Killa Saifullah District Education Plan
(2016-17 to 2020-21)

Table of Contents

List of Acronyms

DEO	District Education Officer
EMIS	Education Management Information System
BEMIS	Balochistan Education Management Information System
BISE	Board of Intermediate and Secondary Education
BBISE	Balochistan Board of Intermediate and Secondary Education
NER	Net Enrolment Rate
GER	Gross Enrolment Rate
GPI	Gender Parity Index
ECE	Early Childhood Education
UC	Union Council
PSLM	Pakistan Social and Living Standards Measurement
ASER	Annual Status of Education Report
OOSC	Out Of School Children
PTSMC	Parents Teachers School Management Committee
BEF	Balochistan Education Foundation
NEF	National Education Foundation
ALP	Alternate Learning Path
GIS	Geographic Information System
DRR	Disaster Risk Reduction
BOC	Bureau of Curriculum
BTBB	Balochistan Textbook Board
CPD	Continuous Professional Development
PITE	Provincial Institute of Teacher
GCE	Government Colleges of Elementary Education
DOS	Directorate of Schools

NTS	National Testing Service
B.Ed.	Bachelor of Education
HEC	Higher Education Commission
ICT	Information Commination Technology
ADEO	Assistant District Education Officer
LC	Learning Coordinator
NGO	Non-Government Organization

List of Figures

List of Tables

1 Introduction

Killa Saifullah district education sector plan flows from the provincial Balochistan Education Sector Plan (BESP). Many of the strategies in the document derive from the BESP but have been adjusted according to the needs of the district and its position, and limitations, in the governance structure. The aspects of access, equity, quality and governance and management have all been covered.

It appears that district options get most limited in case of quality as most quality related supply institutions are at the provincial level. However, the sector plan emphasizes the need for the district to get more involved, and proactive, approach. Also they need to take more responsibility for quality of the teaching and learning process.

Killa Saifullah district faces a number of education related challenges in terms of access and quality both. Article 25-A of the Constitution of the Islamic Republic of Pakistan has been made the basis of the targets faced by the district. BESP also used the same framework for the provincial indicators. The Article stipulates free and compulsory education for children between ages 5 to 16 as a fundamental right. The Constitution allows each province to prepare its own law for implementation. Government of Balochistan has already passed 'The Right to Free and Compulsory Education Act 2014'. This Act makes the government responsible for bearing all the education-related costs inclusive of stationery, schoolbags, school meals and transport for the children falling in the aforementioned age group. This bill further stipulates that free and compulsory education is imparted to every child regardless of sex, nationality or race in a neighborhood school.

Table 1.1: Indicators Framework

Indicator	Current (%)	Target
NER Primary	82	≈ 100
NER Middle	35	≈ 100
NER Secondary	16	≈ 100
Survival Rate Primary	37	≈ 100
Survival Rate Middle	54	≈ 100
Survival Rate Secondary	77	≈ 100
Transition Rate Katchi to Primary	64	≈ 100
Transition Rate Primary to Middle	56	≈ 100
Transition Rate Middle to Secondary	73	≈ 100

Table 1.1 shows the set of indicators for Article 25 A, or more directly, the 'Compulsory Education Act 2014. These cover a wide array. It can be seen that the results cannot be achieved with a focus on access alone. Quality of education will need to be improved to ensure better survival rates and also increased effort is required in quality early childhood education.

BESP has already indicated this and a provincial policy on ECE has been made. These need to be implemented.

The Killa Saifullah District Education Sector Plan is cognizant of the horizontal and vertical relationships across the various strategies. Where required, these linkages have been mentioned in the sector plan. In addition to the chapter on methodology and implementation, which follows this one, access and equity, quality and governance and management have been covered.

Each chapter discusses the situation and the problem and is followed by a set of objectives and strategies for improvement.

2 Methodology & Process

The exercise was drawn on experience gained in the past through the preparation of district EFA plans, as well as Early Childhood Education (ECE) Provincial Plans. Additionally information was gleaned from other sources and a widespread consultative process was launched in each district.

2.1 Methodology

Methodology adopted for development of district education sector plans was a blend of desk research and field consultations with relevant stakeholders and key informants.

2.1.1.1.1 Desk Research

Desk review involved consulting the BESP, Provincial Education Sector Analysis, District EFA Plans, ECE Policy, District ECE Plans, BEMIS, District budgets (3 to 5 years), population projections, Economic Survey and ASER reports and any other relevant study.

2.1.2 Consultations

It involved qualitative interviews with district officials and relevant stakeholders. The questionnaire for qualitative in-depth interviews were developed on the issues around economic endowments of the districts, linguistic issues, rural and urban divide, gender issues and qualitative issues in education, specific to the district. The consultations helped develop district level priorities. Education providers from private sector and senior educationists in the district were also consulted.

2.1.3 Stakeholders Involvement

Stakeholders involved throughout the processes for development of district plans to gain their commitment. District Education Authorities/Managers, school level personnel, community, district administration, and political leadership, PPIU, DOS, and CSOs working at district level and other relevant stakeholders regularly involved through consultations. The support from these stakeholders was very crucial for the success of this exercise. Specifically there were initial meetings with district education officials to explain the concept and process, sharing of identified strategies and targets with DOS, PPIU and also districts and divisional officers for their feedback after the prioritization of strategies and target areas and finally before finalization of district plans, the initial drafts will be shared with relevant stakeholders.

2.2 Process for DEPs Development:

A three step process was followed for the development of district plans. At the first step sector analysis was conducted followed by identification and prioritization of strategies (picked from within BESP) for the districts. District plans were developed using these strategies.

Sector Analysis	→	Strategies	→	District Plans

2.2.1 Sector Analysis:

Education sector analysis was conducted for each district. Following set of indicators related to access and quality were proposed for sector analysis.

Access
Out of school children
School Availability Gap
Net Intake Rate (Primary)
Net Enrolment Rate Gap
GPI (GER) & GPI (NER)

Quality
Teachers
Students Teachers Ratio (Male & Female at School Level)
Survival and Completion Rate
Textbook Dissemination and Feedback
Assessment / Learning Outcomes

Non salary financial allocations, school environment, poverty and opportunity costs was also used as indicators, apart from the indicators in the above table.

District profiles were developed at the outset covering districts specific contexts related to socio-economic and ethno linguistic issues, demographics, sources of income. Year, gender and age wise population projections were made. Budgetary allocations to Primary, Middle, High, Higher Secondary schools and Elementary Colleges were analyzed for past 5 years. Education performance was analyzed in terms of access, quality of learning, governance and management and equity to determine the internal efficiency of education system performance of each district. Data analysis were also part of this exercise to see the trends in key education indicators as mentioned in the above table. Information from Elementary Colleges was also gathered and analyzed. Gender gaps were also analyzed in the process. Information gaps, if identified during the sector analysis, entailed development of strategy for filling these gaps. Estimates were used for sector analysis where there is any information gap and data cannot be obtained.

2.2.2 Identification and Prioritization of Strategies:

Key strategies were identified based on the sector analysis of the districts. Strategies were not devised ab initio rather, as already mentioned; these were taken from the

Balochistan Education Sector Plan. The broad priorities, strategies identified in BESP were translated in terms of district level strategies and targets for quality, access, governance and management and equity as applicable, based on the sector analysis results.

2.2.3 Finalization of District Plans:

Based on the identification and prioritization of strategies detailed action plans (Result Matrix and Implementation Matrix) for the districts were developed with each plan spread over five years. The district plans included specific actions for each prioritized area and target, indicators for implementation and monitoring, a steering and management structure at district level along with reporting mechanism for both the district and provincial levels. Costing of the district plans will be carried out using the population projections of the respective districts and financial model of the Balochistan Education Sector Plan

3   Killa Saifullah District Profile

Killa Saifullah was part of District Pashing; it was notified as separate district in 1993. Tehsil Chaman is headquarter of the district. The district is located in the north-east of Balochistan, sharing its northern and western boundaries with Afghanistan. Pishin District is in the east and Quetta District is in the south. Killa Saifullah District is inhibited mostly by Pushtoons. The major tribes of the district are Kakar, Tareen, Syed and Achakzai. Kakars are in the majority in Tehsil Gulistan, while Achakzais dominate Tehsil Chaman. There is no ethnic differentiation among them because they speak a common language, have the same religion and share common cultural values. Pushto is the prevailing language, while Urdu is also understood and spoken in urban areas.Total area of the district is 5,263 square kilometers.

Figure 3.1: District Map
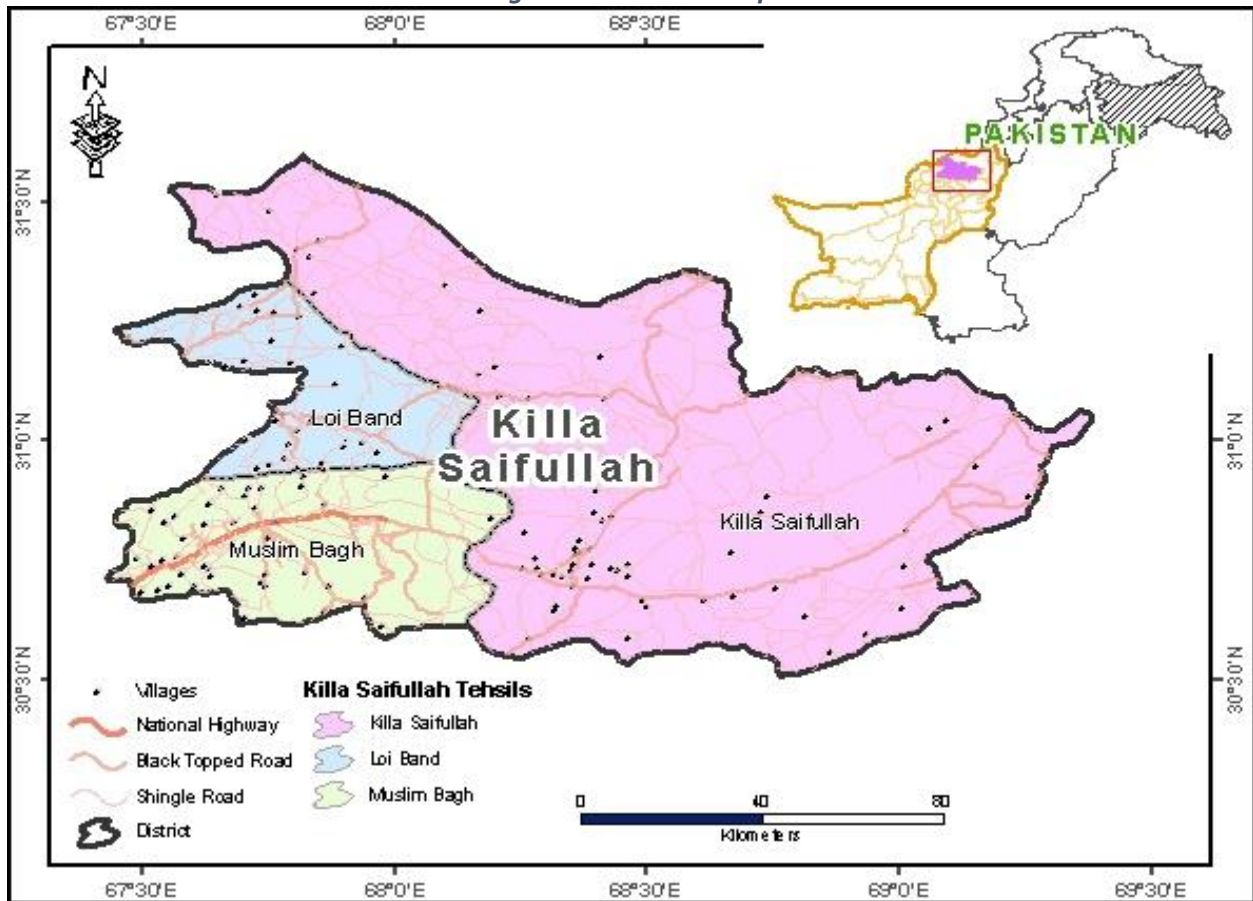
Administratively the district has been divided into three tehsils of Dobandi, Gulistan and Killa Saifullah. The tehsils are further divided into 25 union councils.

Table 3.1: Tehils of District Killa Saifullah

Tehsils	Killa Saifullah	Loi Band	Muslim Bagh
Union Councils	Akhterzai, Badini, Batozai , Musafer Pure, Saddar Killa Saifullah, Sheren Jogazai, Tubli, Town Killa Saifullah, Band	Loi Band , Murhga Faqirzai	Kan Mehterzai, Kanchogi, Nasai, Saddar Muslim Bagh, Town Muslim Bagh

3.1   Population

According to the 1998 census the total population of the district was 194,000 which included 103,606 Males (53%) and 90,394 Females (47%). With the annual growth rate of 1.58%[1] the projected population of the district in 2015 is estimated around 253 thousands in which males would be around 135 thousands (53%) and females about 118 thousands (47%). The average household size was 7 persons per household according to the Censuses of 1998. In 1998, approximately 28 people resided per square kilometer area, whereas in 2010 only about 34 persons lived per square kilometer[2]. Population density in the district is lower as compared to other districts in the province as well as In comparison with other provinces in Pakistan.

Table 3.2: District Population

Population						
	1998	2005	2010	2014	2015	2020
Total Population	194,000	216,501	234,153	249,306	253,245	273,894
Male	103,606	115,622	125,049	133,142	135,245	146,273
Female	90,394	100,879	109,104	116,164	118,000	127,621

Source: PSDP 2011-12. P&D Department, Government of Balochistan (based on Provincial Census 1998).

[1]UNICEF and P&D Department, Government of Balochistan, District Development Profile, 2011.1
[2]bid

3.2   Economic Endowments

Killa Saifullah falls in the cold agro-ecological zone bearing a total potential agricultural area of 255,183 hectares (Agriculture Statistics, 2008-09), which is approximately 37.4% of the total geographical area of District Killa Saifullah. Major Rabi crop was Wheat followed by vegetables sharing 62% and 30% of the total Rabi crop area respectively. Major Kharif crop was fruits followed by vegetables sharing 94% and 1.3% of the total Kharif crop area respectively. The vegetables production was 105,672 tons remained the highest for the year 2008-09 followed by Barley at 2,206 tons. Among the fruits, Plum produce was the highest with 11,870 yield kg per hectare. Other major fruit produce was Almond, Apple, Apricot, Grapes, Peach, Pear, Pomegranate and Cherry. Livestock sector provides rich food such as meat, milk, eggs, poultry meat but also produces essential raw material such as manure, offal, trotters, hides and skins, wool and blood for various kind of industries. More than 80% of the livestock population comprises small ruminants which show that people prefer small ruminants as compared to large ruminants may be because of small scale agricultural activity in the district and availability of fodder. Household women and children usually look after the small ruminants. District Killa Saifullah is granted by the nature with several mineral concessions such as, Chromite, Magnesite, Marble, Asbostos, Amethyst, Gabbro, Iron Ore, Limestone and Copper

3.3   Poverty & Child Labor:

In Killa Saifullah, poverty is wide spread therefore; the children not only share the economic burden of their family by herding the livestock but also learn their family trade which may be seen as apprenticeship. Most of the working children in Killa Saifullah district are involved in livestock grazing. Very few children work at hotels, car and engineering workshops, bicycle repair shops, blacksmith shops, tunnors (loaf makers), hair cutting saloons and tailoring shops. In most of the cases children work here as apprentices and are paid a little amount as stipend. In the localities far from settled villages, where water is not available in the house, children are supposed to fetch water and sometimes to collect fuel wood. In the livestock farming communities, they herd cattle and help in cattle raising. Sometimes children are engaged for picking fruit. Although all the tasks children perform are considered a help to their families, these activities actually keep them from going to school. The girls are not being allowed to go to school or taken off because their presence is needed at home, to look after younger siblings and help in household chores, collection of water, etc.

3.4   State of Education

State of Education in district Killa Saifullah is not very different from education situation in other districts in Balochistan. Access and quality indicators of the district are very weak. The district suffers from multiple issues in the backdrop of poverty and cultural constraints.

The education sector in the district comprises of public and private schools with varying quality. A total of 580 schools are operated by the public sector which include of primary, middle, high and high secondary schools. 97% percent of these schools are in rural areas and only 3% in urban areas. Rural urban breakdown of the public sector schools on the basis of level of education and gender is shown in the table.

Table 3.4: Public Sector Schools

Public Sector Schools –Killa Saifullah									
	Urban			**Rural**			**Total**		
	Boys	**Girls**	**Total**	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**
Primary	13	1	14	399	105	504	412	106	**518**
Middle			0	26	13	39	26	13	**39**
High	2	2	4	14	4	18	16	6	**22**
H/Sec			0	1		1	1		**1**
Total	**15**	**3**	**18**	**440**	**122**	**562**	**455**	**125**	**580**

Source: BEMIS

PSLM data shows a low literacy rate in Killa Saifullah as compared to other districts, it is ranked 11th with Literacy rate of 22% in 15+ population and 37% in 10+ population. Killa Saifullah has one of the lowest in female literacy with 6% literacy rate of 15+ population and 18% in 10+ population. However, the situation in male literacy is much better when compared with the female literacy. The figures, do not present a good picture when compared to other districts of the province in general and the districts of other provinces in particular.

Table 3.3: Literacy Rates in the District

Literacy Rates						
	10+			**15+**		
	Male	**Female**	**Total**	**Male**	**Female**	**Total**
2005	30%	8%	**20%**	27%	6%	**17%**
2007	48%	11%	**30%**	40%	7&	**23%**
2009	57%	12%	**37%**	47%	6%	**29%**
2011	49%	12%	**33%**	44%	8%	28%
2013	53%	18%	**37%**	36%	6%	22%

Source: Various PSLMs

Access and quality of education in the district is not very promising. Low population density leaves a lot of settlements without school and within the existing schools there are enrolment gaps. Missing facilities like water and toilets adversely affects the enrolment and retention. School availability bottleneck that appears at the primary to middle and secondary to higher secondary level further hampers the access situation. Teaching learning quality is a key concern in Killa Saifullah district. Annual Status of Education Report 2014 shows poor learning outcomes of the students which leads to the low survival and transition rates. Access and quality of education are discussed in detail in the sections 4 and 6 of the sector plan.

4   Access & Equity

Enrolment

In 2013, NER at primary level was only 82%, at middle level NER was 35% whereas NER secondary is on the lower side as it stood at 16% (Table 4.1). Based on the data tabulated (Table 4.1) and presented (Figure4.1) the net primary, middle and secondary enrolment rate shows a constant improvement during the five years. However, they are still way behind the target of 100%, especially in the case of middle and secondary level. So the government will have to make drastic changes to improve the rate of increase of NER.

Table 4.1: NER Public Schools

NER of Primary, Middle and Secondary Education (Public Schools)			
	Primary (6-10)	Middle (11-13)	Secondary (14-15)
2004-05	30%	6%	2%
2006-07	58%	23%	13%
2008-09	58%	23%	12%
2010-11	39%	24%	14%
2012-13	82%	35%	16%

Source: Various PSLMs

Figure 4.1: NERs Primary, Middle & Secondary Levels (Public Schools
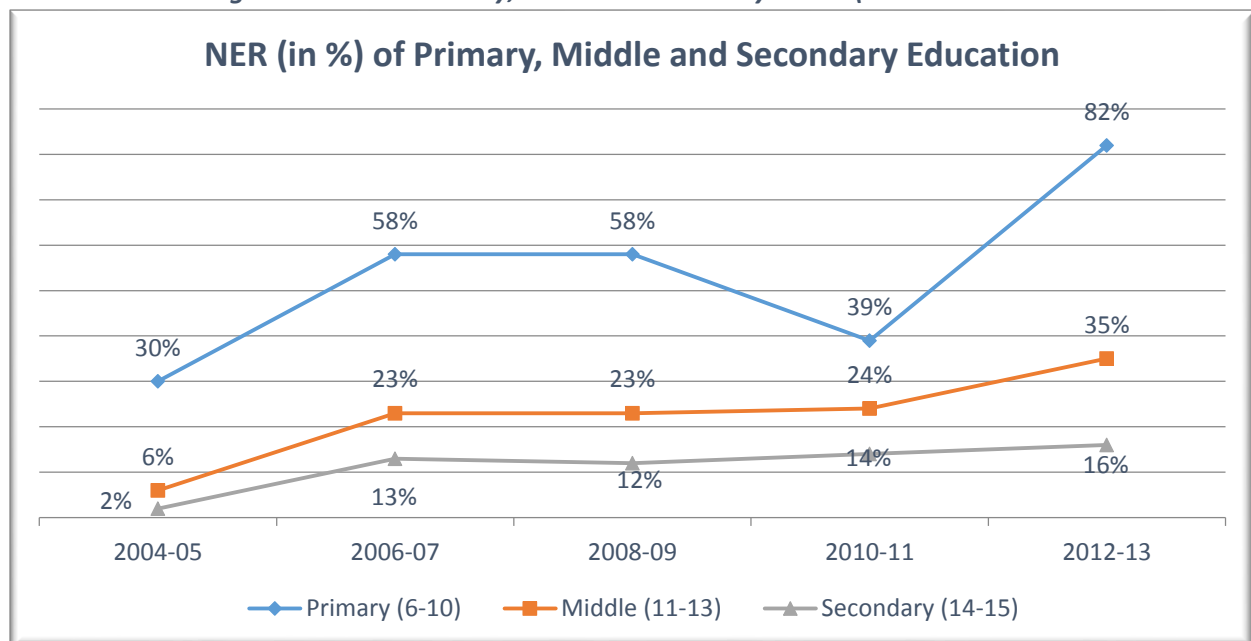
Source: Various PSLMs

However the NER increase cannot be ensured through access based interventions only. Qualitative improvements, as seen in the following chapter, will also need to be introduced.

