Lasbela District Education Plan
(2016-17 to 2021-22)

Table of Contents

List of Acronyms

ADEO	Assistant District Education Officer
ALP	Alternate Learning Path
ASER	Annual Status of Education Report
B.Ed.	Bachelor of Education
BBISE	Balochistan Board of Intermediate and Secondary Education
BEF	Balochistan Education Foundation
BEMIS	Balochistan Education Management Information System
BISE	Board of Intermediate and Secondary Education
BOC	Bureau of Curriculum
BTBB	Balochistan Textbook Board
CPD	Continuous Professional Development
DEO	District Education Officer
DOS	Directorate of Schools
DRR	Disaster Risk Reduction
ECE	Early Childhood Education
EMIS	Education Management Information System
GCE	Government Colleges of Elementary Education
GER	Gross Enrolment Rate
GIS	Geographic Information System
GPI	Gender Parity Index

HEC	Higher Education Commission
ICT	Information Communication Technology
LC	Learning Coordinator
NEF	National Education Foundation
NER	Net Enrolment Rate
NGO	Non-Government Organization
NTS	National Testing Service
OOSC	Out Of School Children
PITE	Provincial Institute of Teacher
PSLM	Pakistan Social and Living Standards Measurement
PTSMC	Parents Teachers School Management Committee
UC	Union Council

List of Figures

List of Tables

1 Introduction

Lasbela 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.

Lasbela district faces a number of education related challenges in terms of access and quality both. Article 25A 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	42	≈ 100
NER Middle	17	≈ 100
NER Secondary	11	≈ 100
Survival Rate Primary	48	≈ 100
Survival Rate Middle	79	≈ 100
Survival Rate Secondary	98	≈ 100
Transition Rate Kachi to Primary	83	≈ 100
Transition Rate Primary to Middle	83	≈ 100
Transition Rate Middle to Secondary	85	≈ 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.

As seen in Table 1.1, above, the required targets for all indicators are 100. The present set of indicators is far below, especially, the NER for secondary. To achieve an NER of 100 for secondary improvements will need to be made right from the beginning of the education cycle. Unless transition and survival rates improve in earlier grades the situation at secondary level will not shift.

The Lasbela 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 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, political leadership, PPIU, DOS, 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.

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 Lasbela District Profile

Lasbela is a district of Balochistan that reminds its visitors of two great historical figures: Alexander the Great and Mohammad Bin Qasim as they passed through it during their expeditions of the sub-continent. The district is situated in the west of the Sindh province. On its western border, two other districts of Balochistan, Awaran and Gawadar are situated while it borders with Khuzdar district in its north. In the south it has extensive coastline of the Arabian Sea. Lasbela was a princely state until 1955. The district is inhabited by diverse ethnic groups of Baloch, Med, Khoja, and Hindus.

Figure 3.1: District Map
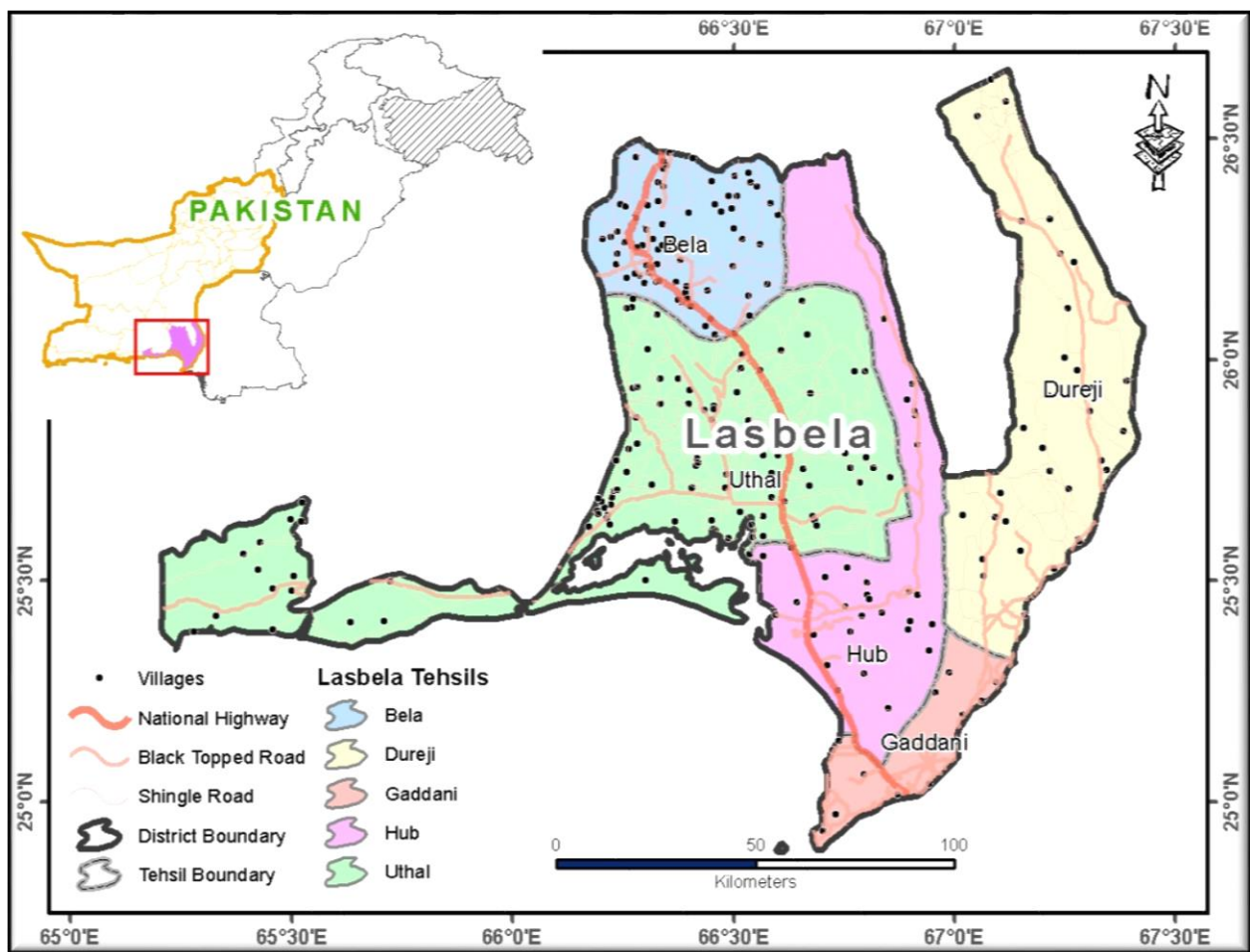
Administratively the district has been divided into five tehsils and 22 union councils.

