evident. Net enrolment rates decrease with levels of education, and they are lower for females at each level with the rural female being the worst off.

<sup>96</sup> This is calculated by estimations based on the 2107 census, with an estimation that 40% are enrolled in private schools, along with a 12% (10% for boys and 2% for girls) enrolment in madrassas.

Table 17-2 Net Enrollment Rates 2014-15

| Net Enrolment Rates 2014-15 |              |              |                 |
|-----------------------------|--------------|--------------|-----------------|
|                             | Primary 6-10 | Middle 11-13 | Secondary 14-15 |
| <b>Overall</b>              | 56           | 26           | 15              |
| <b>Overall Male</b>         | 67           | 31           | 19              |
| <b>Overall Female</b>       | 42           | 19           | 9               |
| <b>Rural Male</b>           | 63           | 29           | 15              |
| <b>Rural Female</b>         | 32           | 13           | 5               |
| <b>Urban Male</b>           | 78           | 36           | 26              |
| <b>Urban Female</b>         | 65           | 30           | 16              |

*Source: Various PSLMs*

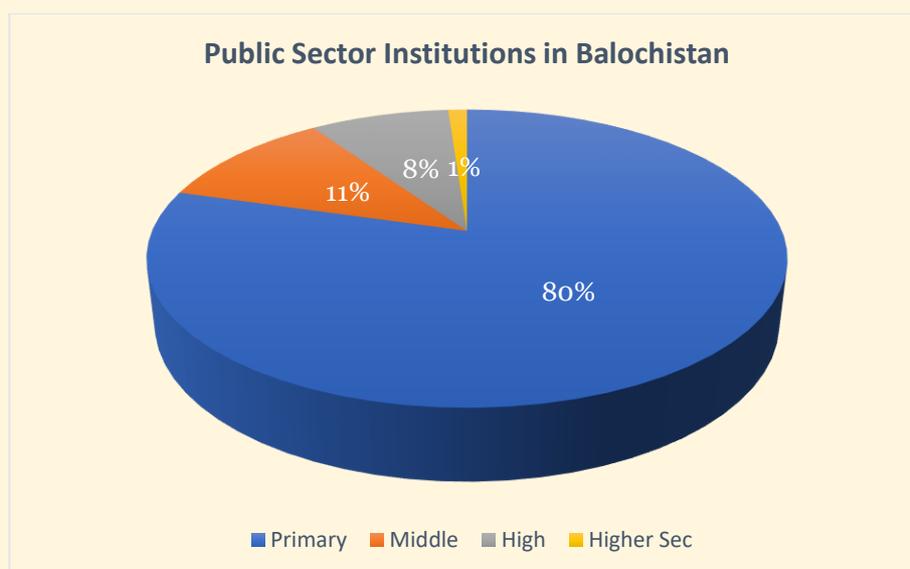
Rural females have a net enrolment rate of 5 only at the secondary level. About one-third of the urban female which at 16 is also low. Gaps in Net Enrollment Rate (NER) are also reflected in enrolments in government schools. The number of girls enrolled is almost half that of the boys. A Gender Parity Index of about 0.51 for enrolment in government schools.

The situation of overall low participation and gender gaps has causes on both the supply and demand side. Demand-side factors, even as they are poorly researched, are used more conveniently for lower female participation. Data shows otherwise. There is a positive correlation between increase in schools for females and enrolment. A stark example is increase in female participation in examinations of Balochistan Board of Intermediate and Secondary Education (BBISE). Participation of females increased by 193% from 2001 to 2015. During the same period, female secondary schools increased from 100 to 250, an increase of 150%.

Low access and participation indicators owe to a number of factors. These include inadequate coverage of population by schools, poor learning in classrooms and limited availability of post-primary opportunities. Again school availability for females is lower at each level. Female primary schools are 27% of the total, middle 41% and secondary 33 %.

Overall also Balochistan has the most skewed school's proportions. Primary schools constitute 80% of the all public-sector institutions in the province. Middle schools constitute 11% and secondary and higher secondary 8 and 1 percent, respectively.

Figure 17-3 Public Sector Institutions in Balochistan



On the demand side, poverty appears as the most important determinant for dropouts and overall out of school children. The high dropouts at primary level signify the increased opportunity cost for families as the older children support in income and non-income earning activities. With low expectations from education, families have few incentives to retain children in schools. There are other demand-side factors also. In case of females, early marriages also appear to play a role in discontinuation of education beyond certain grades. However, the demand-side considerations other than economic need to be researched better as knowledge is mostly speculative and limited.