Gender Gap in NERs

The gender gaps in NER are assessed through calculating Gender Parity Index (GPI). At all levels, since 2005, GPI is heavily in favor of males. The huge gaps reflected in the table 4.2 are a clear indicator that serious interventions are required in the district to reduce the gender gaps and increase the overall enrolment of both genders.

Table 4.2: GPI (NER) at Primary, Middle and Secondary Levels (Public Schools)

GPI (NER) at Primary, Middle and Secondary Education Levels (Public Schools)			
	Primary (6-10)	**Middle (11-13)**	**Secondary (14-15)**
2004-05	0.52	0.89	0.92
2006-07	0.33	0.32	0.21
2008-09	0.40	0.29	0.28
2010-11	0.53	0.29	0.21
2012-13	0.66	0.18	0.15

Source: Various PSLM

Figure 4.2: GPI at Primary, Middle & Secondary Levels (Public Schools)
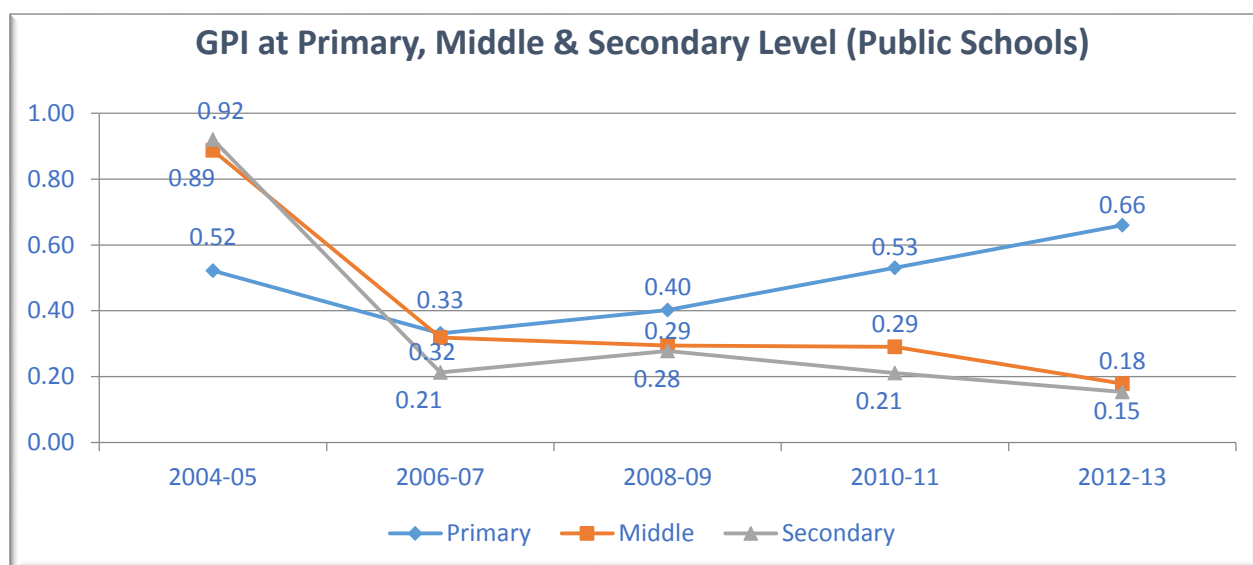
Source: Various PSLM

Out of School Children

The absence of population census since 1998, non-availability of data on age cohorts and growth trends and the inability to factor in the private sector adequately makes it difficult to determine the number of out of school children. For the sector plan the number of out of school children has been calculated on the basis of NER with a 10 percent error margin introduced.

According to the estimates there are approximately 41,481 number of out of school children of age 6 to 15 in the district. This constitutes 60% of the total 69,312 children of school going age (6-15).

Table 4.3: Out of School Children Estimates

Out of School Children Estimates				
	Age 6-10	**Age 11-13**	**Age 14-15**	**Total**
Total Pop	43,716	16,118	13,621	73,455
Enrollment	23,847	2,820	1,164	27,831
In Public School	19,354	2,820	1,164	23,338
In private School	968	0	0	968
In Madrassa	3525	0	0	3,525
Out of School	19,869	13,298	12,457	45,624
OOSC%	45%	83%	91%	62%

Figure 4.3: Level Wise OOSC Percentage
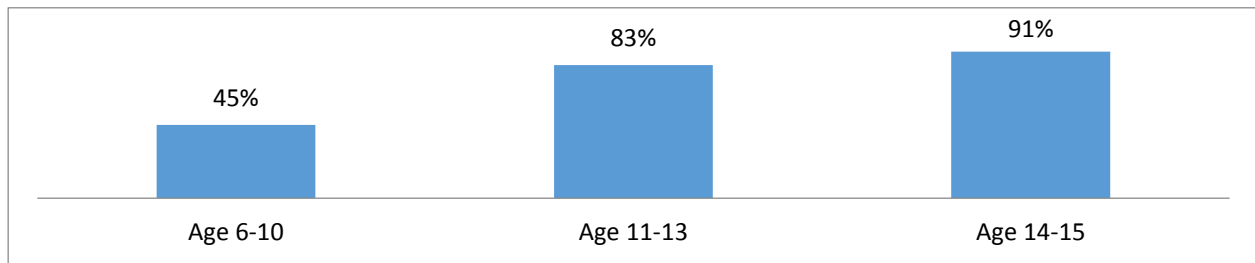
Level wise 45% of the primary school going age children are out of school. The percentage of out of school children increases at the middle and secondary school level where 83% and 91% are out of school respectively.

Gender & Level wise OOSC% (Public Schools)

	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	51%	62%	79%	87%	90%	93%	65%	73%
	6-10 Primary		11-13 Middle		14-15 Matric		Total	
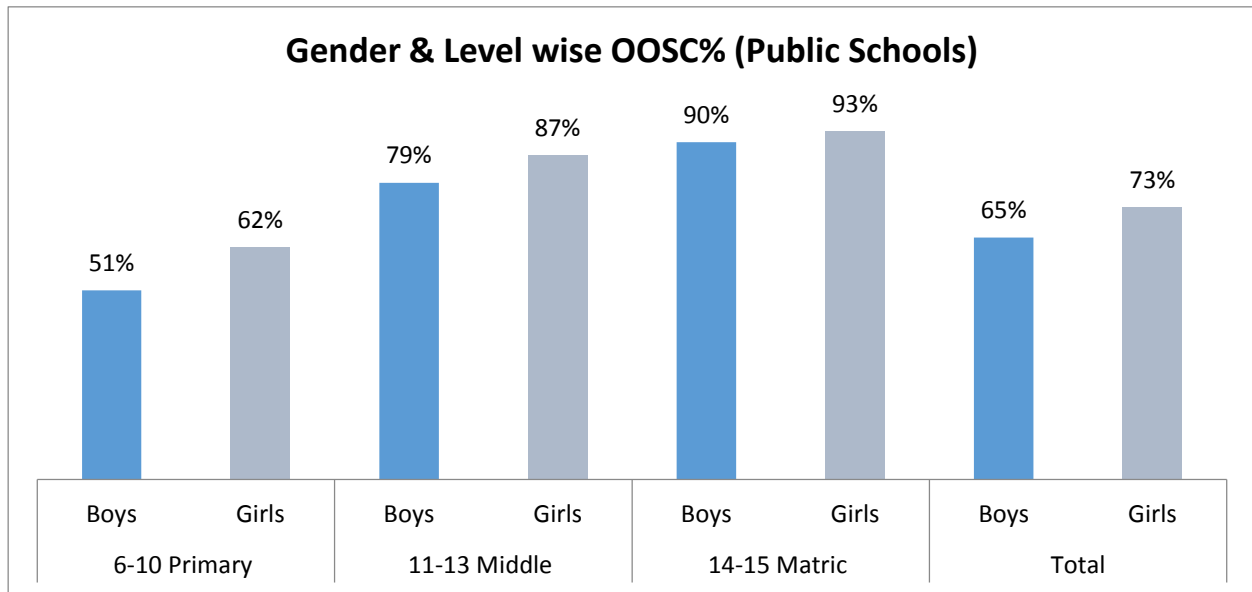
Gender wise 65% boys and 73% girls of 6-15 age groups are out of school. The figure above shows the out of school children level and gender wise. Around 51% boys and 62% girls of age 6 to 10 are out of school. The percentages increase beyond primary where 87% girls, 79% boys of age 11-13 and 93% girls and 90% boys of age 14-15 are out of school. The data reveals that more boy's complete primary and middle than girls but by secondary classes the percentages begin to converge. It, again, shows an overall failure.

The out of school children not only include children who never enrolled but also those who drop out of school. Killa Saifullah also faces the issue of dropouts at primary and middle level. The survival rate in 2013-14 was 37% at primary level and 54% at middle level. According to 2013-14 BEMIS data, survival rate of girls is 33% at primary level whereas it is 40% for boys at primary level.

Figure 4.5: Survival Rate 2013-14

Survival Rate 2013-14 (BEMIS)

	Primary	Middle	Secondary	Primary	Middle	Secondary	Primary	Middle	Secondary
	40%	50%	80%	33%	67%	71%	37%	54%	77%
	Boys			Girls			Total		
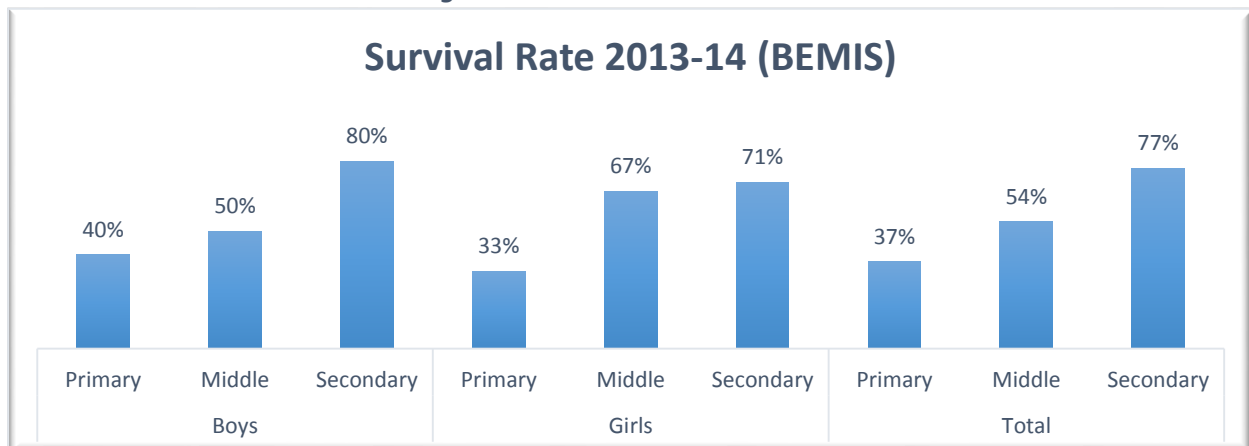
Table 4.4: Survival Rate 2013-14

Survival Rates								
Boys			**Girls**			**Total**		
Primary	Middle	Secondary	Primary	Middle	Secondary	Primary	Middle	Secondary
2009-10		117%			95%			110%
2010-11	74%	99%		59%	114%		70%	104%
2011-12	82%	91%		63%	92%		77%	91%
2012-13 37%	65%	83%	35%	63%	92%	36%	64%	86%
2013-14 40%	50%	80%	33%	67%	71%	37%	54%	77%

The figure 4.6 below provides transition rates from Kachi to primary, primary to middle and middle to secondary. Transition rate remained almost same in the last 5 years.

Figure 4.6: Transition Rate

Transition Rate - Kachi to Primary- Primary to Middle & Middle to Secondary
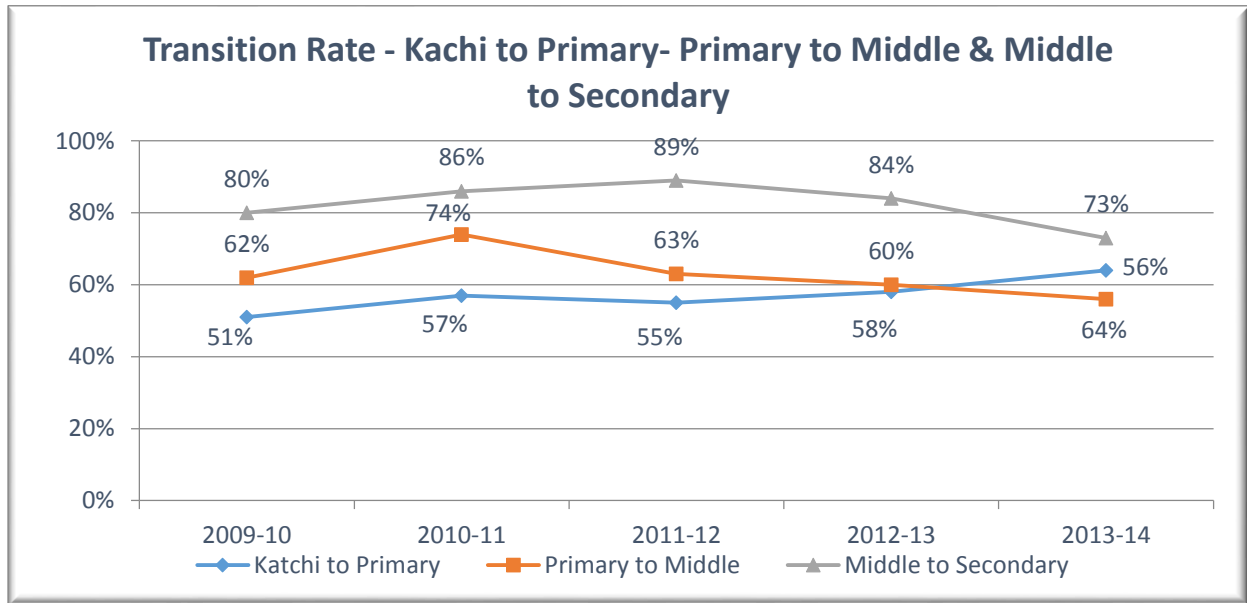
Source: BEMIS

Table 4.5: Transition Rates

	Boys			**Girls**			**Total**		
	Katchi to Primary	Primary to Middle	Middle to Secondary	Katchi to Primary	Primary to Middle	Middle to Secondary	Katchi to Primary	Primary to Middle	Middle to Secondary
2009-10	47%	66%	80%	58%	54%	81%	51%	62%	80%
2010-11	57%	84%	90%	56%	56%	76%	57%	74%	86%
2011-12	58%	74%	86%	51%	44%	101%	55%	63%	89%
2012-13	57%%	68%	72%	59%	46%	119%	58%	60%	84%
2013-14	63%	63%	67%	66%	44%	87%	64%	56%	73%

Source: BEMIS

4.1   Equity and Inclusiveness

The Glossary of Education Reform lists out several perspectives of equity and inclusiveness; societal, socioeconomic, cultural, familial, staffing, and instructional. The sector plan uses these perspectives to analyze equity and inclusiveness in the district. Societal and cultural equity and inclusiveness is linked to the existence of bias and prejudice free society that does not generate any discrimination on the basis of race, ethnicity, language, religion, gender and disabilities. Like other districts in Balochistan marginalization of certain groups exists in district Killa Saifullah. In most of the rural areas the common marginalization is of women, which result in the wider gender gaps. There are ethno linguistic differences which impact social cohesion. The likelihood of familial inequity must be high in the district because of high poverty incidence. Students belonging to unprivileged families having no literate/educated elders in the households or belonging to family units where incidence of violence is high, often remain unable to excel in studies. The district does not seem to suffer from staffing inequity as the schools are having around 1:14 teacher student ratios however the poor quality of teaching learning process creates instructional and programmatic inequity and affects the student's performance. Instructional and programmatic equity is discussed in detail in the quality section of this plan.

There appears to be limited recognition of the need for the education managers to respond to these needs with reference to schools.

Inclusive education concepts remain imperative to improved educational outcomes but the need has so far not been fully recognized. However, the concepts which have only recently been recognized at the provincial level have not permeated the district education systems and cannot be seen in schools.

4.2   Important Factors

Apart from the existing quality of education and teaching learning process with in class room there are some critical contributing factors to high number of out of school children and unsatisfactory transition rates. These factors are discussed below.

4.2.1   School Availability and Utilization

As true for other parts of Balochistan, Killa Saifullah has low population density. As described earlier population density in district Killa Saifullah is as low as 34 persons per square kilometer. This situation leaves a lot of settlements without schools as many of these settlements do not qualify to have schools due to their size.

As opposed to 518 primary schools there are only 39 middle and 22 secondary schools while there is only 1 higher secondary school in the district. Overall the ratio of primary to middle is 13:1, for boys it is 16:1 and for girls it is 8:1. This becomes another factor for dropout beyond primary level.

School Availability					
	Primary	**Middle**	**Secondary**	**H/secondary**	**Total**
Boys	412	26	16	1	343
Girls	106	13	6		125
Total	518	39	22	1	580

Source: BEMIS

Besides providing schools to communities without schools, Low utilization of existing schools is another critical factor. The enrolment gaps are huge in certain schools and continue to exist even in populations and settlements with accessible primary schools. The teacher student ratios vary across schools but overall average is low in the district as depicted in the table below.

Table 4.7: Teacher Student Ratio

	Appointed Teacher - Student Ratio			**Sanctioned Teacher - Student Ratio**		
	Boys	**Girls**	**Total**	**Boys**	**Girls**	**Total**
Primary	25	41	30	23	38	27
Middle	10	14	11	9	11	9
High	7	9	7	5	5	5

Source: BEMIS

With schools, especially at middle and higher level, having less than 1:10 ratio, there is a potential to enroll more children in the existing infrastructure. The data shows that these schools are still underutilized.

At primary level the teacher room ratio may be another dimension to analyze the gap in the district. At primary level there are 1052 rooms whereas the sanctioned post are 1239 against which 1135 are appointed that means still rooms are required to provide classroom to all the teachers.

4.2.2   Missing Facilities and School Environment

Missing and bad conditions of essentially required facilities like water and toilets adversely affect the enrolment and retention. Table below shows a dull picture of facilities available in schools in the district.

Table 4.8: Availability of Facilities in Schools

Availability of Facilities in Schools											
	Boundary Wall			**Water**			**Toilets**			**Electricity**		
	Male	**Female**	**Total**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**
Primary	9%	25%	13%	11%	0%	9%	1%	28%	6%	15%	9%	14%
Middle	46%	92%	62%	58%	69%	62%	19%	31%	23%	19%	54%	31%
High	69%	100%	77%	38%	83%	50%	56%	67%	59%	75%	83%	77%

Seventy-five percent of the Girls primary schools are without boundary wall, 100% are without water, 72% are without toilets and 91% are without electricity. The situation is not good even in boy's schools beyond primary level. The non-availability of these basic amenities will need urgent attention from district authorities to generate demand and coordinate with the province for provision of missing facilities in all schools.

4.2.3 Poverty

Despite provision of free textbooks and abolition of school fee by Government of Balochistan, poverty continues to hamper the efforts of providing education to all children. The district has its share of poverty and often parents have to pull children out of school due to the increased opportunity costs and issues of low expectations. Moreover it appears that other expenses like transportation costs, uniform and stationary also creates hindrance for parents to send their children to school. The district authorities, within their limitations, will need to reduce these economic barriers to school entry and continuation.

4.2.4 Parent's Illiteracy

A societal attitude towards education is the most crucial factor and parent involvement and their perception of educational outcomes is a key for enhancing access to education. Parents' involvement is also a pathway through which schools enhance the achievement of underperforming students. Their illiteracy also impacts attitudes towards education of both boys and girls. Being the key stakeholders it is imperative to keep them involved in the process.

4.2.5 Alternate Learning Pathways

The district does not have any direct role in targeting out of school children through non-formal education or alternate learning path to prepare out of school children for return to regular institutions on a fast track basis. The main intervention in the area is carried out by the provincial Balochistan Education Foundation (BEF) and the federal National Education Foundation (NEF). The BEF supports community and private schools through a 'public private partnership' process.

At present BEF operates 35 schools in the district with the assistance of the private sector.