Table 3.1 : Tehils of District Lasbela

Tehsils and Union Councils of District Lasbela					
Tehsils	**Bela**	**Dureji**	**Gaddani**	**Hub**	**Uthal**
Union Councils	Kathore, Welpat Janubi, Welpat Shumali, Bela, Gadore	Dureji, Lohi	Gadani, Hubco	Kanraj, Allahabad, Sakran, Sonmiani, Winder, Baroot, Pathra	Khenwari, Wayara, Lakhra, Sheh, Uthal, Liari

3.1 Population

According to the 1998 census the total population of the district was 313,000 which included 167,157 Males (53%) and 145,843 Females (47%). With the annual growth rate of 3.03% the projected population of the district in 2015 is estimated around 519 thousands in which males would be around 277 thousands (53%) and females about 242 thousands (47%). The average household size was 6 persons per household according to the 1998 Censuses. Population density like other districts in Balochistan is low in the district. In 1998, approximately 21 people resided per square kilometer area, whereas in 2010 only 30 persons lived per square kilometer. Although, like every other part of the country, urbanization is increasing in the district, nearly 2/3rd of the population is still residing in the rural areas.

Table 3.2: District Population

Population						
	1998	**2005**	**2010**	**2014**	**2015**	**2020**
Total Population	313,000	385,736	447,825	504,619	519,909	603,595
Male	167,157	206,002	239,161	269,491	277,657	322,350
Female	145,843	179,734	208,665	235,128	242,252	281,246

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

3.2 Economic Endowments

Lasbela is reported to be among medium human development index (Jamal, H & Khan, J., 2005). Among the district's economic generating activities are agriculture/horticulture production, livestock, fisheries, forestry, industry, mining and manufacturing. The agriculture/horticulture sector is the chief economic endowment of the district. Major Rabi crops are wheat and fodder while that of Kharif are castor and cotton. Livestock is also an important source of income and employment in the district. The significant livestock of the district are goat and sheep. Small number of buffaloes and camels are also present. Being situated on the Arabian Sea, population is involved in fishing as well. However, the facility of cold storage is limited. The district is also famous for mining. For being rich in dimensional

stones, the provincial government has established Marble city at Hub creating employment opportunities and generating revenue through transporting these stones to Karachi. Lasbela is the second most known industrial hub of Balochistan after Quetta. Investors are attracted through the offer of tax free industrial zone and provision of inexpensive plots contrary to a trend prevalent in other industrial estates.

3.3 Poverty & Child Labor:

Regardless of the fact that tribalism is fading out in the district, intercultural marriages are promoting social cohesion in the society and that the district Lasbela is considered to be the most developed district of the province because of its proximity to Karachi, the district has its own limitations. During 2004-05, Lasbela was ranked second in Balochistan province for poverty incidence. Nearly 66% of the population in the district was living below the poverty line (Jamal, H., 2007). Child labor is widespread in the district because of high poverty incidence. Children are engaged in bicycle/motorcycle repair shops, bricks kilns, garages, hotels, shoemakers', petrol pumps, tailoring shops etc. Overall working conditions for these child laborers are disappointing as their wages are very low. The district's ranking was improved for predicted poverty incidence during 2010-11 as it fell from second to seventh (On the scale where 1=highest) with a decrease in the population living below the poverty line (62%). Overall, poverty continues to hamper the efforts of providing education to all children.

3.4 State of Education

State of Education in district Lasbela is not very different from education situation in other districts in Balochistan. Access and quality of education in the district are weak. The district suffer from multiple issues in the backdrop of poverty, cultural constraints and extremely low population density.

The education sector in the district comprises of public and private schools with varying quality. A total of 564 schools are operated by the public sector which comprise of primary, middle, high and high secondary schools. Eighty seven percent of these schools are in rural areas and 13% 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 below.
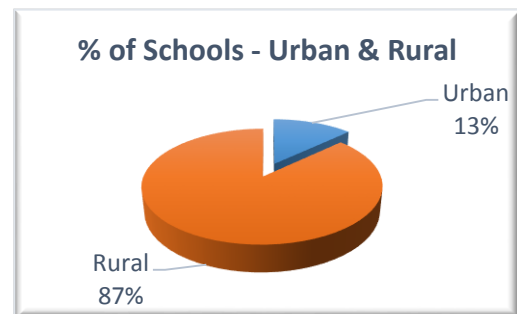
Table 3.3: Public Sector Schools

Public Sector Schools									
	Urban			Rural			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Primary	35	16	51	329	102	431	364	118	482
Middle	8	4	12	24	13	37	32	17	49
High	6	6	12	17	2	19	23	8	31
H/Sec	-	1	1	1	-	1	1	1	2
Total	49	27	76	371	117	488	420	144	564

Source: BEMIS

PSLM data shows that in terms of literacy rates, Lasbela ranks 14th among 30 districts of the province. From the table below, it is evident that overall literacy rate is low. In addition, the gender gap is apparent as there is a huge gap between the male and female literacy rates among adult populations of 10+ and 15+.