In addition to generally low participation of the girl child, there are issues within school that have not been considered in her case. Many adolescent girls do not attend school due to lack of knowledge on menstrual health management. These specialised needs are missing in both society and schools.

A weak non-formal education system has not been helpful in reduction of out of school children and improvement of adult literacy. There are major gaps in governance as the singular Directorate with limited presence in the districts has struggled to expand NFE in the province or even manage the quality of the programs.

### 17.2.3. Research and Data

There has been progress on datasets design and expansion since the last Education Sector Plan. A more integrated, and expanded, EMIS now exists. It will roll out with time. However, there is still a need for a more comprehensive demand analysis of data and development of a culture of data use. There has been no assessment of data needs even for the fundamental documents like Balochistan Compulsory Education Act 2014 and Sustainable Development Goal 4. In case of the former, even indicators have not been developed while for SDG 4, no assessment has been made of the indicators to be used by Balochistan and the data needs thereof. Major gaps in data availability persist, including no information on private schools and madrassas. Meaningful reform, planning and monitoring of progress is not possible without generation and availability of data for the missing areas.

Research has remained as neglected, within the government, as it was five years ago. There has been no improvement in either the desire or the capacity to conduct research. Unless the situation is rectified, disconnect between needs of education on ground, and policy, plans, design and implementation will continue to widen. There has to be a recognition that a group

of experts around a table cannot supplant the need for hardcore academic research triggered as per need on an ongoing basis. The research functions of all quality organisations continue to be dormant, and there has been no effort to connect to research work and capacity of the academia. Resultantly, policies and plans continue to be developed either without or with very little research.

#### **17.2.4. Governance and Management**

Governance and management issues cut through all aspects of education service delivery. Under Governance and Management, the ESA focuses on the more overarching issues affecting the performance of the education system in Balochistan.

Increased spending on education has not translated into improved learning outcomes. The percentage of out-of-school children has not recorded any major reduction either. There are two major explanations for this. First, the overall education planning and resource allocation is not aligned with the goal of learning. Secondly, the education system has a weak ability to translate increased spending into better learning outcomes. This weak systemic ability, in turn, is explained by poor governance and weak management capacity of the education system in the province.

Governance and management issues cut through all aspects of education service delivery and are arguably the weakest link in Balochistan's education system. Governance issues include standards, regulation, information, accountability, transparency and politics. Management covers policy and legal frameworks, structures, processes (planning, implementation and monitoring and evaluation), and capacities. The issues of lack of standards and weak capacity are of cross-cutting nature and have, therefore, been dealt with throughout BESP.

Poor governance framework and weak management capacity at all levels of education (including schools) is arguably the most serious problem of education service delivery in Balochistan. Key governance and management challenges include but are not limited to weak policy, regulatory and legal frameworks, ad hoc and centralised planning, inefficient HR management system, lack of clarity over mandates, unavailability and opacity of data on performance, low accountability, and lack of sustained political support. Most other problems in the education sector are somehow linked to poor governance and management. Prevalence of these issues means that the education system lacks the capacity to efficiently and effectively utilise available physical, human and financial resources. It also implies that increased availability of resources for education alone may not address the crisis of learning and low access.

The governance and management challenges explained above are compounded by the large, complex, and multi-layered organisational structure of the Secondary Education Department. With an employee strength of nearly 79,000 personnel spread horizontally and vertically across all tiers of governance (province, division, district and school), the SED is the largest department in the province in terms of human resource and infrastructure. SED's 13,874 schools are spread across all tehsils and districts of the province. Nearly one million children attend these schools. The province is also home to a large number of Madrassahs and private schools. The latter have experienced mushroom growth over the last couple of decades. While the number of schools and students has increased, the fundamental management structures have remained, largely, unchanged even though there have been incremental changes.

#### **17.2.5. Technical and Vocational Education and Training**

The main problem in technical and vocational training and education is the failure to get most of its graduates absorbed into the market. It also results in low attraction of youth to participate in the sector. Absence of market research, weak governance capacity, lack of coordination with the market and non-utilisation of the capacity of the private sector are some

of the key causes that impede development of the sector. Again options for females are limited. Only 35% of participants are women, mostly in low mobility trade



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Facilitated the BESP development with Financial and Technical support



Facilitated the BESP development with technical support and Assistance to Secondary Education Department, Government of Balochistan through PPIU



Engaged by UNICEF to Oversight the BESP Development and capacity building of SED to ensure International standards of Sector Plan Development



Technical Consultant team to assist PPIU, Secondary Education Department for development of BESP through UNICEF