Article 25-A and subsequently the Balochistan Compulsory Education Act 2014 reveals provision of education to all children of age group 5-16. The objective is only possible to be achieved by initiating meaningful alternate learning pathways in the district but unfortunately the mandate of ALP presently lies with social welfare department. The district therefore has no direct role in this area but the identification of out of school children in the district and a roadmap for targeting these children through alternate learning pathways or non-formal education will be helpful in streamlining the provincial and federal ALP programmes.

4.3   Objectives and Strategies

Following are the key objectives set out for district Killa Saifullah to improve the education access and equity. Within the limitations of the district, strategies have been identified for each objective.

4.3.1   Objective: Provision of education opportunities to every settlement of the district

Target:

30 new primary schools to be established as per government policy

Strategies:

    i.   Develop a criterion for selection of site for opening of primary schools

    ii.   Identify locations without primary schools through EFOs.

    iii.   Prepare phase wise implementation plan in collaboration with education department

    iv.   Recruit local teachers as per government policy

4.3.2   Objective: Remove school availability gaps at primary to middle, middle to secondary and secondary to higher secondary level

Target:

60 primary schools upgraded to middle level

Strategies:

    i.   Develop a criterion and prioritize selection of primary school for up-gradation

    ii.   Prepare an up-gradation plan in consultation with DOS.

    iii.   Implement the plan in phases

    iv.   Preparation of SNE and submit to DOS.

    v.   Recruitment of Teachers

Target:

5 middle schools upgraded to secondary level

Strategies:

    i.   Develop a criterion and prioritize selection of middle school for up-gradation

    ii.   Preparation an up-gradation plan in consultation with DOS.

    iii.   Preparation of SNE and submit to DOS.

    iv.   Recruitment of Teachers

Target:

2 high schools upgraded to higher secondary level

Strategies:

    i.   Develop a criterion and prioritize selection of middle school for up-gradation

    ii.   Preparation an up-gradation plan in consultation with DOS.

    iii.   Preparation of SNE and submit to DOS.

    iv.   Deployment of Teachers

    v.   Provision of books and learning material consumable to existing libraries.

4.3.3 Objective: Optimum utilization/ Rationalization of existing schools

Target:

Teacher's deployment rationalized in schools to ensure optimum utilization.

Strategies:

i. Conduct survey of teacher deployed in schools.
ii. Develop a strategy for rationalization.

Target:

Awareness campaign launched in the district with underutilized institutions

Strategies:

i. Prepare plan for awareness campaign in consultation with local PTSMCs.
ii. Implement plan of awareness campaign with assistance of PTSMCs.

4.3.4 Objective: Increase number of classrooms up to 5 rooms in primary schools (where required)

Target:

15% of 2 room (65) schools and 10% of one room primary (20) schools upgraded to 5 rooms schools (where required)

Strategies:

i. Prepare plan for construction of additional rooms in 30 primary schools having 195 schools having 1 room, as government policy (phase wise).
ii. Submit the Plan to DOS for approval.
iii. Implement plan as per approval.

4.3.5 Objective: Reduce economic and social barriers to school entry and continuation

Target

Provision of one school meal to the students in all schools (phase wise)

Strategies:

i. Prepare school meal plan and submit to education deptt
ii. Implement the plan as approved

Target:

Provision of stationery to the students in all schools

Strategies:

i. Prepare plan and submit to education deptt
ii. Implement the plan as approved

Target:

Provision of transport facility to the students

Strategies:

i. Identify schools for the Provision of transport
ii. Prepare plan for provision transport to the students and submit to DOS
iii. Implement the plan as approved by the government
iv. Conduct monitoring and evaluation of the plan

Target:

Awareness campaign on enhancement of girls' education

Strategies:

    i.   Prepare plan to launch awareness campaign in the district

    ii.   Implement the awareness campaign

    iii.   Develop a feedback mechanism

4.3.6 Objective: Provision of ALP opportunities to out of school children

Target:

Obtain data on out of school children of school going age.

Strategies:

    i.   Obtain data of out of school children from available sources

Target

Establishment of 184 ALP centres (phase wise).

Strategies:

    i.   Prepare a plan to establish ALP centers (phase wise).

    ii.   Conduct awareness sessions with communities/PTSMCs.

    iii.   Establish 174 NFE centres to provide access to 20% out of school adolescents

4.3.7 Objective: Create capacity to comprehend and implement inclusive education in schools

Target:

Promote ownership of inclusive education among community, Education Field Officers (EFOs) teachers and head teachers

Strategies:

    i.   Prepare plan for awareness.

    ii.   Conduct seminars and workshops.

    iii.   Conduct Monitoring and obtain Feedback from attendees of the awareness process.

Target:

Develop Continuous Professional Development Programme for teachers on Inclusive Education

Strategies:

    i.   Develop curriculum for training of teachers on inclusive education

    ii.   Ensure inclusion of curriculum on inclusive education in CPD

Target:

Ensure community and parental participation in inclusive education

Strategies:

    i.   Revisit ToRs of PTSMCs and suggest the education deptt to cover inclusive education in the ToRs.

    ii.   Conduct Training for capacity building of PTSMCs in context of inclusive education.

    iii.   Conduct monitoring and reporting.

4.3.8 Objective: Implementation inclusive education concepts in schools

Target:

Carry out baseline study on Participation of excluded population in schools.

Strategies:

i. Terms of reference to provide facilities in schools.

Target:

Training of EFOs in monitoring and mentoring of inclusive education adoption in schools

Strategies:

i. Conduct training on inclusive education for the teachers and field staff.

ii. Conduct monitoring and feedback.

5   Disaster Risk Reduction

District Killa Saifullah is vulnerable to many manmade and natural disasters. Disasters like drought, floods, earthquakes, locusts/pest attack are identified as key disaster hazards for Killa Saifullah by Provincial Disaster Management Agency.

Figure 5.1: Disaster Hazards

Hazards	Drought	Floods	Earthquake	Landslides	Disease	Pests	Mines Acc	Cyclone.	Tsunami
	1	**2**	3			1			

Scoring	5	4	3	2	1	-
	Very High	High	Medium	Low	Very Low	None

Apart from the above issues most of the school buildings in district do not comply with the hazard resistance designs, constructions and have no response plan for natural disasters. Against the manmade disasters and sabotage activities there is lack of preparedness in schools in terms of evacuation plans, designated evacuation areas, and safety awareness.

5.1   Objectives and Strategies

At present the district education authorities do not have a policy on mitigation of any of the above situations. While some of the issues may be difficult for district managers to handle on their own there is a need for a policy and a plan.

5.1.1   Institutionalize a DRR plan for the institutions

Target:

Developed a Plan for risk prevention, reduction,   preparedness and school safety based on PDMA guidelines

Strategy:

    i.   Prepare a DRR plan in consultation with DEA, EFOs and head teachers.
    ii.   Organize awareness sessions with students, head teachers, community and teachers.
   iii.   Organize training for the teachers, head teachers and EFOs on DRR.
    iv.   Provide necessary equipment to schools.
    v.   Implement DRR Plan.

6   Quality and Relevance of Education

Quality of teaching learning process remains a key concern in Killa Saifullah district. Data from ASER 2014 reveals poor learning achievements at primary level. The low survival and transition rates further underline the poor quality. The latter owes to a number of factors. Some of these are in control of the district government while responsibility for others like curriculum, textbooks and even pre-service teacher education lies with the provincial government. This limits the capacity of the district to control the quality of education but this cannot be accepted as an excuse as much still remains in the hands of the district authorities. This chapter explains the context in which district government operates, its own limitations and gaps and strategies that can be employed by it to improve quality.

6.1   Situation

Quality education does not have a standard definition but cognitive development is central to all formulations that describe quality in education. Cognitive development is seen as the critical-analytical ability of the child. Balochistan Education Sector Plan (BESP) explains quality along the 'Bloom's Taxonomy' pyramid. This has been reproduced below.
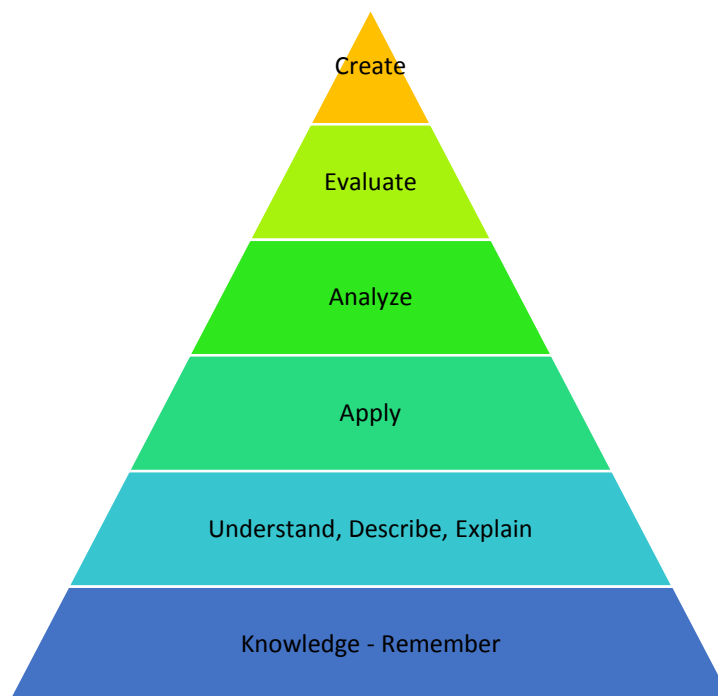
Figure 6.1: Bloom's Taxonomy (Revised – 1990)

BESP asserts that children, in the given teaching learning process, do not move beyond the lowest tier of knowledge. This means higher order thinking does not develop. Recently published data of the 'Annual Status of Education Report' (ASER) reveals very poor reading and

numeracy skills in children. This shows a major teaching failure and an obvious consequence of rote learning.

Table 6.1: Learning Outcomes - ASER 2014 Findings

Learning levels (Urdu)				
% children of Class 3&5 who can read				
Class	Nothing	Letters	Words	Sentences	Story
3	0	2	17.6	37.2	43.2
5	1.1	3.3	5.4	5.4	84.8

Learning levels (English)				
% children of Class 3&5 who can read				
Class	Nothing	Letters		Words	Sentences
		Capital	Small		
3	0	2.5	12.5	48	37
5	2.2	3.3	2.2	11	81.3

Learning levels (Arithmetic)8				
% children of Class 3&5 who can do				
Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)22
		0 - 9	10-99		
3	0	2	23.5	55.6	18.9
5	2.2	2.2	6.5	12	77.2

As can be seen in table 2.1 above, only 84.8 percent children of grade 5 can read a story in Urdu and 81.3 percent children can read sentence in English. In Arithmetic only 18.9 percent children can do 2 digit divisions and 8.7 percent can recognize numbers. These results cannot be blamed on the teacher alone. Other factors like the general policy on quality, choice of language of instruction, textbooks and examinations are all factors that lead to poor learning outcomes seen above.

6.2   District Limitations and Strengths

District officials have a number of limitations as per the structure of education, in ensuring quality of education. Among others, they do not control the quality of curriculum, textbooks and teacher training. The curriculum responsibility has shifted to the provincial government, from the Federal, after the 18th amendment. At present it lies with Bureau of Curriculum and Extension Services (BOC &ES). The Balochistan Textbook Board prepares textbooks. Pre-service teacher education is the responsibility of Government Colleges of Elementary Education (GCEs) and the private sector universities. In service teacher training is the responsibility of the Provincial Institute of Teacher Education (PITE).

Classroom teaching and learning remains the direct responsibility of the district tier as an extension of the Directorate of Schools (DOS). To undertake the task the district authorities have enough in the mandate and resources to make an impact. However, district authorities, in line with the general approach of the DOS, do not place quality on a priority. This needs to be changed. The following table shows the mandates of Federal, Provincial and District authorities in different areas of quality education:

Table 6.2: District, Provincial & Federal Mandates in Education Quality

Areas	Federal	Province	Districts
Curriculum	• No role after 18th amendment but the extant curriculum was developed at federal level in 2006	• Has the mandate for development but has yet to acquire the capacity. • Preparation and monitoring of curriculum implementation framework that includes dissemination through district support	• Dissemination, Implementation • Feedback?
Teachers	• Higher Education Commission is responsible for standards of ADE and B.Ed. programmes in pre-service teacher education	• Pre-Service Training: Province can develop its own standards as long as they exceed minimum standards prescribed by HEC • Recruitment • In-Service Training: Standards and implementation.	• In-service Training: Assist PITE and BOC in implementation • Recruitment • Deployment • Management
Textbooks	• Federal Govt. has no formal role but National Textbooks Policy developed in 2007 provides the framework for textbook preparation.	• Standards of Textbooks • Development of Textbooks • Distribution	• Implementation • Distribution • Feedback?
Summative Assessments	• National Testing Service (NTS) assesses students who complete higher secondary for admissions to professional colleges.	• Balochistan Board of Intermediate & Secondary Education conducts summative assessments at secondary & higher secondary levels • Standards of 2examinations conducted by BISE	• Provide invigilators for supervision of exams conducted by BBISE • Conducts scholarship tests for grade 5 & 8 • Feedback?
Formative Assessments	• No role	• Standards of assessments?	• Schools conduct formative assessments monthly and six

			monthly stages
Physical Infrastructure	• No role	• Standards • Provision for Budget • Implementation	• Sends missing facilities situation to the province.
Standards	• No role Inter provincial education ministers forum is trying to get agreements from provinces on national standards.	• Development of standards • Monitoring of standards implementation	• Implementation of standards • Feedback
ECE	• No role	• Policy	• Implementation • Feedback
Language(s)	• No role	• Policy	• Implementation • Feedback

Table 2.2 above shows that district levels can influence quality in a number of areas. In some of the rows the word 'feedback' has been added with a question mark. This marks a gap which needs to be filled in. The space available to districts to improve quality is not constrained by the entry in the tables. There are many actions which they can initiate without impinging provincial or federal mandate.

6.3   Overarching Factors for Poor Education2

Poor quality of the teaching learning process demonstrated in the results above owes to a number of factors that are cross cutting across all districts. Poor quality of teaching remains at the center. Non-standardized teacher education is at the root of the poor learning processes in the classroom. The situation gets compounded by an unrealistic language policy, poor quality of textbooks and an examination system that tests memory and not analytical-critical ability. Some of the key problems that lie beyond district control are:

1. Poor Quality of Pre-Service Teacher Education
2. Textbooks Quality
3. In-Service Teacher Education22
4. BISE's Summative Assessment
5. Accountability Model (Excludes Quality)

6.4   District Related Factors of Poor Quality

There are a number of gaps at the district level which, if addressed, can help reduce the quality deficit even as implications of centralized policies continue to impact the situation.

6.4.1   Ownership of Quality in Education

As mentioned the education field officers at the district level are more concerned with issues of access, buildings and administrative matters like transfers and postings. Quality of teaching and

learning is considered a low priority- if at all. Generally textbook board, PITE and BOC are seen as responsible for quality. Products of these organizations are accepted passively by the district.

6.4.2   Capacity of Field Teams

The Learning Coordinators assigned the task of monitoring quality of education in the field have little or no capacity to undertake the task. These are normally selected from senior teachers who are nearing retirement. They have normally used the rote memory approach themselves and receive no training in monitoring quality in schools. They are further handicapped by a lack of resources to visit schools.

6.4.3   Accountability Model of Head Teachers

Head teachers are normally held accountable for absenteeism of teachers and coverage of syllabi. Learning of children is not considered except at the secondary level where the examinations conducted by the Board of Intermediate and Secondary Education become a test of quality. However, it remains an imperfect benchmark as head teachers cannot be held accountable for the terminal examination at the end of ten years of education alone. Much else needs to be built into the accountability model.

6.4.4   No Data Compilation and Feedback

There is no culture of data based monitoring and feedback. The district level assists in collection of data for BEMIS but rarely, if ever, uses the information. There is no culture of data collection beyond BEMIS requirements and absolutely no usage. Monitoring continues to be seen as a function of ability to visit schools and not a systemic approach of collecting and analyzing data. While this is relevant to quality improvement it has a broader mandate and has therefore been discussed in greater detail in the next chapter on 'Governance and Management'.

6.4.5   Curriculum Implementation and Feedback

Field research in the district shows that neither the district authorities nor teachers and head teachers have any idea of curriculum and its structure. Moreover teachers, head teachers and district officials do not provide any structured feedback to the provincial government on curriculum. While curriculum review and development is the responsibility of province, the district authorities can disseminate the curriculum and ensure that teacher and head teachers are aware of its objectives and contents.

6.4.6   Textbooks Distribution and Feedback

As already stated above textbooks continue to have quality issues that reduce the effectiveness of the teaching learning process. Textbooks taught in classrooms often do not cater to the learning requirements of the district; other problems in textbooks include difficulty of language and poor explanation of concepts. Like curriculum, textbooks development is the responsibility of province, district level responsibility includes distribution of textbooks since the government decided to provide free textbooks to all children. Visit to the district showed that there are

problems in timely distribution of textbooks and the feedback mechanism on textbooks to the province is missing. The district needs to come up with a plan to ensure timely distribution of textbooks to all schools and students in coordination with the province and to make arrangements like maintenance of boo22k banks to cope with delays in distribution and shortages of textbooks. Apart from distribution mechanism, the district also needs to streamline demand for quality textbooks by instituting a feedback system from teachers, head teachers and students.

6.4.7   Professional Development

Enhancing the knowledge and skills of teach22ers and head teachers is an essential element in the efforts to improve quality of education. Teacher's professional development is directly linked to the educational outcomes and this should clearly be a demand from the district level. Conversely the teacher training is undertaken as supply side initiative wherein PITE and BOC develop training programmes based on donor funding. Lately the Government of Balochistan has started providing budgets for trainings but even these are being spent on programmes designed by the supply side organizations. District only selects teachers for these trainings but even here teachers associations control the actual selection process. District also does not update PITE database which stalls any follow up monitoring of teachers.

6.4.8   Teachers Availability

Teachers' availability in the district needs attention as the shortages of teachers in particular subjects contributes to poor learning outcomes. The district needs to evaluate shortages according to the needs and develop demands projections. This will entail coordination with the province for increase in sanctioned posts and to fill the existing gaps in teacher availability. Partly, teachers' availability issue can also be resolved by redeploying the available teachers to schools where they are needed. This can be done by developing teachers' redeployment plan on the basis of evaluation of shortages and existing deployment of teachers. Absenteeism is another issue which needs the attention of88 district authorities. The current approach to inspection and monitoring requires review and should include ICT approaches to reduce absenteeism of teachers and also to ensure the quality of teaching which will entail development of quality focused inspection and monitoring tools.

6.4.9   Assessments

Traditionally schools would regularly conduct formative assessments in the form of monthly tests. The practice has been discontinued in most schools except where an effective head teacher enforces it. Additionally the formative assessments, where conducted, lack standards and induce rote learning in the classrooms. Exams are based solely on the textbooks as the teachers and head teachers are not train22ed in developing assessment tools and they lack knowledge about the curriculum. Cheating in public examinations has been identified as another issue during the field research in district which depraves the assessment system.

Moreover there is no database of formative and summative assessments being conducted in schools which can used by district education authorities for analysis and providing feedback to schools for improvements.

6.4.10 Early Childhood Education (ECE)

Early Childhood Education (ECE) is considered essential to long-term cognitive development and it functions as the basis for a quality education. ECE requires awareness of parents, head teachers and teachers alike. Field visits to the district showed that it is a neglected area and concepts of ECE are not understood. Most education managers and decision makers are not aware of the importance of ECE and therefore it lacks focus. The district also lacks teaching and non-teaching staff for ECE.

6.4.11 Availability and Use of Libraries & Laboratories

There are only limited numbers of libraries in the district. Selection of books is also a problem as neither head teachers nor teachers have any interest and training in selection of books for libraries. Availability of science and computer laboratories is also limited moreover district education managers do not take interest in the maintenance and operationability of libraries and laboratories which further hampers their usage as these limited facilities lack books and materials. The functionality of2 laboratories depend on replenishment of consumables, the district authorities needs to plan and ensure provision of a minimum budget for replenishment of laboratories and up gradation of libraries.

6.4.12 School Environment

Schools, as a learning institution must have conducive environment for education. Most schools in the district do not provide the required environment. The most crucial factors which came up during the field research are coercion culture with corporal punishment, erosion of co-curricular activities from school programmes, unfriendly school construction and missing facilities. The coercion culture in the schools discourages questions and hampers the ability of child to learn in a friendly environment and also leads to dropouts. The co-curricular activities including sports, speech competitions, and skits are nonexistent in the schools. The district needs to ensure that head teachers plan co-curricular activities in all schools and education managers monitor these activities.

6.5   Objectives and Strategies

Following are the key objectives set out for district Killa Saifullah to improve the quality of education in all schools. Within the limitations of the district strategies have been identified for each objective.

6.5.1   Objective: Curriculum disseminated to all key stakeholders by February 2016

Target:

Development of diss22emination plan in collaboration with BOC &S

Strategies:

i.   Team set up for preparation of dissemination plan.

ii.   Approval of plan by the DEA.

iii.   Awareness workshops at clusters level for all educational levels and EFOs.

iv.   Follow up of curriculum dissemination.