Table 3.4: Literacy Rates in the District

Literacy Rates						
	10+			15+		
	Male	Female	Total	Male	Female	Total
2005	44%	16%	31%	41%	12%	28%
2007	46%	16%	33%	44%	9%	29%
2009	53%	26%	40%	50%	22%	37%
2011	44%	19%	32%	43%	16%	30%
2013	50%	24%	38%	49%	20%	36%

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 Lasbela district. Annual Status of Education Report 2015 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 recorded at 42% but it gradually decreased with the increase in the education level as at middle and secondary level, it was 17% and 11% respectively (Table 4.1). Based on the data tabulated (Table 4.1) and presented (Fig. 4.1) the net primary enrolment rate oscillated a lot during the past five years and no improvement is shown in the quintile starting from 2004-05 and ending in 2012-13. However, the NER for middle and secondary education has improved slightly over the years as it increased 4 and 6 percentage points respectively. The indicator of NER of all the education levels have, though, increased but it is still far behind the target of 100%. The government will need 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	42%	13%	5%
2006-07	43%	17%	9%
2008-09	48%	27%	8%
2010-11	34%	9%	4%
2012-13	42%	17%	11%

Source: Various PSLMs

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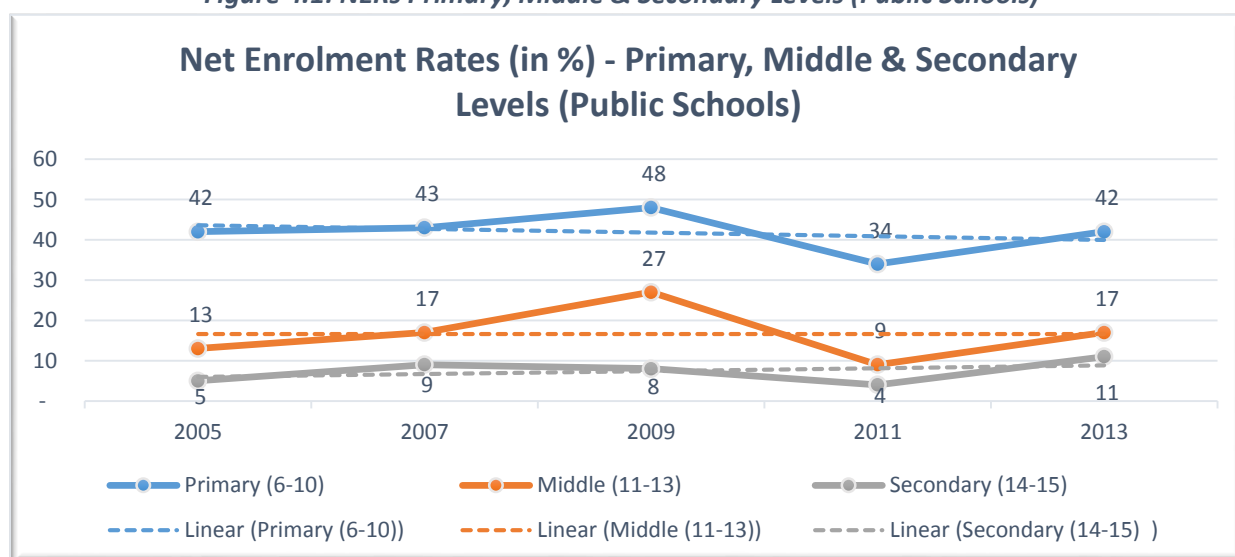
Source: Various PSLMs

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 primary and secondary levels, since 2005, GPI is in favor of males while at the middle level, it is in favor of females during 2012-13, whereas in previous years from 2007-11 it was in favor of males.

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	0.64	0.52	0
2006-07	0.80	0.52	0.36
2008-09	0.97	0.92	0.77
2010-11	0.68	0.8	0.75
2012-13	0.88	1	0.57

Source: Various PSLM

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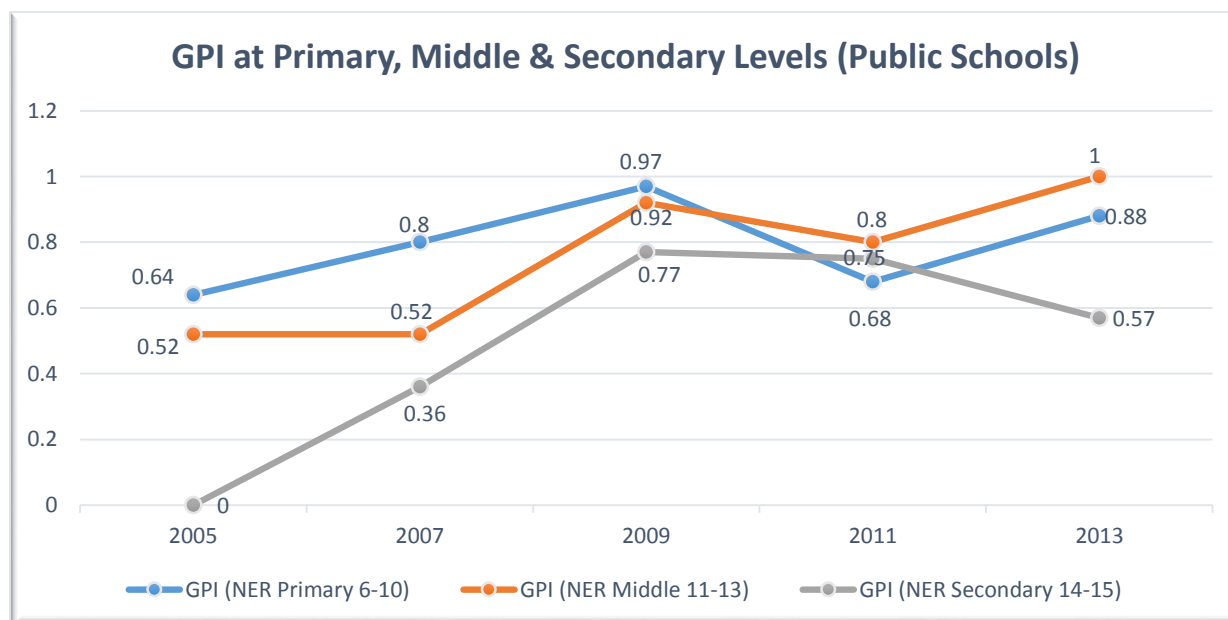
Source: Various PSLM

This may reveal a slightly improving situation for females at middle level but large gaps still remain. Overall the data reveals serious concerns for both male and female education.

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 94,057 number of out of school children of age 6 to 15 in the district. This constitutes 64% of the total 146,975 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	87240	32166	27569	146,975
Total Enrolled	41518	8051	3349	52,918
In Public School	26521	8051	3349	37,921
In Private Schools	3978	0	0	3,978
In Madassa	11019	0	0	11,019
Out of School	45,721	24,115	24,220	94,057
OOSC %	52%	75%	88%	64%

Figure 4.3: Level Wise OOSC Percentage
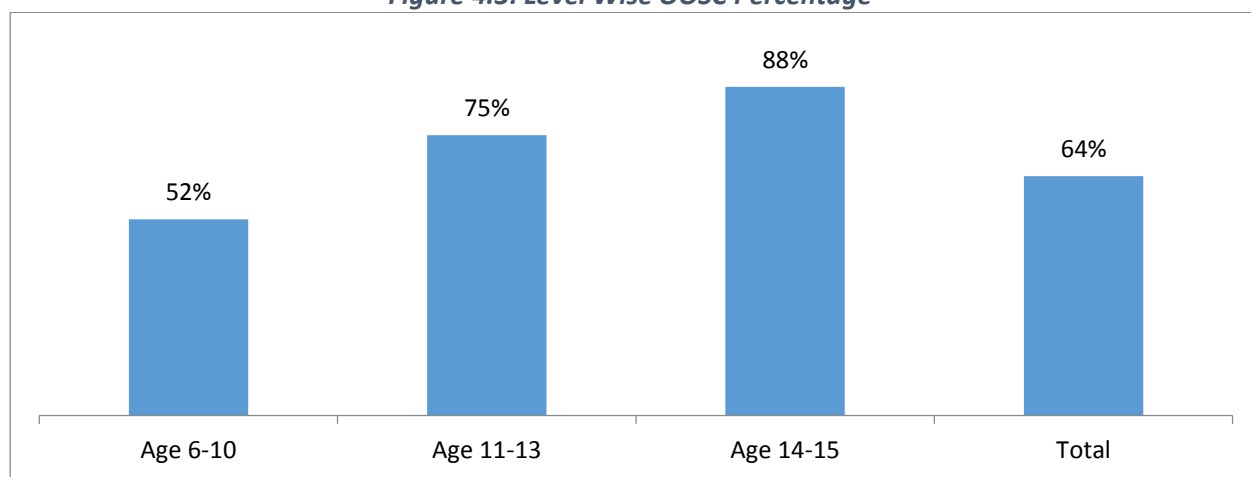
Level wise 52% of the primary school going age children are out of school. The percentage of out of school children increases at the middle and secondary school level where 75% and 88% are out of school respectively.

Figure 4.4: Level & Gender Wise Out of School Percentage
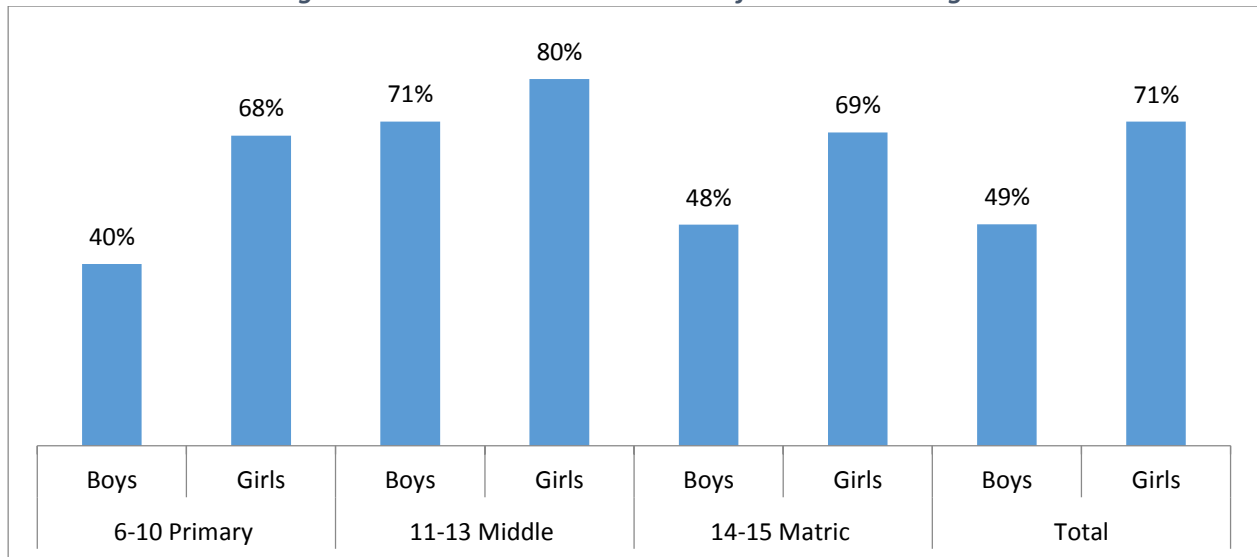
Gender wise 49% boys and 71% girls of 6-15 age group are out of school. The figure above shows the out of school children level and gender wise. Around 40% boys and 68% girls of age 6 to 10 are out of school. The percentages increase beyond primary where 80% girls, 71% boys of age 11-13 and 69% girls and 48% boys of age 14-15 are out of school. The date reveals that more boys complete primary than girls but by middle and 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. Lasbela also faces the issue of dropouts at primary and middle level. The survival rate over the last two years has been around 48% at primary level and 79% at middle level. In 2013 survival rate of girls is 43% at primary level where as it is 53% for boys at primary level.