6.5.2   Objective: Timely receipt of textbooks by students

Target:

Development of textbooks distribution plan including costing of transportation

Strategies:

i.   Develop Textbook Distribution Calendar.

Target:

Implementation of Textbooks distribution plan

Strategies:

i.   Distribution of textbooks as per calendar.

Target:

Establishment of Book bank at school level

Strategies:

i.   Provision of space/furniture (Almirah) by head teacher.

ii.   Awareness to teachers and students.

iii.   Formation of committee at school level for preparation of procedures.

iv.   Monitoring by Head teachers and EFOs

Target:

Establishment of monitoring, Complaint and redressing mechanism for timely supply of textbooks to the children

Strategies:

i.   Develop a monitoring mechanism involving EFOs and respective head teachers to ensure timely supply of textbook to the students.

ii.   Establish Complaint and redressing mechanism at school and , DEO level

6.5.3   Objective: Contribute to improvement of quality of textbooks.

Target:

Development of mechanism for annual collection of feedback on textbooks

Strategies:

i. Develop mechanism for annual feedback collection on textbooks

6.5.4 Objective: Continuous professional development of teachers and head teachers

Target:

Carry out a needs assessment for professional development of teachers and head teachers

Strategies:

i. Need assessment of teachers and head teachers on sampling basis

Target:

Arrangement of District level trainings for teachers and head teachers in coordination with DOS and PITE

Strategies:

i. Training of master trainer through PITE

ii. Training of teachers and head teachers by adopting cluster approach by December

Target:

Development of District data base of trainings to ensure monitoring and avoid reappearances of teachers in trainings

Strategies:

i. Develop the Database of trained teachers at district level by DEMIS

6.5.5 Objective: Ensure teacher availability in all Subjects for all schools

Target:

Identification of Subject wise Shortage of teachers

Strategies:

i. Identify subject wise shortage of teachers

Target:

Redeployment plan of teachers on the basis of rationalization

Strategies

i. Develop a Policy for rationalization of teachers redeployment

ii. Approval by DEA

iii. Prepare rationalization plan of teachers deployment

iv. Approval by the DEA sought

v. Implementation of plan

6.5.6 Objective: Elimination of Teacher absenteeism

Target:

Development of ICT approaches to reduce teacher's absenteeism

Strategies:

i. Monitoring of ICT Implementation of inspection function as given in capacity

Target:

Operationalize Strong inspection function

i. Develop Inspection plan

ii. Implement the inspection plan

Target:

Recruitment of replacement teacher to fill in for teachers on official leave (as and when required)

Strategies:

i. Establish a pool of unemployed graduates at local level for hiring as replacement teacher

ii. Develop a strategy for recruitment of replacement teachers

6.5.7 Objective: Ensure an effective and regular formative and summative assessment in all schools

Target:

Training of all teachers and head teachers in formative and summative based assessment

Strategies:

i. Prepare a plan for teachers, head teachers, EFOs to participate in the training on assessment conducted by PITE

ii. Implement the training plan

iii. Follow up of the trainings

iv. Review the inspection Performa to include assessment indicator

Target:

Ensure that all the schools conduct formative and summative assessments

Strategies:

i. Preparation of monitoring mechanism

Target:

Formative and summative assessments

Strategies:

i. Implementation of monitoring plan

Target:

Prepare database of formative and Summative assessments in coordination with all schools

Strategies:

i. Establish database of formative and summative assessments in coordination with DEMIS

Target:

Analysis data of formative & summative assessments and provide feedback to schools.

Strategies:

i. Training of EFOs and head teachers in analysis of assessment data

ii. Analysis of assessment result by DEO and head teachers

iii.   Submit the result to DOS

Target:

Ensure curriculum based summative assessment of class V and VIII

Strategies:

i.   Training to all paper setters of class V and VIII in curriculum based summative assessments.

Target:

Develop and implement vigilance and monitoring system to control cheating in exams conducted by districts

Strategies:

i.   Develop Vigilance & monitoring system

ii.   Implement Vigilance & monitoring system in all district level exams

Target:

Create political and social support to control cheating

Strategies:

i.   Prepare a plan to obtain political and social support for control of cheating

ii.   Launch advocacy and awareness campaign for control of cheating in the institutions.

iii.   Mobilize the community against cheating through electronic and print media

6.5.8   Objective: Ensuring conducive learning environment in all schools

Target:

Prepare School development plan for all schools

Strategies:

i.   Conduct training for DEO and head teachers for preparation of school development plan

ii.   Preparation of school development plan by head teacher as per standard format

iii.   submit the plan to DEA

Target:

Provision of additional classrooms in overcrowded schools

Strategies

i.   Mapping of school population and physical facilities through PTSMCs

ii.   Prepare PC-1 For additional classroom in overcrowded schools

iii.   Submit PC-1 for approval

Target:

Provision of Non salary needs for recurring budget

Strategies:

i.   Prepare non salary needs of the district on the demand of head teachers for allocation in recurring budget

ii.   Submit the recurring budget of the district for inclusion in the annual recurring budget

Target:

Provision of all required physical facilities in the schools and replenishment of consumable facilities

Strategies:

 i.   Prepare list of physical facilities required in schools
 ii.   Prepare a scheme along with estimated cost of the items included in the list
 iii.   Submit the scheme along with the cost to the DOS

Target:

Improve learning environment and mentoring practices/approaches in all schools **Strategies**

 i.   Provide Training in techniques of mentoring/peers approach to the teachers.

Target:

Introduce an effective and collaborative management practices among teachers and head teachers in all schools

Strategies:

 i.   Conduct regular meetings of staff and head teachers in all schools

Target:

Provision of budget for curricular and co-curricular activities to schools

Strategies:

 i.   Prepare budget for co-curricular activities
 ii.   Submit the budget to DOS for inclusion in the SNE

Target:

Conduct co-curricular activities in schools on regular basis

Strategies:

 i.   Conduct awareness sessions for the teachers and head teachers about the importance of co-curricular activities
 ii.   Prepare calendar of co-curricular activities in the school and submit to the DEO
 iii.   Establish school clubs to ensure co-curricular activities in the schools on perpetual basis
 iv.   Conduct teachers training for counseling and guidance at cluster level
 v.   Conduct follow up of the impact of training at school level

Target:

Prepare and conduct awareness campaign against corporal punishment

Strategies:

 i.   Plan awareness against corporal punishment
 ii.   Conduct awareness sessions with teachers, students, PTSMCs and parents for eradication of corporal punishment
 iii.   Teacher training in alternate disciplinary measures

Target:

Ensure eradication of corporal punishment from schools

Strategies:

 i.   Monitoring to follow the instructions of the government for eradication of corporal punishment

6.5.9 Objective: Counseling for students of middle to higher secondary schools for better career choices

Target:

Develop counseling units at district level

Strategies:

i.   Develop Counseling units at district level

Target:

Training of head teachers in counseling

Strategies:

i.   Conduct training of head teachers

6.5.10 Objective Ensure availability of functional Libraries and Laboratories in all schools

Target:

Ensure existing school libraries are functional and establish new libraries in schools

Strategies:

i.   Establish new libraries in schools and improve functionality of existing libraries

ii.   Prepare a plan to establish new libraries in schools

iii.   Prepare PC1 to establish new libraries in the schools and submit to DOS

iv.   Prepare time table for the students and teachers to attend library on regular basis

Target:

Ensure that laboratories in existing schools are functional

Strategies:

i.   Conduct survey to assess current functionality of laboratories in middle and high schools and prepare a list of equipment for underutilized laboratories

ii.   Develop a plan for enhanced functionality and usage

iii.   Prepare proposal for establishing and equipping laboratories in middle and high schools (where needed)

iv.   Prepare SNE for creation of the post of laboratory assistants (where required) and recurring budget for maintenance

v.   Submit the proposal and SNE to the DOS

6.5.11 Objective: Introduce Early Childhood Education in the district

Target:

Stakeholders aware of ECE Policy

Strategies:

i.   Develop a mechanism to monitor implementation of ECE in public and private schools

ii.   Develop awareness raising program of ECE

iii.   Organize awareness session on ECE with DEA, DEG, EFOs, teachers, head teachers and PTSMCs

Target:

Introduce ECE in 30% 155 primary schools

Strategies:

   i.   Finalize criteria for selection of schools including the schools with available classrooms and not available classrooms

   ii.   Identification 526 (50%) primary schools with existing/available classrooms and 97 (50%) for construction of new classes (60% boys & 40% girls) for introduction of ECE

  iii.   Prepared and submitted PC1to DOS

  iv.   Monitor the Construction of 97 ECE classrooms

Target:

 All new schools to have ECE set ups

Strategies:

   i.   Preparation of policy in coordination with Province

Target:

 Recruitment of 155 teachers and other staff

Strategies:

   i.   Prepare SNE for the creation of the posts of teachers and non-teaching staff and submit to DOS

   ii.   Completing the Recruitment process of 155 teachers phase wise

  iii.   Required teachers deployed

Target:

Training of teachers on ECE concepts organized

Strategies:

   i.   Finalization of ECE training program in coordination with PITE and DOS

   ii.   Nomination of teachers for the ECE training

  iii.   Organize cluster based ECE teacher training program in collaboration with PITE and DOS.

  iv.   Training of LCs/ADEOs on ECE concepts

Target:

Ensure community and parental participation in ECE

Strategies:

   i.   Nomination of resource persons and submission of list to PITE

   ii.   Preparation of Training plan

  iii.   Impart training to PTSMCs

6.5.12 Objective: School health and nutrition services for ECE children

Target:

Health awareness of parents, teachers and students

Strategies:

   i.   Formulate committee including membership from Education, Health and social welfare department at district level l by Mar 2017

   ii.   Fin22alization of ToR of the committee

Target:

Development of student health profile

Strategies:

i. Draft agreement for provision of basic health services to ECE children
ii. Conduct immunization, polio, de-worming drives, hand washing and hygiene campaigns in ECE schools.

6.5.13 Objective: ECE support and monitoring

Target:

Training of EFOs in monitoring and mentoring of ECE teachers

Strategies:

i. Mentoring and monitoring plans initiated

7   Governance and Management

Killa Saifullah follows the standard model structure followed in all districts. Governance and management in the district also faces, mostly, typical challenges of teacher absenteeism, influence of teachers association, weak monitoring and others. This chapter discusses these administrative challenges which include financial resource availability and autonomy.

7.1   Situation

District education set ups have gone through a number of changes over the last 15 years. In 2002 education, as a subject, was devolved to the districts and then reverted in 2009 when the devolution law of 2002 was replaced with the new local government act of the government of Balochistan.

Provincial level control has in the past, often, led to centralization of routine operational decisions like transfers and postings and financial expenditure. Recently the provincial education secretariat has made some critical changes to delegate operations decisions to the district level and below.

Three bodies have emerged at the district level to help improve management:

i.   District Education Group
ii.   District Education Authority
iii. School Clusters

District Education Group was notified in September 2013 as part of the implementation framework of the Balochistan Education Sector Plan (BESP). DEG is headed by the District Education Officer who acts as the chairman. The composition is as follows:

Table 7.1: District Education Group Composition

Chairman	District Education Officer
Secretary	District Officer Education(Male)
Members	• District Officer Education (Female) • Representative of Deputy Commissioner • Principal Govt. Degree College (Boys) • Principal Govt. Degree College (Girls) • Principal Elementary College • Representative from Local NGO • Social Welfare Officer • District Health Officer (Health Dept) • District Account Officer/ Treasury • Representative from Teacher's Union • Representative from Civil Society (2)

DEG has the following responsibilities:

1. To promote educational awareness at district level.
2. To plan, coordinate and support in increasing enrolment and relation at district level.
3. To monitor absenteeism of officers, officials and teachers.
4. To monitor and ensure proper functioning of educational institutions at district level.
5. To discuss and resolve grievances of teachers and employees at district level.
6. To discuss and resolve grievances of public regarding educational affairs.
7. To mobilize community and encourage their participation in educational matters.
8. To support and ensure proper implementation of Balochistan Education Sector Plan.

District Education Authority was notified in February 2014 with the objective of providing support to the District Education Officer in difficult decisions with potential political ramifications. Composition of DEA is as follows:

Table 7.2: District Education Authority Composition

Chairman	District Education Officer
Members	• The Deputy Commissioner or his Representative • District Account Officer/ Treasury or his representative • District Officer Education(Female) • District Officer Education(Male) • The deputy District Officers (Female and male) with regard to issues to their respective jurisdiction • The Head Master Mistress with regard to issues related to the school teachers/staff of their respective schools • Female/ Male Education Coordinators with respect to issues of teachers posted in their respective jurisdiction

Terms of reference of DEA have not been notified officially. Practically DEA has been involved in decisions of long leave of teachers (e.g. study leave) or out of country leave. DEA has also been involved in decisions on transfers and postings.

School Based Clusters: as part of delegation of powers clusters have been formed at school level. A high school functions as the central point (or head) of the cluster which caters to all primary and middle schools in a nearby range. Head teacher of the High School functions as the head of the cluster. The cluster has a number of uses. Firstly a number of financial powers for procurement have been delegated to these clusters. Secondly these clusters are expected to be at the center of the continuous professional development programme developed by Department of Education and Provincial Institute of Teacher Education.

7.1.1 General Structure

The governance structure of education in the province is divided into the secretariat and the Directorate. The former, headed by a Secretary, has the role of overall supervision and policy making. The Directorate of Schools functions as the main technical unit responsible for education service delivery. The Directorate has three functional tiers: the provincial

headquarters, Divisional Directorates and the district education offices, as shown in the diagram below:

Figure 7.1: Functional Tiers of the Directorate
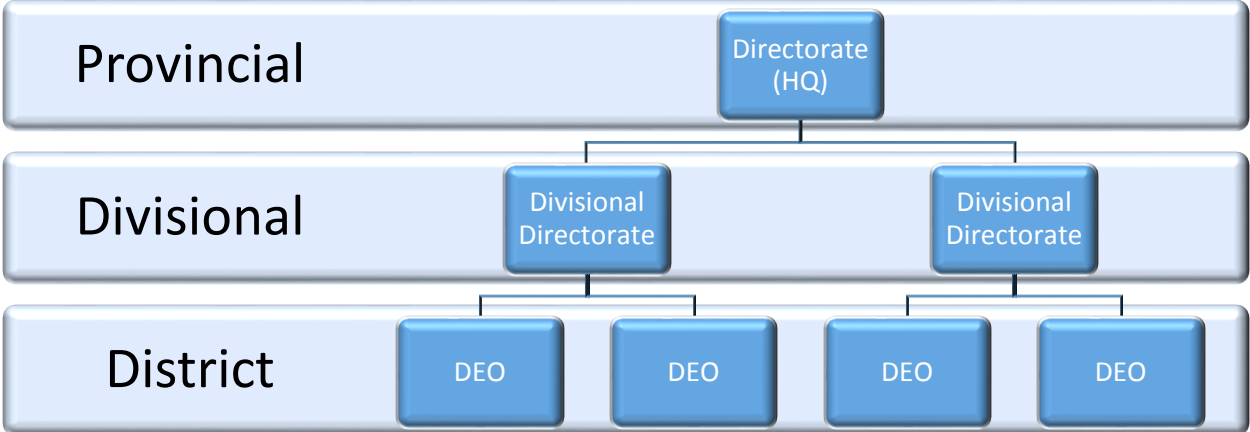
The traditional structure at the district level consists of a District Education Officer (DEO) who heads the district education system. The DEO is supported by a number of officers including separated officers for male and female schools management.

The DEO and his or her team have the task of management of schools in the district in an efficient and effective manner.

(District organ gram)

```
                    ┌─────────────────────┐
                    │  District Education │
                    │       Officer       │
                    └──────────┬──────────┘
            ┌──────────────────┴──────────────────┐
   ┌────────────────┐                     ┌────────────────┐
   │ District Officer│                     │ District Officer│
   └───────┬─────────┘                     └───────┬─────────┘
   ┌───────────────────┐                  ┌───────────────────┐
   │ Dy: District Officer│                 │ Dy: District Officer│
   └───────┬───────────┘                  └───────┬───────────┘
   ┌───────────────────┐                  ┌───────────────────┐
   │  Asstt: District Edn│                 │  Asstt: District Edn│
   └───────┬───────────┘                  └───────┬───────────┘
   ┌───────────────────┐                  ┌───────────────────┐
   │      Learning      │                 │ Learning Coordinator│
   └───────────────────┘                  └───────────────────┘
```
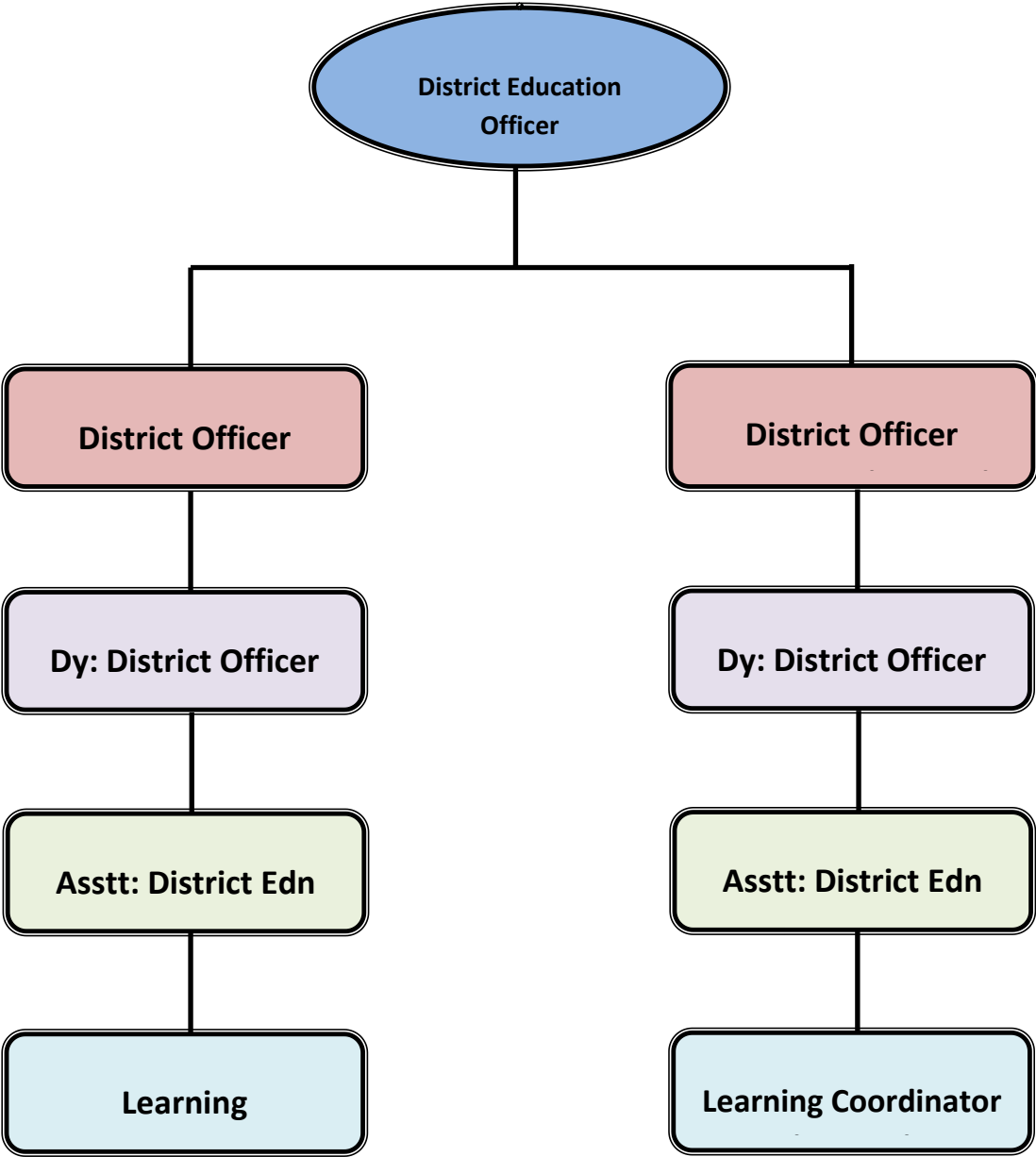
7.2   District Mandate

The district unit directly controls schools and teachers, and consequently, has the mandate of quality service delivery to students. Simply stated, it has the responsibility to ensure delivery of education on ground as per requirements of Article 25 A of the Constitution and the consequent legislation on compulsory education. This means the district unit has to provide free quality education for all children in the district. Under the Compulsory Education Act 2014 definition of free education includes meals, transportation and textbooks. In the current state the district offices do not have the capacity to deliver on all three. Additionally the units are not only requiring managing government schools but also regulating the private ones.

7.2.1   Key Problems

The generally low performance of the education sector, as seen in the earlier chapter on access shows that problems exist in the governance structure. These are mostly typical issues, endemically found in most districts.