Figure 4.5: Survival Rate 2013-14
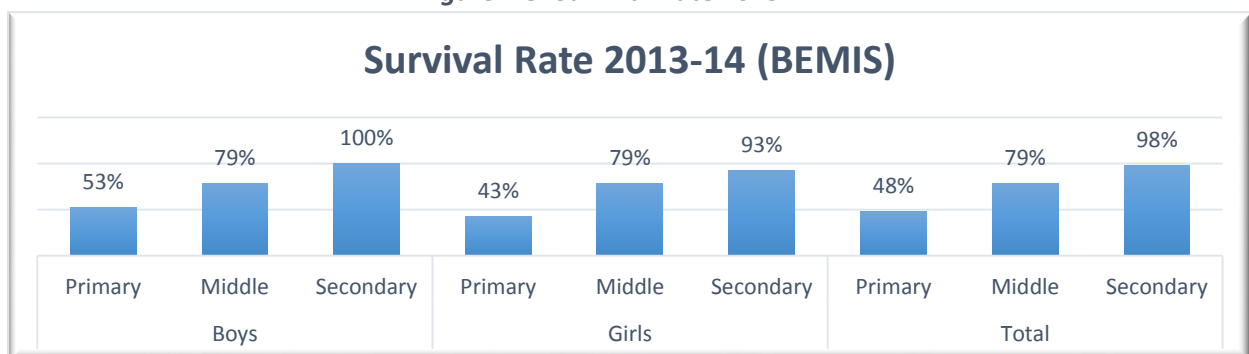
Table 4.4: Survival Rate 2013-14

Survival Rates								
	Boys			Girls			Total		
	Primary	Middle	Secondary	Primary	Middle	Secondary	Primary	Middle	Secondary
2009-10			92%			96%			93%
2010-11		79%	91%		69%	65%		76%	83%
2011-12		78%	95%		81%	134%		79%	103%
2012-13	61%	92%	73%	41%	75%	96%	52%	86%	80%
2013-14	53%	79%	100%	43%	79%	93%	48%	79%	98%

Source: BEMIS

The figure 4.6 and table 4.5 below provides transition rates from Katchi to Primary, Primary to Middle and Middle to Secondary. The transition rate of Kacthi to Primary over the past five years has been around 80%. Transition rate of primary to middle remained almost same in past five years. Transition rate of middle to secondary is showing a declining trend for past three years.

Figure 4.6: Transition Rates

Transition Rate - Kachi to Primary- Primary to Middle & Middle to Secondary
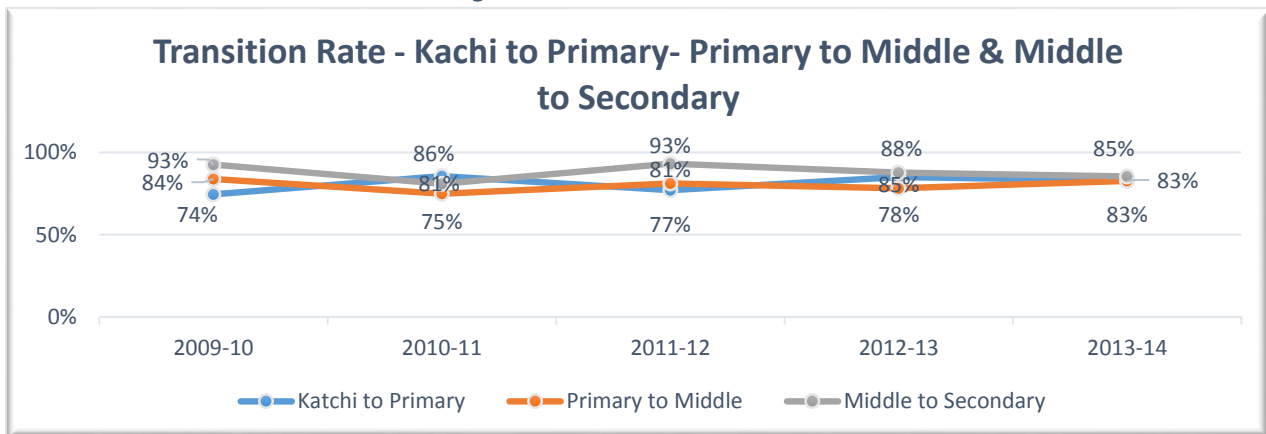
Table 4.5: Transition Rates

	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	75%	90%	96%	73%	74%	84%	74%	84%	93%
2010-11	93%	79%	92%	77%	69%	55%	86%	75%	81%
2011-12	79%	88%	92%	75%	69%	95%	77%	81%	93%
2012-13	91%	84%	91%	78%	69%	81%	85%	78%	88%
2013-14	89%	87%	86%	74%	74%	83%	83%	83%	85%

Source: BEMIS

18 | P a g e

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 Lasbela. 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 poverty. 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 less than 1:25 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, Lasbela has low population density. As described earlier population density in district Lasbela is as low as 30 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 482 primary schools there are 49 middle and 31 secondary schools while there are only 2 higher secondary schools in the district. Overall the ratio of primary to middle is 10:1, for boys it is 11:1 and for girls it is 7:1. This becomes another factor for dropout beyond primary level.

Table 4.6: School Availability

School Availability					
	Primary	**Middle**	**Secondary**	**Higher Secondary**	**Total**
Boys	364	32	23	1	420
Girls	118	17	8	1	144
Total	482	49	31	2	564

Source: BEMIS

Low utilization of existing teacher strength and schools is another factor. The enrolment gaps continue to exist even in populations and settlements with accessible primary schools. The teacher student ratio varies across schools but overall average at middle and high schools 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	28	43	33	25	36	29
Middle	21	32	23	17	23	19
High	20	20	20	10	10	10

Source: BEMIS

With schools having less than or equal to 1:20 ratio, there is a potential to enroll more children in the existing infrastructure. The district authorities will need to launch enrolment drives and awareness campaign in areas where there are underutilized schools.

At primary level the teacher room ratio may be another dimension to analyze the gap in the district. At primary level there are 1331 rooms whereas the sanctioned posts are 1333 against which 1155 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 the situation 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	21%	67%	32%	24%	8%	20%	24%	47%	29%	9%	31%	14%
Middle	56%	94%	69%	50%	53%	51%	78%	100%	86%	38%	47%	41%
High	74%	100%	81%	57%	88%	65%	96%	100%	97%	70%	88%	74%

Source: BEMIS

Thirty-three percent of the Girls primary schools are without boundary wall, 92% are without water and 53% are without toilets. The situation is not good in boy's schools and even in 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

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 pathways 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 26 numbers of 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 Lesbela to improve the education access and equity. Within the limitations of the district, strategies have been identified for each objective.

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

   Target:

Establishment of 96 new primary schools 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 by December every year starting from 2017.

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

   Target:

   Up-gradation of 50 primary schools 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 by December every year starting from 2016.
      iv. Preparation of SNE and submit to DOS.
      v.   Recruitment of Teachers by December every year starting from 2017.
   Target:

   Up-gradation **of 2 middle schools 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 by December every year starting from 2017.

   Target:

   Up-gradation of 2 high schools 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 by December every year starting from 2017.
    v.   Provision of books and learning material consumable to existing libraries.

Objective: Optimum utilization/ Rationalization   of existing schools

Target:

Rationalize teacher's deployment in schools to ensure optimum utilization.

Strategies:

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

Target:

Launch awareness campaign 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.

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

Target:

Up-gradation of 15% of 2 room 37 schools and 10% of one room 11 primary schools to 5 rooms schools (where required)

Strategies:

    i.   Prepare plan for construction of additional rooms in 37 primary schools having 2 rooms and 11 schools having 1 room, as government policy (phase wise).
    ii.   Submit the Plan to DOS for approval.
    iii.   Implement plan as per approval.

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 department
    ii.   Implement the plan as approved

Target

Provision of stationery to the students in all schools

Strategies:

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

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

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 966 ALP centres (phase wise)

Strategies:

i. Prepare a plan to establish ALP centers (phase wise).
ii. Conduct awareness sessions with communities/PTSMCs.
iii. Establish 978 NFE centres to provide access to 20% out of school adolescents

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.

Objective: Implementation inclusive education concepts in schools

Target

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

Strategies:

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 Lasbela is vulnerable to many manmade and natural disasters. Disasters like drought, floods, earthquake, locusts/pests attack, transport accidents and tsunami are identified as key hazards for Lasbela by Provincial Disaster Management Agency.

Figure 5.1: Disaster Hazards

Scoring Keys					
5=Very High	4=High	3=Medium	2=Low	1=Very Low	None
Vulnerability Level of Hazards					
Drought	Floods	Earthquake	Locusts/Pests	Transport Accidents	Tsunami
2	4	1	2	2	2

Source: PDMA 2013

The district is also prone to the sabotage incidents and violence resulting into resulting into casualties. During 2002-07, the district faced 18 bomb blasts, 1 hand grenade and 1 rocket fire incident in which 7 persons were killed and 24 were injured.

Figure 5.2: Sabotage Activities in District

Sabotage Activities in District Lasbela (2002 - 2007)

Bomb blast: 18, Hand Grenade: 1, Rocket Fire: 1, Persons Killed: 7, Persons Injured: 24
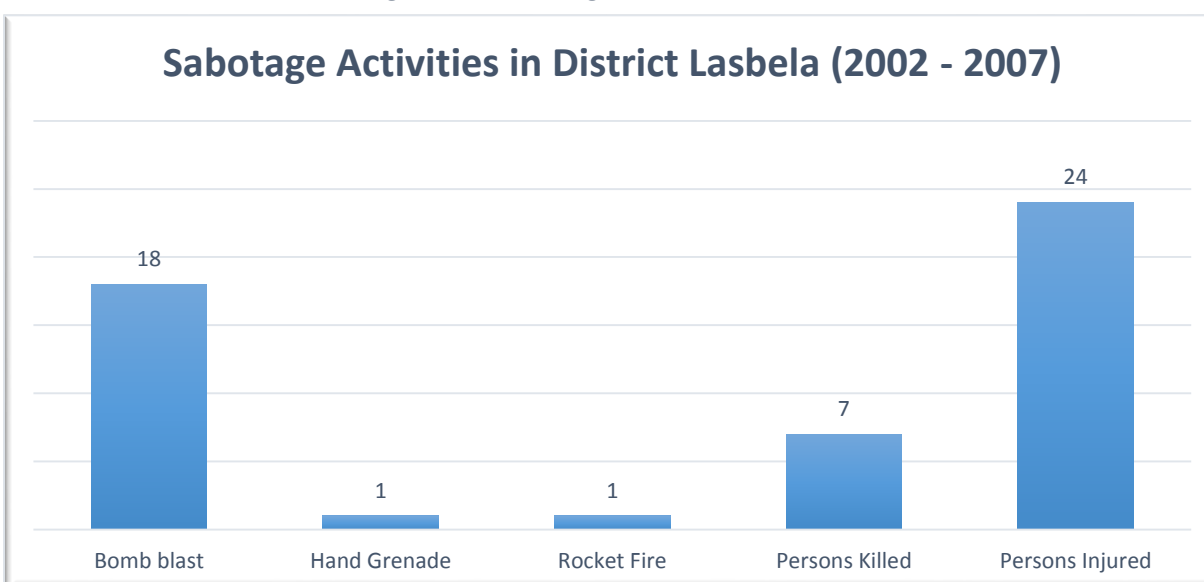
Source: PMDA 2013

Despite existing in a danger zone of floods and earthquakes and being a victim of sabotage activities, the district management has a very low number of contingency equipment, to respond to crisis situation (Table 5.1). There are only three ambulances and six fire brigades. The highest number of emergency response equipment is that of the fire brigade.