7.2.1.1   Capacity Gaps

District officials are selected from among the teachers and there is no established system to train DEO and his team. This limits the ability to effectively administer the authority. Like all districts DEOs are selected from amongst teachers which means that experience of management is lacking. No system of training at induction exists. Also there is no separate cadre for managers which makes DEOs 'vulnerable' to reversion to teaching. As DEO positions are seen as more prestigious, by many, this vulnerability reduces the confidence of the DEO. The better DEOs in the system have arrived by default and not any structured design.

7.2.1.2   Monitoring Model

A data, or information, based monitoring model does not exist in the district. Monitoring is seen as a function of visits to schools only. Systemic data collection and use does not exist. As already mentioned in the chapter on quality district units simply assist the provincial EMIS in provision of data they do not use the information themselves. A lot of information lying (or generated) at the district level remains unutilized in the absence of a systematic collection and placing into a data base. With reliance on school visits only the DEO and his staff complain of lack of resources. While the latter may be true to an extent the bigger problem lies in the model.

Even in case of visits to schools a structured proforma has not been developed to evaluate schools and also no system exists of collating school reports into a database. Resultantly, mostly, no follow up takes place. Only where individual DEO takes interest some follow up is undertaken. Resultantly school improvement does not take place. Learning coordinators assigned the task of school visits form the weakest link in the structure. They are normally

teachers nearing retirement who have neither the training nor the will to undertake the task of school visits.

Similar problems exist with head teachers who are normally not trained in their job. Exceptional cases can be seen where they are able to get some improvements in motion. But in the absence of training the ability to improve schools remains limited. Politicization and role of teachers' associations also impacts the capacity.

7.2.1.3 Teachers Associations

Teachers associations have become very powerful over the years. These associations have the ability to influence decisions of the DEO and hence hamper effective management. Decisions on transfers and postings and disciplinary proceedings are resisted by the associations. This makes it difficult for the management to hold teachers accountable. The associations now also actively influence to decisions by the BISE to select invigilators and superintendents to conduct the examinations held by it. The motive to influence is driven, mostly, by the lucrative options available due to endemic cheating in examinations.

One of the implications of the role of Teachers' associations' role is continued absenteeism of a large number of teachers. These teachers avoid disciplinary action either through support of the associations or some extraneous political connection. Bribery also plays a role. The district authorities have so far unable to effectively check this absenteeism.

7.3 Financial Situation

Figure 7.2 below shows that there has been a general upward trend in the recurrent budget for Killa Saifullah. Figure 7.3 further below shows the increase in budget, as a percentage of the previous year's budget.

Figure 7.2: 5 years Total Recurrent Budget Trend
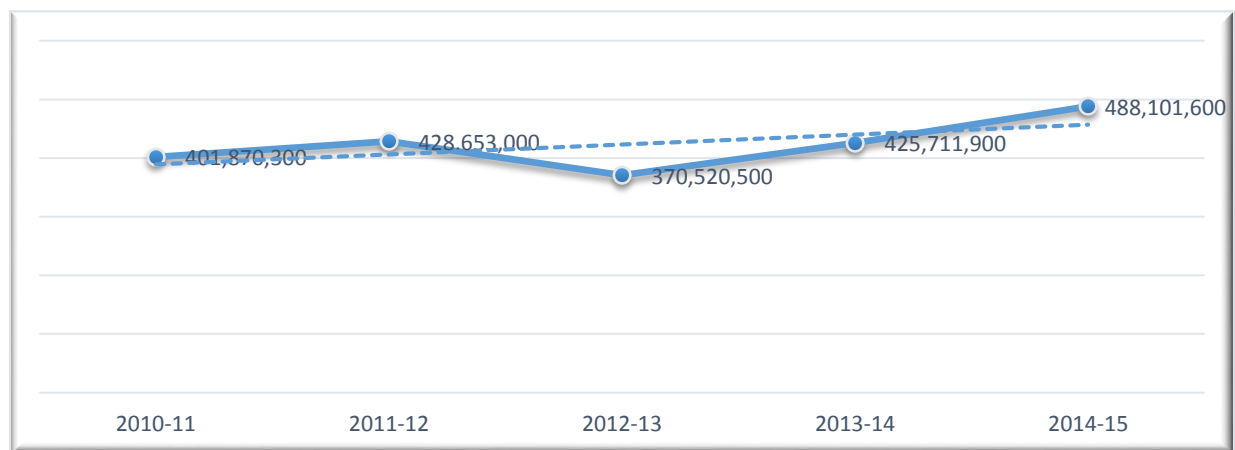
The increase between 2010-11 and 2011-12 was 7%. The budget actually decreased 21 percentage points; the next year in 2013-14 the percentage increased from the previous year's

budget with 15 points, and in 2014-15 the increase over previous year's budget has been 15%. This shows massive jumps in the budget.

The above figure shows that year wise release is fluctuating while it should be increased gradually like straight line drawn along with paragraph.

Figure 7.3: Increases in Budgets 2011-12 to 2014-15
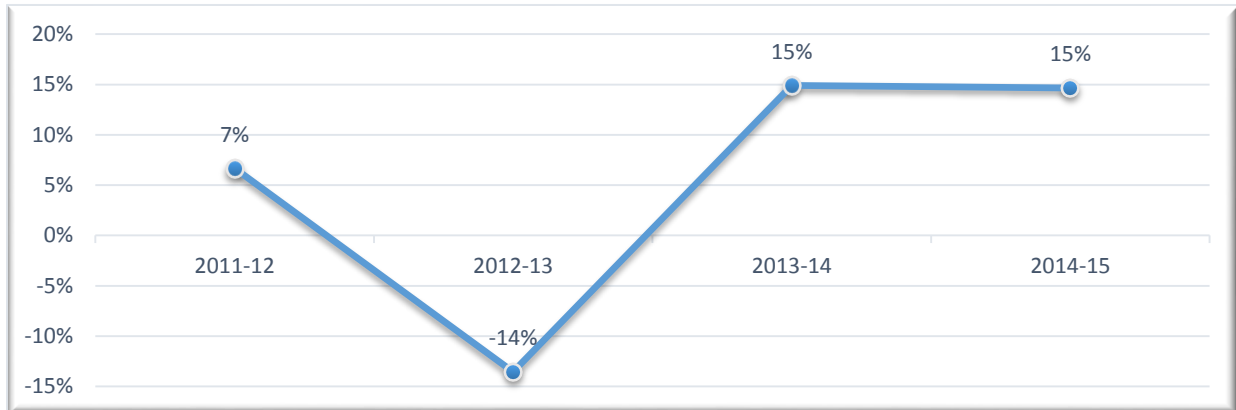
Unfortunately, as seen in figure 7.4 below the major increase has not resulted from a deliberate attempt at improvement of school quality but salary increases. The figure shows that as compared to 2010-11 salaries of middle schools teachers have increased by 163%, those of the high schools by 54% whereas at primary level it decreased by 12 percentage points over the last 5 years.

Figure 7.4: Percentage Increase in Salaries
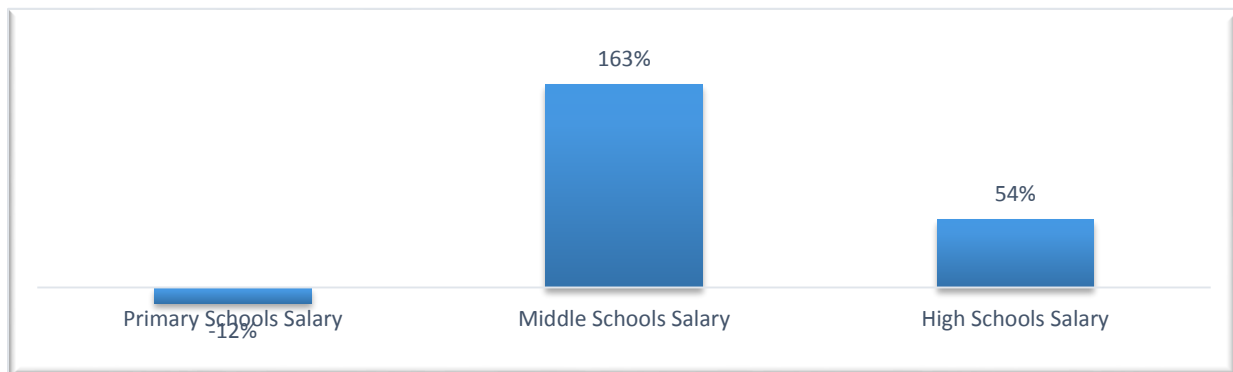
The trend for middle and high school teachers overtakes the inflationary impact over these years. This has resulted from the policy of automatic move over to the new salary scale on completion of minimum time period. This has not only made evaluation for promotions a meaningless exercise but also continues to place unsustainable pressure on the education budgets.

Figure 7.5 shows budget share for each level; Primary, middle and secondary. High schools absorb 26% of the budget, primary 46% and middle 28 percent.

Figure 7.5: Budget Share for 2014-15
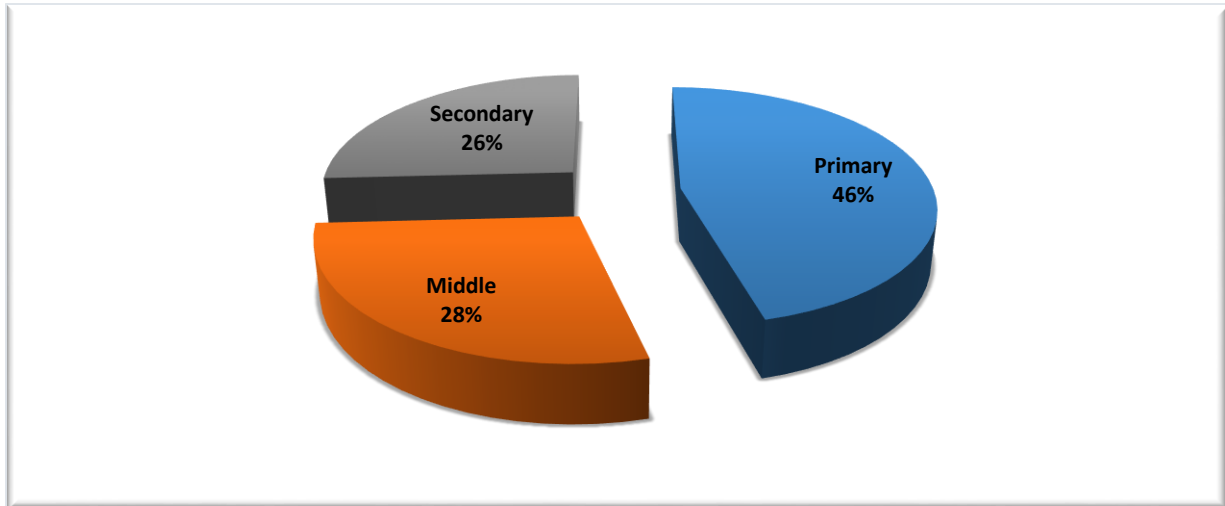
Figure 7.6 shows the trend for non-salary which is declining. This again reveals the pressure placed by the 'time scale' approach on overall budgets. Declining non salary budget reduces the ability of districts, head teachers and teachers to facilitate learning. In case of high schools where functional laboratories are a pre-requisite to learning of science this can completely derail the process.

Figure 7.6: 4 Years High Schools Non Salary Budget Trend
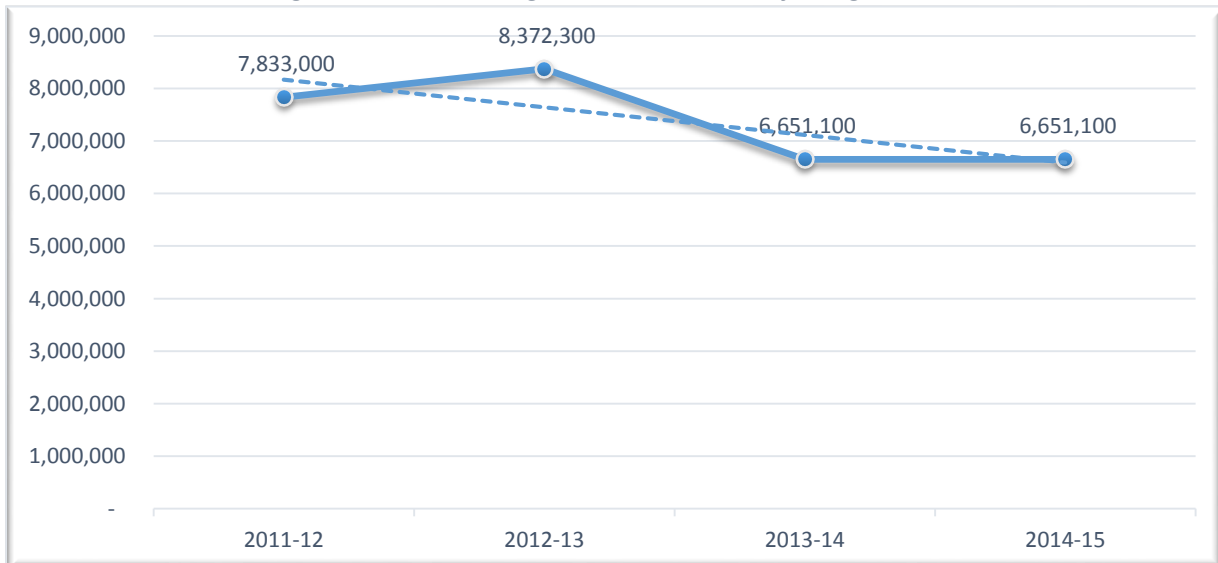
Finally the per child expenditure for Killa Saifullah comes to Rs.13, 902 which is above the per child expenditure in Jaffarabad, the lowest in Balochistan province.

Figure 7.7: Total Per Child Cost 2014-15
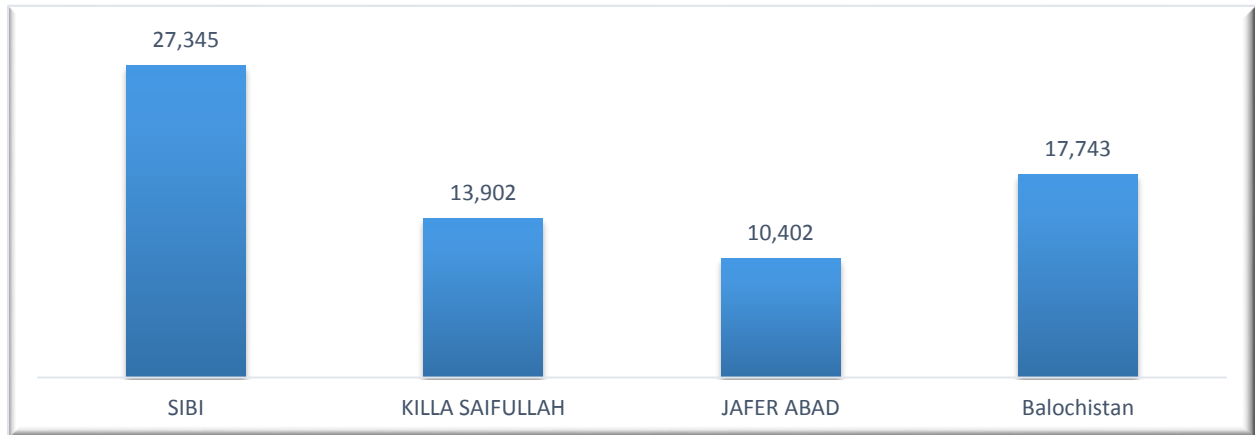
Given the budgetary allocations and the fact that a number of high schools also have middle and primary sections it has not been possible to calculate per child expenditure at each level exactly. The graphs below show an approximate picture.

Figure 7.8: Level Wise Per Child Expenditure
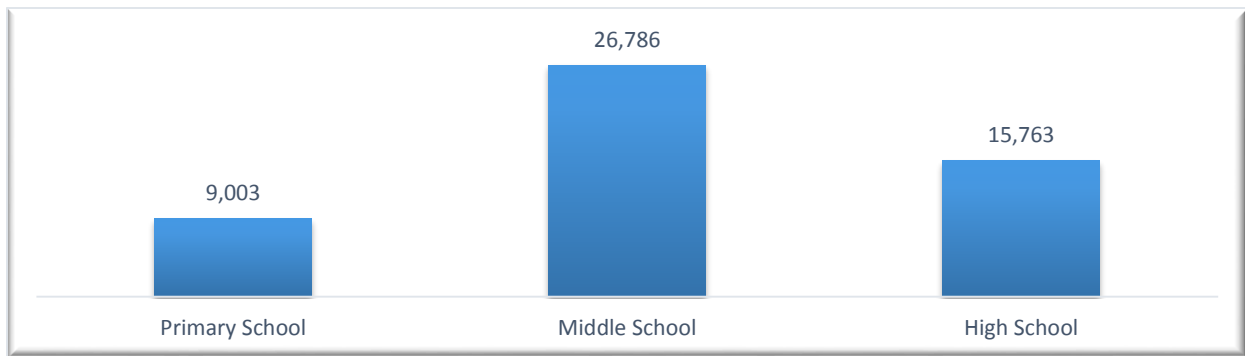
The high per child cost reveals major inefficiencies combined with poor learning outcomes.

Figure 7.9 the learning outcomes class 5
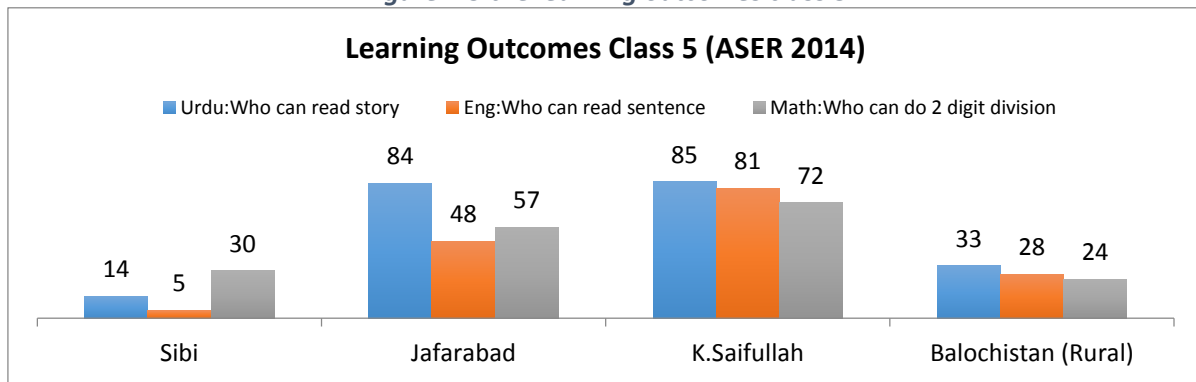
7.3.1   Financial Management

In general most DEOs and head teachers never receive any formal training on financial management. This, often, leaves them hostage to the support staff who have more experience of accounting. Historically major procurements were centralized. With the recent delegation of powers, a number of procurements have been transferred to the cluster level. This should improve the pace of decision making but at the same time it will increase the risk of corruption and mismanagement. To counter the risk the Secretariat and, also district education officer, will have to develop strong internal controls. Without better internal audit mechanisms it will not be possible to have effective decentralization.

7.3.2   Private Sector Regulation

Killa Saifullah has a small private sector as, approximately, an enrolment of 10% of the total. However, the numbers are larger than the past and given the requirements of Article 25A the district units need to regulate quality of education in these schools. At present no regulation takes place on ground as it is a low priority for district authorities. Also they do not have the capacity to undertake the task. The statute governing private schools also needs to be revised as the sector has grown much beyond the time of current law passed in 1961. Also the needs have shifted due to the compulsory education act.

District Authorities have to ensure that no child has to deviate from the free education required by statute. Again no model for public private partnership exists in the district to use this resource for betterment of students.

7.3.3   Multiple Supervisory Bodies

As already seen above there is overlap in the mandates of the District Education Group and the District Education Authority. As at present rules or terms of reference have not been developed for the latter there is a possibility of reducing this confusion and assign different areas to the two groups.

7.4   School Management Issues

Schools as self-contained units of education delivery have a number of problems. Again similar to other matters, discussed in the chapter on quality, the division across district and provincial mandates makes it difficult to have clear responsibilities for the school. Many schools simply lack basic facilities and have limited, if any, powers to impact the situation. A number of primary schools have single or two teachers, with no head teacher. In other cases head teachers have little training and even where they want to be effective teachers, often, have more powers through political connections and support of the associations. Despite these limitations, which are not universal, schools can be made better places of learning. The main hurdles to improvement are:

i.   Head teachers have no training for the job. Mostly senior most teachers fill these positions without any training. Recently though the provincial government has hired qualified young people for the job and has also trained them. Again the number of such head teachers is limited. In case of head teachers from high schools the responsibilities will increase as they will now also be heads of clusters. Their responsibilities will include financial management of the cluster schools and also facilitating the continuous professional development programme.

ii. Secondly there is a massive planning deficit at the school level. The main target is completion of syllabi. There are no plans to improve the learning process and managing day to day affairs of the school.

iii. Community, which can act as an important support to schools, remains weakly engaged. The Parent Teacher School Management Committees (PTSMCs) mostly remain inactive. There are a number of reasons for the lack of effectiveness of PTSMCs. An important reason being the inability of head teachers to mobilize community effectively.

7.5 Objectives and Strategies

The district government needs to take charge of education in a pro-active approach rather than function as passive recipients of initiatives taken at the central levels.

Some of the key strategies in this regard are:

7.5.1 Objective: Capacitate the district to function effectively in the newly decentralised framework

Target:

Capacitate DEA and DEG capacitated to function effectively.

Strategies:

    i.   Conduct orientation sessions for DEA and DEG

Target:

 District Education Offices function as an effective secretariat to DEA and DEG

Strategies:

    i.   Develop capacity of EFOs on functioning as secretariat to DEG and DEA

Target:

Ensure effective functionality of clusters

Strategies

    i.   Capacity building of the cluster members

Target:

Training of Drawing and Disbursing Officers at the Cluster Level

Strategies:

    i.   Conduct training of DDOs at cluster level

7.5.2 Objective: Multi-stakeholder involvement in improvement of education in the district

Target:

Formal engagement of Teachers' Association in implementation of District Plan

Strategies:

    i.   Ensure active participation of teacher association in DEG meeting
    ii.   Review mandate of teachers' associations in a consultative process
    iii. Organize training program for teacher association to build capacity

Target:

Revitalization of existing PTSMCs as per agreed framework

Strategies:

    i.   Operationalize existing PTSMCs
    ii.   Impart training as per TORs contained in Balochistan compulsory Education Act 2014

Target:

Formation of 448 PTSMCs on the basis of the framework

Strategies:

    i.   Formation of remaining PTSMCs
    ii.   Impart training as per TORs contained in Balochistan compulsory Education Act 2014

Target:

PTSMC Monitoring mechanism in place

Strategies:

    i.   Monitoring of PTSMCs on developed tools

7.5.3 Objective: Overall capacity development of District Education Offices

Target:

Implement the Recommendations of Capacity Development Plans developed in 2014

Strategies:

i. Implementation of Capacity Development Plans developed in 2014

Target:

Building the capacity of managers

Strategies:

i. Develop training modules in accordance with JDs
ii. Impart training to all EFOs

7.5.4 Objective: Effective Planning and Management at District level by using data

Target:

Training of EFOs on use of data in Planning and Management

Strategies:

i. Prepare Training plan
ii. Impart training on data use

7.5.5 Objective: Strengthening DEMIS to provide comprehensive qualitative data with analysis as per user needs

Target:

Ensure availability of data of all institutions with DEMIS.

Strategies:

i. Set quality and quantity indicators through consultative process
ii. Training on collection of data on the basis of set indicators
iii. Analyze the data for decision making
iv. Collating feedback to improve data quality

7.5.6 Objective: Effective monitoring and evaluation of district education development plans by District Education Officers

Target:

District education offices effectively use the indicators given in District Education development Plan

Strategies:

i. Develop all four levels of monitoring and evaluation including the input, process, output and outcome level indicators.
ii. Develop feedback mechanism.
iii. Review structure approved by the Education Department and convey to the DEA.

7.5.7 Objective: More efficient Financial Management at the district level

Target:

Ensure optimum utilization of all available funds by district DDOs and check and balance mechanism in place through DEA

Strategies:

i. Conduct training for DDOs on PIFRA Rules.

ii. Develop Check and balance mechanism

Target:

More Transparent allocation and expenditure of finances

Strategies:

i. Training of relevant staff
ii. Monthly updating the website

7.5.8 Objective: Effective School Management

Target:

Training of head teachers in school management

Strategies:

i. Impart training to Master Trainers (MT) through PITE.

ii. Impart training to head teachers with DEDP and School development plan.

Target:

Ensure school based planning and budgeting

Strategies

i. Prepare school development plan and update annually

ii. Submit the plan to DEO for approval

7.5.9 Objective: Establishment of Linkages with madrassas and private schools

Target:

Implement policy of linkages with madrassas communicated by the province

Strategies:

i. Implement the policy framework in letter and spirit

7.5.10 Introducing Gender balanced management approach in district management

Target:

Introducing gender awareness campaign

Strategies:

i. Develop a gender awareness campaign to sensitize the communities including teachers

ii. Capacity building of females on gender awareness

Target:

Provision of special facilities to female workers in offices

Strategies:

i. Assess Needs
ii. Plan and submit proposals to the department

Target:

Establish day care centres for female officials.

Strategies:

i. Assess Needs
ii. Plan and submit proposals to the department
iii. Provide facilities in day care centres

Annex 1: Results Matrices

Annex 1.1: Access and Equity

Objectives	Key Targets	Indicators	Key Assumptions/	Risk Mitigation Strategy
Provision of primary education opportunities to every settlement of district	Establishment of 30 new primary schools as per government policy by June 2021.	OVI 30 primary schools established in communities without schools New school SNE prepared and submitted to DOS List of teachers recruited/deployed MOV Approved PC 1s Reflection in annual budget Completion report EMIS data	No GIS or consolidated information in other formats is available which creates planning problems. Budget constraints	Local level field surveys under the District Education Officers to identify settlements without schools. Advocacy to provide required funds in the budget in line with district education plan
Remove school availability gaps at primary to middle, middle to secondary and secondary to higher secondary level	Up gradation of 60 primary schools to middle level by June,2021	OVI Schools upgraded New school SNE prepared and submitted to DOS List of teachers recruited/deployed MOV Approved PC 1s Reflection in annual budget Completion report EMIS data	A Gender imbalance redressed in up-gradation R. Feasibility criteria developed at provincial level may impede the needs of the district R. Budget constraints	Local level feasibility criteria developed based on utilisation of existing schools Advocacy to provide required funds in the budget in line with district education plan
	Up gradation of 5 middle schools to secondary level by June, 2021	OVI Schools upgraded New school SNE prepared and submitted to DOS List of teachers recruited/deployed	A Gender imbalance redressed in up-gradation R Feasibility criteria developed at provincial level may impede the needs of the district Budget constraints	Local level feasibility criteria developed based on utilisation of existing schools Advocacy to provide required funds in the budget in line with district education plan

Objectives	Key Targets	Indicators	Key Assumptions/	Risk Mitigation Strategy
		MOV Approved PC 1s Reflection in annual budget Completion report EMIS data		
	Up gradation of 2 high schools to higher secondary level	OVI Schools upgraded New school SNE prepared and submitted to DOS List of teachers recruited/deployed MOV Annual Public Sector Development Programme EMIS data	A Gender imbalance redressed in up-gradation R Feasibility criteria developed at provincial level may impede the needs of the district Budget constraints	Local level feasibility criteria developed based on utilisation of existing schools Advocacy to provide required funds in the budget in line with district education plan
Optimum utilization/ Rationalization of existing schools	Rationalise teacher deployment in schools to ensure optimal utilization up to Dec 2016	OVI Rationalisation of teacher deployment completed MOV Approved deployment plan Monitoring reports	Given the low population densities in catchment areas of schools the current variables of optimal utilisation may not be applicable to all situations	Review of criteria for defining utilisation to be developed to accommodate local level variations.
	Awareness campaign launched in underutilized institutions area by December , 2017	OVI survey team trained and campaign launched	Past experience of awareness campaigns has not paid much results because of non-involvement of local opinion/ leaders and lack of capacity of EFOs to undertake the task	Detailed planning and training of EFOs to successfully undertake the awareness process. Political leadership, , community, elders/ notables, religious leaders are involved

Objectives	Key Targets	Indicators	Key Assumptions/	Risk Mitigation Strategy
		<u>MOV</u> Notification of survey team Monitoring report		
Increase number of classrooms in primary schools up to 5 rooms by June 2021.	Up-gradation of 65(15%) of 2 room and 20 (10%) of 1 room in primary schools	<u>OVI</u> PC-1 prepared and submitted to DOS <u>MOV</u> PC-!	R. Budget Constraints R. Capacity of district to prepare PC-1	Advocacy to provide required funds in the budget in line with district education plan Capacity building of EFOs of the district
Reduce Economic Barriers to increase enrolment and retention rate in school	Provision of one school meals in all schools by June 2021	<u>OVI</u> One meal provided in all schools <u>MOV</u> Approved school meal plan Budget document	A. Provision are ensured under Balochistan Compulsory Act 2014 R. Budget constraints R Historic failures in central project based meal programmes	Advocacy to meet the provision of Balochistan Compulsory Act 2014 Education non development budget should be increased as per requirement for the implementation of the ACT. Develop community based program managed by PTSMCs
	Provision of stationery to the students in all schools by June 2021	<u>OVI</u> Stationery to the students provided in all schools <u>MOV</u> Approved plan Budget document	A. Provision are ensured under Balochistan Compulsory Act 2014 R. Budget constraints	Advocacy to meet the provision of Balochistan Compulsory Act 2014 Education non development budget should be increased as per requirement for the implementation of the ACT

Objectives	Key Targets	Indicators	Key Assumptions/	Risk Mitigation Strategy
	Provision of transport facility to the students where required by 2021	OVI Transportation provided to students MOV Strategy and road map notified Budget document	A. Provisions are ensured under Balochistan Compulsory Act 2014 A Mechanism in place engaging the community in implementation R. Budget constraints and lack of management capacity	Advocacy to meet the provision of Balochistan Compulsory Act 2014 Outsourcing of transportation to save high capital and maintenance costs.
	Awareness campaign on enhancement of girls' education	OVI Awareness enhanced Female enrolment enhanced MOV Repeated survey reports EMIS data	A Mechanism to involve the community in place	
Provision of ALP opportunities to out of school children	Obtain data on out of school children of school going age by 2017.	OVI Data on out of school children obtained MOV EMIS database	A Survey conducted under access activity.	

Objectives	Key Targets	Indicators	Key Assumptions/	Risk Mitigation Strategy
	Establishment of 184 ALP centres and 174 NFE centers for 20% out of school children by June 2021 (phase wise)	<u>OVI</u> Requisite ALP centres established <u>MOV</u> Approved PC 1 and PC IVs Annual Public Sector Development Programme	A. Policy framework for ALP program at provincial level formulated and implemented A. Mechanism including specialized learning material, qualified trained teachers and certification has been developed and made available. A. stakeholders and communities are aware of ALP A. Training institute for ALP staff/teachers established R. Limited capacity to implement the program R. Financial constraints R. Overlap of mandate with social welfare department	Capacity building Advocacy to provide funds Changes in rules of business to shift ALP to education department by transfer the relevant staff from social welfare to education department

Annex 1.2.1 Inclusive Education

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
Create capacity to comprehend and implement inclusive education in schools	Promote ownership of inclusive education among community , Education Field Officers (EFOs) teachers and head teachers by 2017	<u>OVI</u> Awareness plan prepared and implemented <u>MOV</u> Approved awareness plan Monitoring reports on implementation Feedback report on education managers' Progress report of EFOs	A. A policy regarding inclusive education has been framed and circulated to district for implementation A. Introduction of inclusive education in schools enhances the participation and attitude towards diversity. R. Low priority to inclusive education continue due to low awareness and absence of support from the Politicians, communities and other stakeholders	Monitoring and evaluation mechanism should measure the indicators of inclusive education
	Continuous Professional Development Programme for teachers on Inclusive Education by 2018.	<u>OVI</u> Curriculum for training of teachers on inclusive education developed and included in CPD. <u>MOV</u> CPD document Teachers training reports.	A. The district will communicate the demand of inclusion of inclusive education concepts in courses designed for CPD to PITE in coordination with DOS. A Education department conveys the need to HEC to include inclusive education in pre-service teacher education courses.	Use external sources for introduction of the concept in the government run pre-service institutions.
	Ensure community and parental participation in promotion of inclusive	<u>OVI</u> PTSMCs actively involved in promotion of	R Low priority and traditional delays	Regular follow up by the district to avoid delays

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
	education by 2017	Inclusive Education MOV Minutes of PTSMC meetings		
Implement inclusive education concepts in schools as per National Curriculum	Baseline study on school attitudes (students, teachers) on inclusiveness and demography of schools in comparison to community by Dec, 2016	OVI Study conducted MOV Study report	R. Poor internal capacity to undertake the task	Use external capacity within and outside the country to undertake the task
	Training of EFOs in monitoring and mentoring of inclusive education adoption in schools by March, 2017	OVI Training imparted to EFOs on monitoring and mentoring special needs services in targeted schools MOV Training reports Attendance sheets		

Annex 1.2.2 Disaster Risk Reduction

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
Institutionalize a DRR plan for the institutions	Plan of action for risk prevention, reduction, preparedness and school safety based on PDMA guidelines by 2017.	OVI Plan prepared Training imparted to the teachers. Head teachers and EFOs Equipment provided to institutions MOV Approved plan Report of awareness sessions Report of teachers training Report of equipment distribution	A. DRR has been made part of the curriculum A. The plan developed by PDMA and school safety plan covers the responses of natural and human made disasters. It includes components on awareness, training and preparedness. R A large number of actors in disaster management including the Provincial Disaster Management Authority (PDMA) working in isolation of the education department except when physical support required in disaster management	Coordination among all the actors working in the area of DRR be made with EFOs to prepare plan for DRR.

Annex 1.2: Improving Quality Education

Objectives	Key Targets	Indicators	Key Assumptions/Risks	Risk Mitigation Strategy
Curriculum disseminated to all key stakeholders by December 2017	Preparation of a dissemination plan by Dec, 2016.	OVI Dissemination plan developed MOV Approved plan by competent authority	A. Basic document prepared by BOC&ES A. Implementation in Collaboration with BOC&S, PITE and DOS is ensured for developing dissemination plan (Distribution of curriculum, Training of EFOs, Head teacher and teachers and feedback mechanism)	
Timely receipt of textbooks by students	Development of textbooks distribution plan including costing by Dec, 2016.	OVI Plan developed. MOV Approved District distribution plan	A. The DEO has prepared textbook distribution calendar. R. Delay in printing textbooks at provincial level. R. At provincial level no such distribution plan exists.	Provincial distribution plan to be developed in consultation with districts.
	Implementation of Textbooks distribution plan by March, 2017.	OVI 100% students and schools received textbooks as per their academic session's requirement each year. MOV Feedback report	R. Different climatic zones create bottlenecks in distribution of textbooks. R. Dependence on provincial authorities like BTBB and Directorate of Schools	Distribution plan should be developed as per academic session requirement and communicated to provincial authorities well in time. Strong follows up and tracks for receipt of books.
	Establishment of Book banks at school level by 2017.	OVI	A. Students and parents cooperation.	Advocacy to maintain a book bank for the benefits of new

Objectives	Key Targets	Indicators	Key Assumptions/Risks	Risk Mitigation Strategy
		Strategy to establish book banks at school level developed. General instruction (notification) be issued by District officials and DOS MOV Copy of the order of DEA Strategy paper Copy of instructions issued by DOS and district officials Yearly Monitoring reports	A. The students and parents pressurize to get new books	class entrants to avoid the delay from provincial level.
	Development of monitoring system and complaint redressing l mechanism for timely supply of textbooks to children by 2017.	OVI Monitoring system and complaint redressing mechanism developed. MOV Monitoring reports Complaint register	A. Timely supply of textbooks ensured by provincial stakeholders; A. Supply of textbooks to all children ensured as per academic requirement	
Contribute to improvement of quality of textbooks	Development of Mechanism for annual collection of feedback on textbooks by 2017.	OVI Mechanism in place.	A. Feedback mechanism on textbooks has been developed by BOC in collaboration with DOS and BTBB in consultation	BTBB and Curriculum authority should consider and incorporate the suggestions in the textbook if valid.

Objectives	Key Targets	Indicators	Key Assumptions/Risks	Risk Mitigation Strategy
		MOV Reports on the basis of feedback mechanism	with districts R. Responsibility of redressing of any suggestions and anomalies and relevant changes to be incorporated in the new textbooks lies with provincial authorities	
Continuous professional development of teachers and head teachers	Carrying out a needs assessment for professional development of teachers and head teachers by June, 2017	OVI Need assessment of teachers and head teachers conducted. MOV Need assessment reports	A. Framework for needs assessment prepared by Directorate of Schools and PITE in consultation with district and divisional authorities. A. Needs assessment to look into curriculum, assessments, methodology, SLO based subject contents, ECE and Multi-grade teaching aspects and needs.	
	Arrangement of district level trainings for teachers and head teachers in coordination with DOS and PITE by December 2018.	OVI Master trainers trained at provincial level by PITE. Cluster based CPD implemented. MOV Monitoring and progress reports. Training reports	A. PITE and BOC&S extend full cooperation. A. Education Department and Finance Department ensure funds for CPD.	

Objectives	Key Targets	Indicators	Key Assumptions/Risks	Risk Mitigation Strategy
	District database of trainings developed to ensure monitoring and avoid reappearances of teachers in trainings by June, 2018.	OVI Database of trained teachers developed by DEMIS, EMIS and PITE regularly. MOV DEMIS, EMIS reports.	A.DEMIS, EMIS reports submitted to DOS, PITE and administrative department. A. CPD programme includes follow up R. Influential teachers use teachers' association pressures to include their names in trainings.	CPD programme initiated in close collaboration with all the teachers associations.
Ensure teacher availability of all subjects for all schools.	Identification of shortage of subject wise teachers by Dec, 2016.	OVI Shortage of subject wise teachers' identified by schools and district authorities. MOV Evaluation report.	A. Evaluation to look into arts, science and computer science streams and use standards and ratios identified in BESP. A. Establish balance between demand (schools) and supply (pre-service training institutions & recruitment agencies) aspects.	
	Development of redeployment plan of teachers on the basis of rationalization by June 2017.	OVI Policy for rationalization of teachers developed and approved by DEA Teachers' rationalization plan developed. Teachers' rationalization plan	R. Resistance from teacher association to support the teachers on dislocation A. Provincial government coordinates the process with districts.	Implementation of the plan taking into confidence the teacher association

Objectives	Key Targets	Indicators	Key Assumptions/Risks	Risk Mitigation Strategy
		implemented. MOV Approved rationalization policy Approved rationalization plan. Implementation report.		
Elimination of Teacher absenteeism	Carry out regular inspection to reduce teacher's absenteeism using ICT approaches.	OVI Inspection and monitoring of teachers conducted by using ICT approaches regularly. MOV Inspection and monitoring reports.	A. Inspection and monitoring plan will help minimize the absenteeism of teachers in schools. R. Political influence and pressure of teacher association may impede the desired objectives	Political will is required to follow the rules.
	Operationalization of Strong inspection function	OVI Inspection plan developed and approved by DEA Inspection plan implemented MOV Approved Plan	R Political influence and pressure of teacher association may impede the desired objectives A. Implementation of inspection plan includes follow up.	Political will is required to follow the rules.

Objectives	Key Targets	Indicators	Key Assumptions/Risks	Risk Mitigation Strategy
		Monitoring and follow up reports		
	Recruitment of replacement teacher to fill in for teachers on official leave (as and when required)	OVI Policy and plan to recruit replacement teachers MOV Approved Plan for recruitment	R. Availability of required funds A. Pool of unemployed graduates established at local level for hiring as replacement teacher	Allocation of fund in regular budget
Ensure an effective and regular formative and summative assessment in all schools	Training of head teachers and teachers on curriculum based assessments by 2019.	OVI All teachers and head teachers trained in quality based assessment. Feedback mechanism established MOV Training, progress and feedback reports	A. Planning for training is coordinated with PITE who develop and implement the training programme.	
	Ensure that all the schools conduct formative and summative assessments.	OVI EFOs regularly monitor the conduct of formative and Summative assessments. MOV School results profile		

Objectives	Key Targets	Indicators	Key Assumptions/Risks	Risk Mitigation Strategy
		Monitoring report		
	Prepare database of formative & summative assessments in coordination with schools.	OVI Include information in EMIS through addition of relevant questions. MOV EMIS and DEMIS Reports.	A. EMIS & DEMIS include subset of quality of assessments data in their proforma. R. Dearth of qualified human resource at district level	Training to staff in the relevant field
	Analyse data of formative & summative assessments and provide feedback to schools	OVI All district officials and head teachers trained in analysis of assessment data. Assessment results analysed by district officials and head teachers and conveyed to DOS on regular basis. MOV Training and progress reports. Analytical report on assessments. EMIS, DEMIS reports.	A. DOS provides feedback on assessment results to district and schools regularly. R. Dearth of qualified human resource at district and provincial level to take up this huge task.	Induct qualified human resource for analysis of assessment results or outsource the task.
	Develop and implement vigilance and monitoring system to control	OVI	A. District administration to extend maximum cooperation	

Objectives	Key Targets	Indicators	Key Assumptions/Risks	Risk Mitigation Strategy
	cheating in exams conducted by districts by 2017.	Vigilance & monitoring system developed and introduced in the district. Rules for conduct of examination framed and approved MOV Monitoring and feedback reports. Copy of rules	to eradicate cheating in exams.	
	Create political and social support to control cheating by 2017.	OVI Advocacy and awareness campaign designed and implemented. MOV Advocacy materials, workshop and seminar reports, media clipping.	A. Advocacy and awareness campaign include corner meetings, workshops, and seminars at district level. A. Electronic and print media used for advocacy and awareness. A. Community is mobilized to cooperate in curbing the cheating menace.	
Ensure conducive learning environment in all schools	Prepare school development plan for all schools by December 2016.	OVI School development plans prepared.	A. Head teachers develop district plans in collaboration with DEO office.	