Table 5.1: Emergency Response Machinery and Equipment

Contingency Detail of Emergency Response Machinery and Equipment for Disaster Management								
Ambulances	Fire Brigade	Dozers	Graders	Vehicles	Tractor	Damper Loader	Trucks	Water Tanker
3	6	-	-	-	-	-	-	-

Source: PMDA 2013

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.

Objective: Institutionalize a DRR plan for the institutions

Target
Prepare Plan for risk prevention, reduction, preparedness and school safety based on PDMA guidelines.

Strategies:
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 Lasbela district. Data from ASER 2015 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.
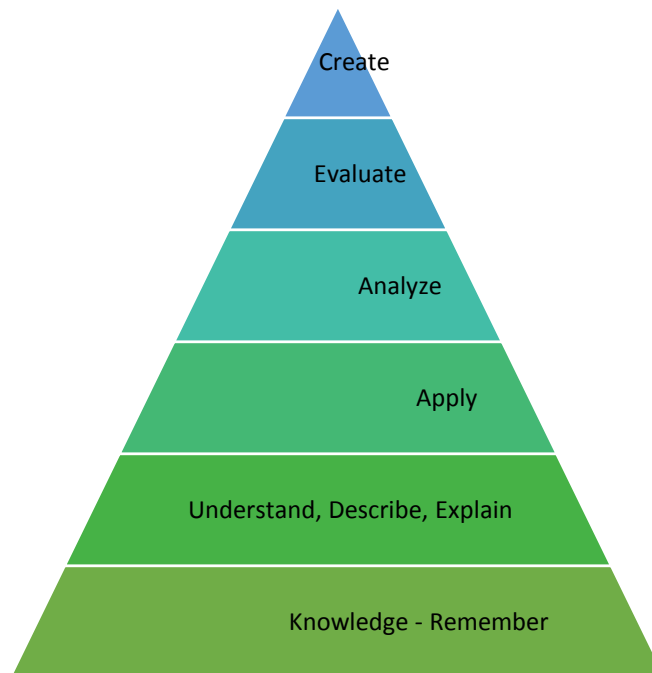
Figure 6.1: Bloom's Taxonomy (Revised – 1990)

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.

Learning levels (Urdu)				
% children of Class 3&5 who can read				
Class	**Nothing**	**Letters**	**Words**	**Sentences**	**Story**
3	2.6	12	39.3	27.4	18.8
5	0	1.7	8.3	36.7	53.3

Learning levels (English)				
% children of Class 3&5 who can read				
Class	**Nothing**	**Letters**		**Words**	**Sentences**
		Capital	**Small**		
3	7.7	14.5	29.9	32.5	15.4
5	0	0	13.3	35	51.7

Learning levels (Arithmetic)				
% children of Class 3&5 who can do				
Class	**Nothing**	**Number recognition**		**Subtraction (2 Digits)**	**Division (2 digits)**
		0 - 9	**10-99**		
3	0.9	8.5	47.9	18.8	23.9
5	0	0	15	21.7	63.3

Source: ASER 2014

As can be seen in table 6.1 above, 53.3 percent children of grade 5 can read a story in Urdu and 51.7 percent children can read sentence in English. In Arithmetic 63.3 percent children can do 2 digit divisions. These results, though relatively better, needs to be improved. 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 6.1: 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 examinations conducted	• Provide invigilators for supervision of exams conducted by BBISE • Conducts scholarship tests for grade 5 & 8 • Feedback?

		by BISE	
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 6.2 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 Education

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 Education
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 field in Lasbela 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 book 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 teachers 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 of 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 trained 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 is only limited number 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 of 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 learning institutions 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 Lesbela to improve the quality of education in all schools. Within the limitations of the district strategies have been identified for each objective.

Objective: Dissemination of Curriculum to all key stakeholders in the district

Target

Development of dissemination 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.

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

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

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

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

Objective: Elimination of Teacher absenteeism

Target:

Development of ICT approaches to reduce teachers' absenteeism

Strategies

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

Target:

operationalize strong inspection function

Strategies

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

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 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

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

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

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

Objective: Introduce Early Childhood Education in the district

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 170 (30%) primary schools

Strategies

i. Finalize criteria for selection of schools including the schools with available classrooms and not available classrooms
ii. Identification 85 (50%) primary schools with existing/available classrooms and for construction 85 of new classes (60% boys & 40% girls) for introduction of ECE
iii. Prepared and submitted PC-1 to DOS
iv. Monitor the Construction of ECE classrooms

Target

All new schools to have ECE set ups

Strategies

i. Preparation of policy in coordination with Province

Target

Recruitment of 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 teachers phase wise
iii. Required teachers deployed

Target

Organize training of teachers on ECE concepts

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

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. Finalization 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.