Objectives	Key Targets	Indicators	Key Assumptions/Risks	Risk Mitigation Strategy
		<u>MOV</u> Progress reports. Approved School development plans		
	Provision of additional classrooms in overcrowded schools by 2018.	<u>OVI</u> PC-1 prepared and submitted to DOS. Additional classrooms constructed and functionalized in overcrowded schools. <u>MOV</u> Budget release. PC-1s. PC-IVs DEMIS report.	R. Budget constraints R. capacity of District office to prepare PC1	Advocacy to increase financial resources CPD to enhance the capacity of District office
	Provision of non-salary budget to maintain classrooms	<u>OVI</u> Funds available for regular maintenance and repair of existing classrooms. <u>MOV</u>	A. Non-salary budgetary need for schools identified. R Budget constraints	Advocacy to increase financial resources

Objectives	Key Targets	Indicators	Key Assumptions/Risks	Risk Mitigation Strategy
		Budget release		
	Provision of all required physical facilities in the schools and replenishment of consumable facilities	OVI

Required physical facilities needed in schools ascertained and listed.

Cost estimates prepared for provision of physical facilities and conveyed to province through district administration.

MOV

List of required facilities.

Cost estimates.

Budget release.

Progress reports. | A. Plan for replenishment of physical facilities prepared by DOS in consultation with districts education offices.
R. Budget constraints | Advocacy to increase financial resources |
| | Improve learning environment and mentoring practices/approaches in all schools by December 2017. | OVI

Training in techniques of mentoring/peers approach provided to the teachers.

MOV

Training and progress reports. | A. Training to be provided through cluster based approach. | |
| | Introduce effective and collaborative management | OVI | | |

Objectives	Key Targets	Indicators	Key Assumptions/Risks	Risk Mitigation Strategy
	practices among teachers and head teachers in all schools by December 2017.	Regular meetings of staff and head teachers convened in all schools. MOV Minutes of meetings.		
	Provision of non-salary budget for conducting co-curricular activities for the schools.	OVI Budget is allocated for co-curricular activities for all schools. MOV Non-development budget document. Budget release.	A. Provision of non-salary budget and its transparent utilization improve the quality of education.	
	Conduct regular co-curricular activities in all schools by December 2016.	OVI Plans prepared for co-curricular activities in schools by head teachers and submitted to DEO office. School clubs established in all schools. MOV Notification of week reserved for	A. Students receive training in school from the civil defense officials, health officials and D.R.R. A. Students get recruited/ registered as boy scouts and girl guides.	

Objectives	Key Targets	Indicators	Key Assumptions/Risks	Risk Mitigation Strategy
		co-curricular activities. School clubs activity reports. Co-curricular plans. Students' participation lists and prize distribution day report. Physical monitoring and visits of schools and visit reports		
	Prepare and conduct awareness campaign against corporal punishment by December 2017.	OVI Awareness campaign designed and implemented. Electronic and paper media taken on board for the purpose of advocacy and awareness. MOV Advocacy materials, workshop and seminar reports, media clipping.	A. Advocacy and awareness campaign include corner meetings, workshops, and seminars at district and school levels.	
	Ensure eradication of corporal punishment from all schools in the district.	OVI Orders of the provincial education department about eradication of corporal punishment strictly followed by all the schools.	A. Community cooperate in eradication of corporal punishment, if found necessary, actions should be conveyed to competent authority. A. PTSMCs to be involved in the	

Objectives	Key Targets	Indicators	Key Assumptions/Risks	Risk Mitigation Strategy
		Effective monitoring system in place for eradication of corporal punishment in all schools. MOV Office order and notifications. Monitoring reports and complaints received and redressed.	monitoring process along with the EFOs.	
Counselling for students of middle to higher secondary schools for better career choices	Develop Counselling Units at district levels by December 2017.	OVI Plan for introduction of district counselling units approved MOV Approved plan	A. Counselling framework prepared in consultation with potential employers and higher education authorities.	
	Training of Head teachers in counseling by December 2017.	OVI Training imparted to head teachers MOV Training reports		
Ensure availability of functional libraries and laboratories in all schools	Ensure existing school libraries are functional and establish new libraries in schools by 2018.	OVI Functional libraries in all schools. Funds provided to establish	A. Standards and benchmarks prepared and notified on use of libraries. A. Funds are released for replenishment of libraries	

Objectives	Key Targets	Indicators	Key Assumptions/Risks	Risk Mitigation Strategy
		libraries in all schools. MOV Libraries functionalized Budget release. Library registers.	A. Sustainability ensured by allocating funds in non-development/recurring budget. R Teachers will hesitate to perform additional duty	Training and incentive to the teacher in-charge of library.
	Ensure laboratories in existing schools are functional by 2018.	OVI Functional laboratories in all schools MOV Monitoring reports on laboratories	A. Standards and benchmarks prepared and notified on use of and replenishment of laboratories. A Funds are released for replenishment of laboratory material	

Annex 1.2.1: Early Childhood Education

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
Introduce Early Childhood Education in the district	Aware the stakeholders of ECE Policy by Dec, 2016.	<u>OVI</u> Awareness raising program of ECE developed <u>MOV</u> Report of awareness sessions	A. The provincial government has developed a policy on ECE and circulated to the district. A.DOS coordinates with the district and divisional levels in preparation of awareness campaign	
	Introduce ECE in at least 155 30% of existing schools by 2017.	<u>OVI</u> PC-1 prepared and submitted to DOS Development budget allocated in the PSDP for establishment of ECE classes in schools. <u>MOV</u> Approved criteria for selection of schools Approved PC 1 Annual Budget Book	A. Budget for ECE allocated by the government of Balochistan A.50% primary schools with existing/available classrooms and 50% for construction of new classes (60% boys & 40% girls) identified for introduction of ECE. A.ECE classes are being monitored R. Low current capacity and comprehension of ECE among teachers, teacher.	Inclusion of ECE related courses in pre-service and in service teacher trainings. Workshops on ECE with teachers, head teachers and field officers in districts.

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
	All new schools to have ECE set ups by 2017.	<u>OVI</u> Policy approved for new schools <u>MOV</u> Approved PC 1s	A. Funds are available.	
	Recruitment in selected schools	<u>OVI</u> SNE for the recruitment of teaching and non-teaching staff prepared and submitted to DOS Recruitment process of teachers completed phase wise Required teachers deployed <u>MOV</u> Approved SNE List of recruited teachers EMIS report	A. Funds are available	
	Organize Training of teachers on ECE concepts by 2017.	OVI ECE teacher Training plan approved MOV Approved plan. ECE teachers training report. List of trained teachers	A. PITE has developed the training modules based on ECE curriculum. A. PEACE/BOC has developed the Standards and tools for assessment of ECE classes. R. Non provision of ECE budget may hamper the	Advocacy at provincial level for provision of financial resources.

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
			activity	
	Ensure community and parental participation in ECE by July 2017	OVI Resource person nominated and list submitted to PITE Training plan prepared Training imparted to PTSMCs MOV List of resource persons Training Plan Training reports	A. the education department has notified ToRs of PTSMC members with reference to ECE. A. PITE has developed Training packages for capacity building of PTSMCs in ECE context.	Over haul of the community support system in education in Balochistan
School health and nutrition services for ECE children	Health awareness of parents, teachers and students	OVI Health awareness programme developed	A. Awareness programme developed by Health Department (PPHI) in consultation with Department of Education R. No existing coordination	Institutitonalise a coordination

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		<u>MOV</u> Approved awareness plan Implementation/monitoring reports	mechanism between the Departments of Education and Health.	mechanism between health and education departments
	Development of student health profile	<u>OVI</u> Health profile developed <u>MOV</u> Database of health profile (EMIS data)	A Health screening process employed by PPHI in coordination with the Department of Health.	
ECE support and monitoring	Training of EFOs in monitoring and mentoring of ECE teachers by July 2018	<u>OVI</u> Mentoring and monitoring plans initiated. <u>MOV</u> List of Trainees Training reports.	A EFOs trained in monitoring of ECEs	

Annex 1.3: Governance & Management

Objectives	Key Targets	Indicators	Assumptions/Key Risks	Risk Mitigation Strategy
Capacitate the district to function effectively in the newly decentralised framework	Capacitate DEA and DEG to function effectively.	<u>OVI</u> Orientation of DEA and DEG on their powers, responsibilities and functions. <u>MOV</u> Report on orientation sessions	A DEA and DEGs function as oversight bodies for implementation of DEDP. A. Linkages among DEA, DEG and district counsel (local government) strengthened for the improvement of education. R Strong resistance by teachers association and political pressures to change the status quo R The recommendation made by DEA and communicated to the province are not actively responded. R Lack of coordination at school-cluster, cluster-district and district-province level	Teachers' associations, political leadership, civil society and media are involved to dilute the pressures. Teachers' associations will be positively engaged in the reform process. At provincial level the advisory committee/oversight committee should bound the provincial stakeholders to provide immediate feedback on the recommendations made by district authorities coordination mechanism will be strengthened through enforcement
	District Education Offices function as effective secretariats to DEA and DEG	<u>OVI</u> Capacity of EFOs developed on functioning as secretariat to DEG and DEA <u>MOV</u>	The secretariat to DEG and DEA prepares agendas, working papers for the meetings of the forums and issue minutes of the meetings.	

Objectives	Key Targets	Indicators	Assumptions/Key Risks	Risk Mitigation Strategy
		Training reports		
	Ensure effective functionality of clusters	OVI Clusters made functional MOV Reports on cluster activities	A. Clusters established and responsibilities notified	
	Training of Drawing and Disbursing Officers at the Cluster Level	OVI Trainings for DDOs conducted MOV Training reports		
Multi-stakeholder involvement in improvement of education in the district	Formal engagement of Teachers' Association in implementation of District Plan by Sep 2016.	OVI Active participation of Teachers Association representatives in DEG for planning and monitoring and implementation MOV Minutes of the meeting	A. Teachers voice is confirmed in implementation of DEDP A. The district education department have contacted the provincial government to define the role of Teacher Association R. Teachers association not oriented to, nor trained for, reform process	The provincial government and districts take effective measures in collaboration with Teacher Associations and help them to transform their role as Association
	Revitalization of existing PTSMCs as per agreed framework by December	OVI Existing PTSMCs operationalized by	A. Terms of reference for PTSMCs are revised. Trainings provided to PTSMCs.	

Objectives	Key Targets	Indicators	Assumptions/Key Risks	Risk Mitigation Strategy
	2016.	EFOs through the approved process Training imparted as per TORs contained in Balochistan compulsory Education Act 2014, <u>MOV</u> Progress report on revitalization of PTSMCs Training report		
	Formation of 580 remaining PTSMCs on the basis of the framework by December 2021.	<u>OVI</u> Remaining PTSMCs formed by EFOs through the approved process. Training imparted as per TORs contained in Balochistan compulsory Education Act 2014. <u>MOV</u> Progress report of PTSMCs Formed Training report		
	PTSMC Monitoring mechanism in place by June 2018	<u>OVI</u> Tools developed by education department.	R. Slow process in developing the tools by the relevant organization	The process should be accelerated to improve the monitoring of institutions

Objectives	Key Targets	Indicators	Assumptions/Key Risks	Risk Mitigation Strategy
		MOV Tools available Monitoring reports		
Overall capacity development of District Education Offices	Implement the recommendations of Capacity Development Plans developed in 2014.	OVI Capacity development plan implemented MOV Implementation reports	A. Implementation of CD Plan includes restructuring and revised job descriptions	
	Building the capacity of managers by March 2017	OVI Training modules in accordance with JDs developed in collaboration with Directorate of professional development. Training imparted to all EFOs. MOV Modules Training Reports	A. The Directorate of Professional Development has already developed a training programme.	
Effective Planning and Management at District level by using data	Training of EFOs in data use by 2017.	OVI Training and awareness plan prepared	R. A culture of oral information relay and low data use impedes the shift	Direction on data use by the District Education Authority (DEA)

Objectives	Key Targets	Indicators	Assumptions/Key Risks	Risk Mitigation Strategy
		Training imparted on data use MOV Training reports		
Strengthening DEMIS to provide comprehensive qualitative data with analysis as per user needs	Ensure availability of data of all institutions with DEMIS by Dec 2016.	OVI DEMIS database developed MOV EMIS report	R. Limited data on quality produced	Indicators for quality developed including SLOs, as assessed by PEAC and teacher training.
Effective monitoring and evaluation of district education development plans by District Education Officers	District education offices effectively use indicators given in District Education development Plan by 2017.	OVI Indicators used MOV Operational plans and monitoring reports Minutes of DEG and DEA meetings.	A. By using monitoring and evaluation tools the performance of institutions improves resultantly the realistic planning and management is in place R. Weak mechanism of monitoring and evaluation that depends mostly on input related partial information.	An output and outcome based monitoring and evaluation process will be invigorated through CPD programs
More efficient Financial Management at the district level	Ensure optimum utilization of all available funds by district DDOs and check and balance mechanism in place through DEA by 2018.	OVI All DDOs trained on PIFRA Rules Check and balance mechanism developed and implemented MOV	A PIFRA authorities cooperate to train district specified stakeholders A The ToR of DEA are revisited and monitoring of utilization of funds incorporated R. As the DEA is not aware of	Well informed mechanism will be developed for utilization of all

Objectives	Key Targets	Indicators	Assumptions/Key Risks	Risk Mitigation Strategy
		Training reports Mechanism notification	the funds allocated through PSDP and other sources, therefore appropriate utilization of funds cannot be ensured	incoming funds e.g. parliamentarian, PSDP, Donors/NGOs and other sources etc. to ensure its proper utilization by DEA.
	More transparent allocation and expenditure of finances	OVI Availability of monthly accounts on website of the education department MOV Website of the Department of School Education	A. District government has its own website.	
Effective School Management	Training of Head teachers in school management by June, 2017.	OVI Training of head teachers MOV Training reports		
	Ensure school based planning and budgeting by Dec, 2017.	OVI School development plans approved MOV Approved School Development plans		
Establishment of Linkages with	Implement the policy of	OVI District education department	A Policy framework will be developed by Education department in due course of	

Objectives	Key Targets	Indicators	Assumptions/Key Risks	Risk Mitigation Strategy
madrassas and private schools	linkages with madrassas communicated by the province.	implemented the policy framework in letter and spirit MOV Policy framework Report of implementation	time. R. slow process in developing the policy framework is effecting the coordination among public, private and madrassa	Expedite the process of developing policy framework
Introducing Gender balanced management approach in district management	Introducing gender awareness campaign d by December 2017.	OVI communities including teachers sensitized The assignment of capacity building of female accomplished MOV Reports of seminars and trainings	R. Resistance by the officials in power. R. Non provision of conducive environment to females to work	Strong and regular messages from the department
	Provision of special facilities for female workers in offices by December 2017.	OVI Needs assessed Planning made and proposals submitted to the department MOV Need assessment report	R. Budget constraints	Advocacy to meet the target set in DEDP
	Establish day care centres for female officials by December 2017.	OVI	R. Budget constraints	Advocate the government machinery to meet the targets set in DEDP

Objectives	Key Targets	Indicators	Assumptions/Key Risks	Risk Mitigation Strategy
		Needs assessed		
		Planning made and proposals submitted to the department		
		MOV		
		Need assessment report		
		Physical inspection of facilities		

Annex 2: Implementation Matrices

Annex 2.1: Access and Equity

Purpose	Results	Activities	Cost (In Million Pak Rs.)	Timeframe					Responsibility
				2016-17	2017-18	2018-19	2019-20	2020-2021	
Provision of primary education opportunities to every settlement of district	30 new primary schools established as per government policy of by June 2021	Develop a criterion for selection of site for opening of primary schools October 2016		X	X				DOS/PPIU
		Identify locations without primary schools through EFOs by December 2016		X	X	X	X	X	DEO
		Prepare phase wise implementation plan in collaboration with education department		X					DOS, C&W Deptt, Education Deptt, DEO
		Recruit local teachers as per government policy by December every year starting from 2017		X	X	X	X	X	DOS/DEO
Remove school availability gaps at primary to middle, middle to secondary and secondary to higher secondary level	60 primary schools upgraded to middle level	Develop a criterion and prioritize selection of primary school for up-gradation by Oct 2016		X					DOS/DEA
		Prepare an up-gradation plan in consultation with DOS by Dec 2016		X	X				DOS/DEA

Purpose	Results	Activities	Cost (In Million Pak Rs.)	Timeframe					Responsibility
				2016-17	2017-18	2018-19	2019-20	2020-2021	
		Implement the plan in phases by December every year starting from 2016		X	X	X	X	X	DOS/DEA
		Preparation of SNE and submit to DOS by Dec 2016							
		Recruitment of Teachers by December every year starting from 2017							
		Infrastructure Cost							
	5 middle schools upgraded to secondary level	Develop a criterion and prioritize selection of middle school for up-gradation by Oct 2016		X					DOS/DEA
		Preparation an up-gradation plan in consultation with DOS by Dec 2016							DOS/DEA
		Preparation of SNE and submit to DOS by Dec 2016							DOS/DEA
		Recruitment of Teachers by December every year starting		X	X				DOS/DEA

Purpose	Results	Activities	Cost (In Million Pak Rs.)	Timeframe					Responsibility
				2016-17	2017-18	2018-19	2019-20	2020-2021	
		from 2017							
		Infrastructure Cost							
	2 high schools upgraded to higher secondary level	Develop a criterion for the selection of high schools for up-gradation Oct 2016							DOS/DEA
		Prepare and submit SNE to DOS for creation of essential staff by December every year starting from 2016							DOS/DEA
		Deployment of Teachers by December every year starting from 2017							DOS/DEA
		Provision of books and learning material consumable to existing libraries							
Optimum utilization/ Rationalization of existing schools	Teachers deployment rationalized in schools to ensure optimum utilization by Oct, 2016	Conduct survey of teacher deployed in schools by Oct, 2016		X	X				DEO
		Develop a strategy for rationalization by Nov, 2016			X				DEA

Purpose	Results	Activities	Cost (In Million Pak Rs.)	Timeframe					Responsibility
				2016-17	2017-18	2018-19	2019-20	2020-2021	
	Awareness campaign launched in the district with underutilized institutions	Prepare plan for awareness campaign in consultation with local PTSMCs by Dec, 2016		X	X				DEA/PTSMCs
		Implement plan of awareness campaign with assistance of PTSMCs by Jan, 2017			X	X	X	X	DEA/PTSMCs
Increase number of classrooms up to 5 rooms in primary schools (where required)	15% 65 schools of 2 rooms and 10% 20 schools of one room primary schools upgraded to 5 rooms schools (where required)	prepare plan for construction of additional rooms in 30 primary schools having 2 rooms and 195 schools having 1 room, as government policy by June 2021 (phase wise)		x					DEA/DOS
		Submit the Plan to DOS for approval			X	X	X	X	DEA, DEO, DOS
		Implement plan as per approval							C&W Deptt, DEA, Edn Deptt
Reduce economic and social barriers to school entry and	One school meal provided to the students in all schools by June 2021 (phase wise)	Prepare school meal plan and submit to education deptt							DEA /DOS

Purpose	Results	Activities	Cost (In Million Pak Rs.)	Timeframe					Responsibility
				2016-17	2017-18	2018-19	2019-20	2020-2021	
continuation		Implement the plan as approved							DEO
	Stationery provided to the students in all schools by June 2021	Prepare plan and submit to education deptt							
		Implement the plan as approved							
	provision of transport facility to the students by June 2021	Identify schools for the Provision of transport		X	X				DEA/DEO
		Prepare plan for provision transport to the students and submit to DOS			X				DEA
		Implement the plan as approved by the government			X				DOS/DEO
		Conduct monitoring and evaluation of the plan			X	X	X	X	DEA/DEO
	Awareness campaign on enhancement of girls' education conducted	Prepare plan to launch awareness campaign in the district		X					DEA
		Implement the awareness campaign			X				DEA/DEO
		Develop a feedback mechanism			X	X	X	X	DEA/DEO

Purpose	Results	Activities	Cost (In Million Pak Rs.)	Timeframe					Responsibility
				2016-17	2017-18	2018-19	2019-20	2020-2021	
Provision of ALP opportunities to out of school children	Data on out of school children of school going age obtained.	Obtain data of out of school children from available sources							
	184 ALP centres established by June 2021 (phase wise)	Prepare a plan to establish ALP centers (phase wise) by Dec 2016		X					Edu Deptt/DOS/ DEA
		Conduct awareness sessions with communities/PTSMCs by March 2017			X				DEA/DEO
		Establish 174 NFE centres to provide access to 20% out of school adolescents				X			DOS /DEA / NEF

Cost In Billions (PKR)						
	Total	Y1	Y2	Y3	Y4	Y5
Total Access and Equity						
Recurrent:						
Primary						
Middle						
High						
NFE Teachers						
Development Cost						
Construction (New Bldg./Add: Rooms):						
Primary Schools						
Middle Schools						
High Schools						
NFE Schools						
Additional Rooms (P+M+H)						
Material Cost (30% construction Cost)						
Teachers Training						
Text Books						
System Strengthening Cost						
Total Access and Equity						

Annex 2.1.1: Inclusive Education

Purpose	Results	Activities	Cost (In Million Pak Rs.)	Timeframe					Responsibility
				2016-17	2017-18	2018-19	2019-20	2020-21	
Create capacity to comprehend and implement inclusive education in schools	Education Field Officers (EFOs), DEA members, teachers and head teachers have understanding and ownership of inclusive education by June 2021	Prepare plan for awareness by Dec, 2016	Minimal Cost	x					DOE/ DEAPPIU
		Conduct seminars and workshops by March, 2017		x	x				
		Conduct Monitoring and obtain Feedback from attendees of the awareness process March 2017	Minimal Cost			x			
	Continuous Professional Development Programme for teachers on Inclusive Education developed.	Develop curriculum for training of teachers on inclusive education		x					PITE/DEO
		Ensure inclusion of curriculum on inclusive education in CPD							
	Community and parental participation ensured in inclusive education	Revisit ToRs of PTSMCs and suggest the education deptt to cover inclusive education in the ToRs by 2016		X					DOE/DEA

Purpose	Results	Activities	Cost (In Million Pak Rs.)	Timeframe					Responsibility
				2016-17	2017-18	2018-19	2019-20	2020-21	
		Conduct Training for capacity building of PTSMCs in context of inclusive education by March 2017.		x					DEO/PITE
		Conduct monitoring and reporting by March 2017	Cost to be covered under PTSMCs capacity building program		x	x	x	x	
Implementation inclusive education concepts in schools	Baseline study on Participation of excluded population in schools carried out. by Dec, 2016	Terms of reference to provide facilities in schools by March,2017	Minimal Cost	x	X	X	X		DOE/DOS /PITE
	Training of EFOs in monitoring and mentoring of inclusive education adoption in schools conducted by March, 2017	Conduct training on inclusive education for the teachers and field staff by March, 2017							DEO/PITE
		Conduct monitoring and feedback							

Cost in Billions Pak Rs.						
Total Estimated Cost	**0.130**	**0.005**	**0.025**	**0.042**	**0.042**	**0.017**
Material Cost						
Training Cost						
Other development Cost						

Annex 2.1.2: Disaster Risk Reduction (DRR)

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2016-17	2017-18	2018-19	2019-20	2020-21	
Institutionalize a DRR plan for the institutions	Developed a Plan for risk prevention, reduction, preparedness and school safety based on PDMA guidelines by June 2017.	Prepare a DRR plan in consultation with DEA, EFOs and head teachers by Dec, 2016		X					DEO/ DEA/PDMA
		Organize awareness sessions with students, head teachers, community and teachers by March 2017		X					DEO/Head teachers
		Organize training for the teachers, head teachers and EFOs on DRR by March, 2017	Cost to be covered under Governance and Management	X					DEO/PITE
		Provide necessary equipment to schools by May 2017	Cost to be covered under Governance and Management		X				DOS/DEO
		Implement DRR Plan by June, 2017	Cost to be determined by CD plan			X	X	X	DEA/DOS/DEO

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

Annex 2.2 : Quality Education

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2016-17	2017-18	2018-19	2019-20	2020-21	
Curriculum disseminated to all key stakeholders by February 2016	Dissemination plan developed in collaboration with BOC &S by Dec 2016	Team set up for preparation of dissemination plan by July 2016							BOC/DOS/DOC/DEA/DEO
		Approval of plan by the DEA by Aug 2016		x					DEA
		Awareness workshops at clusters level for all educational levels and EFOs by March 2017			X June 2017	x	x		BOC/DOS/DOC/DEO
		Follow up of curriculum dissemination By July 2017			Dec 2017				DEO
Timely receipt of textbooks by students	Textbooks distribution plan developed including costing of transportation	Develop Textbook Distribution Calendar by Oct 2016		x	Sept 2016				DEO/DOS
	Implementation of Textbooks distribution plan	Distribution of textbooks as per calendar Feb 2017							

Objective	Output	Activity							Responsibility
	Book bank established at school level	Provision of space/furniture (Almirah) by head teacher by March 2017		**2017**	**X**				DEO/Head Teacher/PTSMC
		Awareness to teachers and students by August 2017							Head Teacher/PTSMC
		Formation of committee at school level for preparation of procedures September 2017							Head teacher
		Monitoring by Head teachers and EFOs							DEO/Head Teacher
	Monitoring, Complaint and redressing mechanism established for timely supply of textbooks to the children	Develop a monitoring mechanism involving EFOs and respective head teachers to ensure timely supply of textbook to the students by Dec, 2016.		**2017**					Head Teacher PTSMCs, EFO, and EMIS
		Establish Complaint and redressing mechanism at school and , DEO, level							DEO/Head Teacher/EMIS
Contribute to improvement of quality of textbooks	Mechanism for annual collection of feedback on textbooks developed	Develop mechanism for annual feedback collection on textbooks							
Continuous professional development of	Carried out a needs assessment for professional	Need assessment of teachers and head teachers on sampling		x	x				PPIU/PITE

teachers and head teachers	development of teachers and head teachers	basis							
	District level trainings for teachers and head teachers arranged in coordination with DOS and PITE.	Training of master trainer through PITE							PITE/DOS/DEO
		Training of teachers and head teachers by adopting cluster approach by December							PITE/DOS/DEO
	District data base of trainings developed to ensure monitoring and avoid reappearances of teachers in trainings.	Develop the Database of trained teachers at district level by DEMIS							DEO/DEMIS
Ensure teacher availability in all Subjects for all schools	Subject wise Shortage of teachers identified	Identify subject wise shortage of teachers		x	x				Head teachers, DEO
	Redeployment plan of teachers on the basis of rationalization	Develop a Policy for rationalization of teachers redeployment			x				DEO/DEG
		Approval by DEA							DEA
		Prepare rationalization plan of teachers deployment							DEA
		Approval by the DEA sought							DEA
		Implementation of plan							DEA
	ICT approaches	Monitoring of ICT		X	x				EDO/DOS/PPIU

Elimination of Teacher absenteeism	developed to reduce teachers absenteeism	Implementation of inspection function as given in capacity								
	Strong inspection function operationalized	Develop Inspection plan								DEO,
		Implement the inspection plan								DEO, DEA
	Replacement teacher to fill in for teachers on official leave (as and when required) recruited	Establish a pool of unemployed graduates at local level for hiring as replacement teacher		X						Education Deptt/DEO
		Develop a strategy for recruitment of replacement teachers		X						DOS/DEO
Ensure an effective and regular formative and summative assessment in all schools	All teachers and head teachers trained in formative and summative based assessment	Prepare a plan for teachers, head teachers, EFOs to participate in the training on assessment conducted by PITE	*Cost included in CPD Plan*		X					DEA/PITE/BEAC
		Implement the training plan								DEO/PITE
		Follow up of the trainings								DEO/PITE
		Review the inspection Performa to include assessment indicator								PITE
	Ensure that all the schools conduct	Preparation of monitoring mechanism								

	formative and summative assessments.	Implementation of monitoring plan							
	Data base of formative and Summative assessments in coordination with all schools developed	Establish database of formative and summative assessments in coordination with DEMIS by June___							DEO/DEMIS
	Data Analysis of formative & summative assessments made and feedback provided to schools	Training of EFOs and head teachers in analysis of assessment data							PITE
		Analysis of assessment result by DEO and head teachers							DEO/DEMIS
		Submit the result to DOS							
	Curriculum based summative assessment of class V and VIII ensured	Training to all paper setters of class V and VIII in curriculum based summative assessments by 2017.							PITE/BEAC
	Vigilance and monitoring system to control cheating in exams conducted by districts developed and implemented.	Develop Vigilance & monitoring system							DEO/DEA
		Implement Vigilance & monitoring system in all district level exams by __							DEO/DEA
	political and social support for control of	Prepare a plan to obtain political and social							DEO/DEG

Objective	Output	Activity							Responsibility
	cheating	support for control of cheating							
		Launch advocacy and awareness campaign for control of cheating in the institutions							DEO/Head Teacher
		Mobilize the community against cheating through electronic and print media							DEO/DOS
Ensure conducive learning environment in schools	school development plan prepared for all schools	Conduct training for DEO and head teachers for preparation of school development plan		X	X				DOS/DOC/PITE
		Preparation of school development plan by head teacher as per standard format	*(Should also be included in Governance)*						Head Teacher
		submit the plan to DEA							Head Teacher
	Additional classrooms in overcrowded schools constructed	Mapping of school population and physical facilities through PTSMCs			X				DEO/Head Teacher/PTSMC
		Prepare PC-1 For additional classroom in overcrowded schools							DEO

Output	Activity	Notes							Responsibility
	Submit PC-1 for approval								DEO
Non salary needs for recurring budget provided	Prepare non salary needs of the district on the demand of head teachers for allocation in recurring budget				X	X	X	X	DEO
	Submit the recurring budget of the district for inclusion in the annual recurring budget				X	X	X	X	DEO
All required physical facilities in schools provided and Consumable facilities in schools replenished	Prepare list of physical facilities required in schools		x	X					Head Teacher
	Prepare a scheme along with estimated cost of the items included in the list	will be cost on the basis of study		X					Head Teacher
	Submit the scheme along with the cost to the DOS	*Part of the above consultancy will reflect design*			X	X	X	X	DEO
Learning environment and mentoring practices/approaches in all schools improved	Provide Training in techniques of mentoring/peers approach to the teachers by December 2017								DEO/PITE

	An effective and collaborative management practices introduced among teachers and head teachers in all schools	Conduct regular meetings of staff and head teachers in all schools.							Head Teacher
	Budget for curricular and co-curricular activities provided to schools	Prepare budget for co-curricular activities							
		Submit the budget to DOS for inclusion in the SNE							
	Co-curricular activities conducted in schools on regular basis	Conduct awareness sessions for the teachers and head teachers about the importance of co-curricular activities							DEO/Head Teacher
		Prepare calendar of co-curricular activities in the school and submit to the DEO							Head Teacher
		Establish school clubs to ensure co-curricular activities in the schools on perpetual basis							Head Teacher
		Conduct teachers training for counseling and guidance at cluster level							DEO/PITE

		Conduct follow up of the impact of training at school level								DEO/PITE
	Awareness campaign against corporal punishment. conducted	Plan awareness against corporal punishment								
		Conduct awareness sessions with teachers, students, PTSMCs and parents for eradication of corporal punishment								
		Teacher training in alternate disciplinary measures								
	Eradication of corporal punishment from schools ensured	Monitoring to follow the instructions of the government for eradication of corporal punishment								DEO/EFOs/Head Teacher

Counselling for students of middle to higher secondary schools for better career choices	Counselling units developed at district level	Develop Counseling units at district level							
	Head teachers trained in counselling	Training of head teachers							
Ensure availability of functional Libraries and Laboratories in all schools	libraries in schools containing books for all levels made functional established	Establish new libraries in schools and improve functionality of existing libraries			x				DEO/Head Teacher
		Prepare a plan to establish new libraries in schools							DEO/DOS
		Prepare PC1 to establish new libraries in the schools and submit to DOS							DEO
		Prepare time table for the students and teachers to attend library on regular basis							Head Teacher
	Laboratories in existing schools are made functional	Conduct survey to assess current functionality of laboratories in middle and high schools and prepare a list of equipment for							DEO

		underutilized laboratories							
		Develop a plan for enhanced functionality and usage							DEO/DOS
		Prepare proposal for establishing and equipping laboratories in middle and high schools (where needed)							DEO/DOS
		Prepare SNE for creation of the post of laboratory assistants (where required) and recurring budget for maintenance							DEO
		Submit the proposal and SNE to the DOS							DEO
Strengthen capacity of the education sector in mother tongues teaching	Mother tongue subjects taught as additional subject at primary level.	Evaluate capacity needs for teaching mother tongues in schools			X	x			DEO
		Prepare training needs	*as per study*		X				DEO/Head Teacher

Annex 2.2.1: Early Childhood Education

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2016-17	2017-18	2018-19	2019-20	2020-21	
introduce Early Childhood Education in the district	Stakeholders aware of ECE Policy by June 2017	Develop a mechanism to monitor implementation of ECE in public and private schools			X				DOS/ DEO
		Develop awareness raising program of ECE	No Cost	X					DOS/DEO
		Organize awareness session on ECE with DEA, DEG, EFOs, teachers, head teachers and PTSMCs	No Cost		X				DOS/DEO
	Introduce ECE in 30% 155 primary schools	Finalize criteria for selection of schools including the schools with available classrooms and not available classrooms							DEO/DOS
		Identification 526 (50%) primary schools with existing/available classrooms and 97 50% for construction of new classes (60% boys & 40% girls) for introduction of ECE.			X				DEO/DOS

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2016-17	2017-18	2018-19	2019-20	2020-21	
		Prepared and submitted PC1to DOS				X			DEO/DOS
		Monitor the Construction of 97 ECE classrooms				X	X	X	DEO/DOS
	All new schools to have ECE set ups	Preparation of policy in coordination with Province							
	155 teachers and other staff recruited by July 2019	Prepare SNE for the creation of the posts of teachers and non-teaching staff and submit to DOS			X	X	X		DEO
		Completing the Recruitment process of 97 teachers phase wise			X	X	X		DEO/DOS
		Required teachers deployed			X	X	X	X	DEO/DOS
	Training of teachers on ECE concepts organized	Finalization of ECE training program in coordination with PITE and DOS.			X	X			DEO/DOS/PITE
		Nomination of teachers for the ECE training.			X	X	X	X	DEO
		Organize cluster based ECE teacher training program in collaboration with PITE and DOS.			X				DEO/PITE

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2016-17	2017-18	2018-19	2019-20	2020-21	
		Training of LCs/ADEOs on ECE concepts.			X	X	X	X	DEO/PITE
	Community and parental participation ensured in ECE by	Nomination of resource persons and submission of list to PITE			X				DEO/DOS
		Preparation of Training plan			X				DEO /PITE
		Impart training to PTSMCs			X	X	X		DEO /PITE
School health and nutrition services for ECE children	Health awareness extended to parents, teachers and students	Formulate committee including membership from Education, Health and social welfare department at district level l by Mar 2017							
		Finalization of ToR of the committee	*Minimal Cost*		X				DEO/DEA
	Student health profile developed	Draft agreement for provision of basic health services to ECE children							
		Conduct immunization, polio, de-worming drives, hand washing and hygiene campaigns in ECE schools.			X				DEO/DEA

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2016-17	2017-18	2018-19	2019-20	2020-21	
ECE support and monitoring	All EFOs trained in monitoring and mentoring of ECE teachers	Mentoring and monitoring plans initiated	Cover under In-Service Training		X	X	X		DEO/PITE

	Total	Year 1	Year 2	Year 3	Year 4	Year 5
Cost in Billions (Pak Rs.)						
Cost of Pakka Construction						
Salary cost of Teacher and Aya's						
Material Cost						
Training of Teachers						
Other capacity building costs (sys Streg)						
Total Cost ECE **(Scale/NonScale Factor)**						

Annex 2.3: Governance and Management

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2016-17	2017-18	2018-19	2019-20	2020-21	
Capacitate the district to function effectively in the newly decentralised framework	DEA and DEG capacitated to function effectively March 2017	Conduct orientation sessions for DEA and DEG		X					Edn deptt/DOS
	Function of District Education Offices made as an effective secretariats to DEA and DEG	Develop capacity of EFOs on functioning as secretariat to DEG and DEA	Minimal Cost	X					DEA/DEO
	Functionality of clusters made effective	Capacity building of the cluster members			X	X	X	X	DEO
	Drawing and Disbursing Officers trained at the Cluster Level	Conduct training of DDOs at cluster level							
Multi-stakeholder involvement in improvement of education in the district	Teachers' Association formally engaged in implementation of District Plan by Sep 2016	Ensure active participation of teacher association in DEG meeting							
		Review mandate of teachers' associations in a consultative							

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2016-17	2017-18	2018-19	2019-20	2020-21	
		process							
		Organize training program for teacher association to build capacity							
	Existing PTSMCs revitalized as per agreed framework by December 2016	Operationalize existing PTSMCs							
		Impart training as per TORs contained in Balochistan compulsory Education Act 2014							
	580 remaining PTSMCs formed on the basis of the framework by December 2021.	Formation of remaining PTSMCs							
		Impart training as per TORs contained in Balochistan compulsory Education Act 2014							
	PTSMC Monitoring	Monitoring of							

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2016-17	2017-18	2018-19	2019-20	2020-21	
	mechanism in place by June 2018	PTSMCs on developed tools							
Overall capacity development of District Education Offices	Recommendations of Capacity Development Plans developed in 2014 implemented	Implementation of Capacity Development Plans developed in 2014.		X					DOS/DEO
	Capacity of managers built by March 2017	Develop training modules in accordance with JDs							
		Impart training to all EFOs							
Effective Planning and Management at District level by using data	Training imparted on use of data in Planning and Management by March 2017.	Prepare Training plan							DEO/EMIS
		Impart training on data use							DEO/EMIS
Strengthening DEMIS to provide comprehensive qualitative data with analysis as per user needs	Availability of data of all institutions ensured with DEMIS by Dec 2016	Set quality and quantity indicators through consultative process		X	X				DOS/EMISPPIU
		Training on collection of data on the basis of set indicators			X				DOS/EMIS/PPIU/DOC
		Analyze the data for decision making				X	X	X	DOS/EMIS/PPIU/DOC

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2016-17	2017-18	2018-19	2019-20	2020-21	
		Collating feedback to improve data quality				X	X	X	X	DOS/EMIS/PPIU/DOC
Effective monitoring and evaluation of district education development plans by District Education Officers	District education offices effectively using the indicators given in District Education development Plan	Develop All four levels of monitoring and evaluation including the input, process, output and outcome level indicators by Dec 2017			X				DOS/PPIU
		Develop feedback mechanism by June 2018	Cost cover in above		X				DOS/PPIU
		Review structure approved by the Education Department and convey to the DEA by Dec 2017	As per the plan results of study and plan developed			X	X	X	DEA
More efficient Financial Management at the district level	Optimum utilization of all available funds ensured by district DDOs and check and balance mechanism in place through DEA	Conduct training for DDOs on PIFRA Rules by June 2016	Unit cost to be worked out in the result of the study			X			DEA/PITE
		Develop Check and balance mechanism	Cost to be worked in the above			X	X	X	DEO/cluster In charge
	Allocation and expenditure of	Training of relevant staff				X	X	X	DEA/DEO

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2016-17	2017-18	2018-19	2019-20	2020-21	
	finances made transparent	Monthly updating the website				X	X	X	DEO/PITE
Effective School Management	Head teachers trained in school management	Impart training to Master Trainers (MT) through PITE by June 2017							DEO/PITE
		Impart training to head teachers with DEDP and School development plan by December 2017							DEO/PITE
	School based planning and budgeting ensured	Prepare school development plan and update annually							DEO/EFOs
		Submit the plan to DEO for approval							
Establishment of Linkages with madrassas and private schools	Policy of linkages with madrassas communicated by the province implemented	Implement the policy framework in letter and spirit	Minimal Cost		X				DEA/DEG
Introducing Gender balanced management approach in	Gender awareness campaign introduced by December 2017	Develop a gender awareness campaign to sensitize the communities including teachers			X				PTSMCs/DEA PTSMCs/DEO

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2016-17	2017-18	2018-19	2019-20	2020-21	
district management		Capacity building of females on gender awareness			X	X	X		DEO/DOS
	Special facilities provided to female workers in offices by December 2017	Assess Needs	Part of Monitoring		X				DEO
		Plan and submit the proposals to the department			X				DEO
	Day care centres established for female officials by December 2017	Assess Needs							DEO
		Plan and submit proposals to the department							DEO/DOS
		Provide ffacilities in day care centres							DEO/DOS

Cost in Billions (Pak Rs.)						
	Total	Year 1	Year 2	Year 3	Year 4	Year 5
Cost in Billions						
Development Cost						

Summary of Recurrent and Development Costs in Billions (Pak Rs.)

	Access & Equity	ECE	Governance & Management	Quality Education	Inclusive Education	DRR	Higher Education	Adult Literacy and NFE	Total Estimate
Recurrent Cost:									
Salary Cost									
Development Cost:									
Construction Cost									
Material Cost									
Teachers Training									
Textbooks									
System Strengthening Cost									
Total									