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

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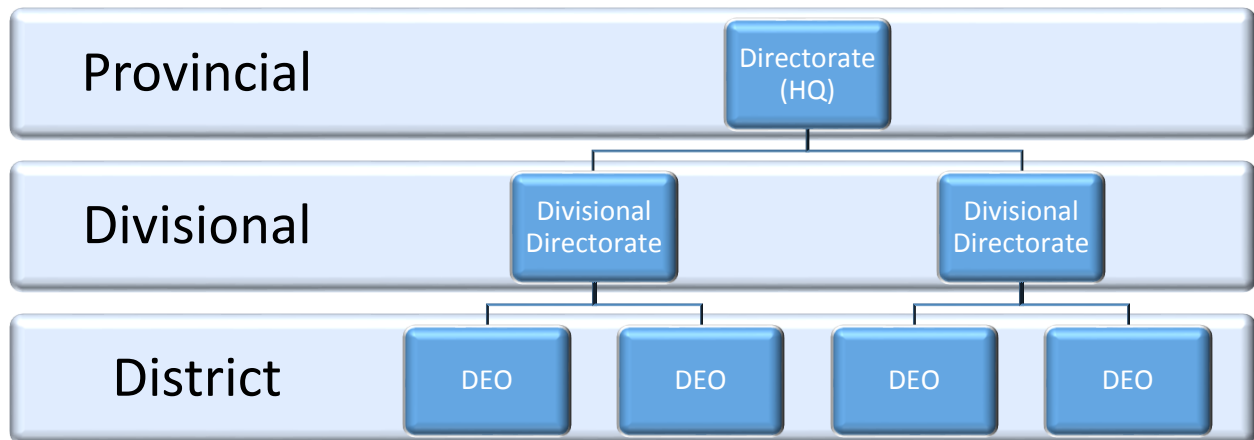
The traditional structure at the district level consists of a District Education Officer (DEO) who heads the district education system. The DEO is supported by a number of officers including separated officers for male and female schools management.

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

Figure 7.2: Functional Tiers of District Education Office

District Education Officer (DEO)

District Officer Education, DO(E) (Male)

District Officer Education, DO(E) (Female)

Dy: District Officer Education (DDO) Male

Dy: District Officer Education (DDO) Female

Assistant District Officer Education (Male)

Assistant District Officer Education (Female)

Learning Coordinator (LC)

Learning Coordinator (LC)
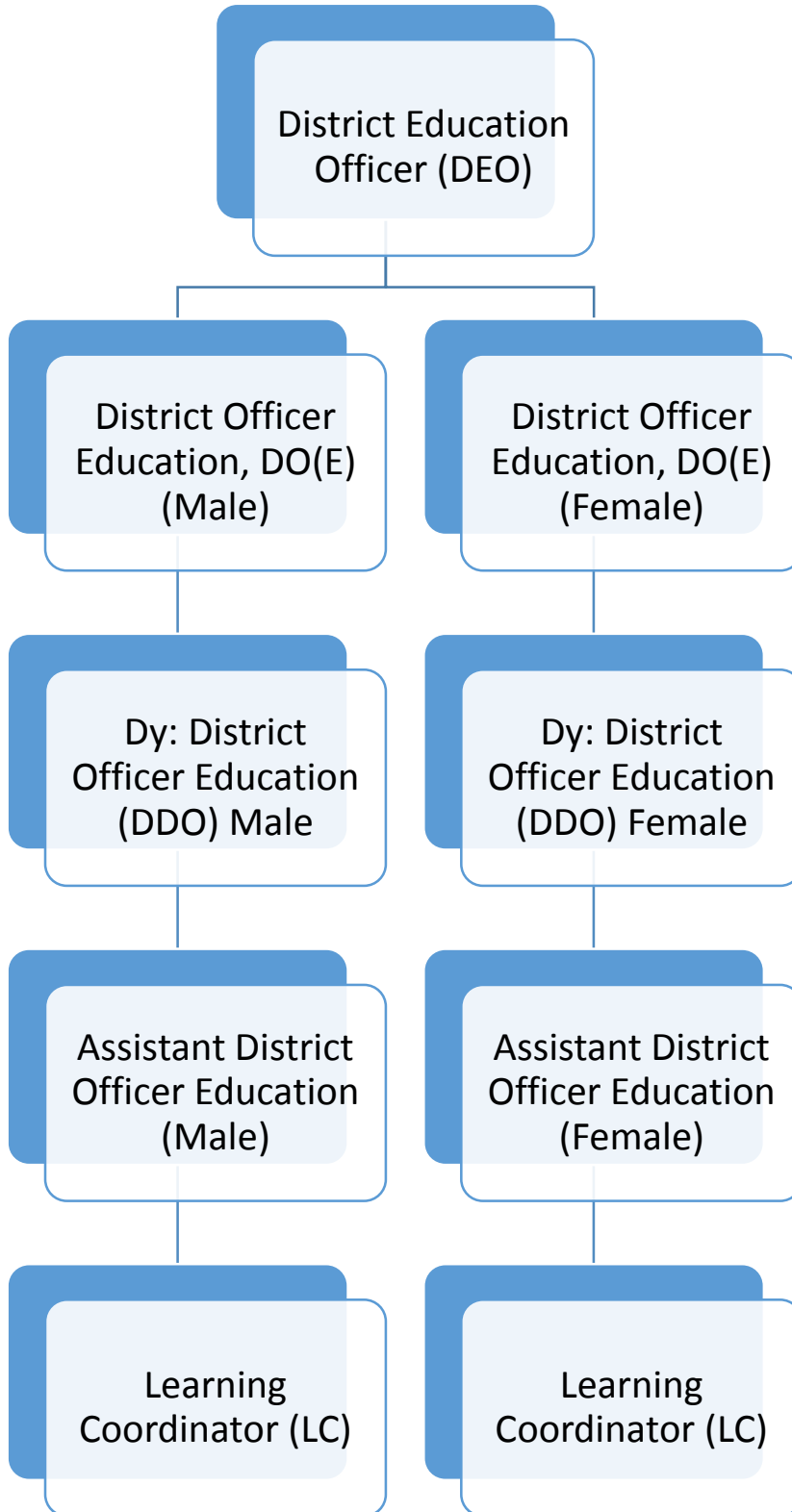
7.2 District Mandate

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 require to manage government schools but also regulate 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.

7.3 Financial Situation

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

Figure 7.3: 5 years Total Recurrent Budget Trend

5 yrs Total Recurrent Budget Trend

2010-11	2011-12	2012-13	2013-14	2014-15
546,402,300	561,717,000	635,939,900	630,441,600	752,063,600
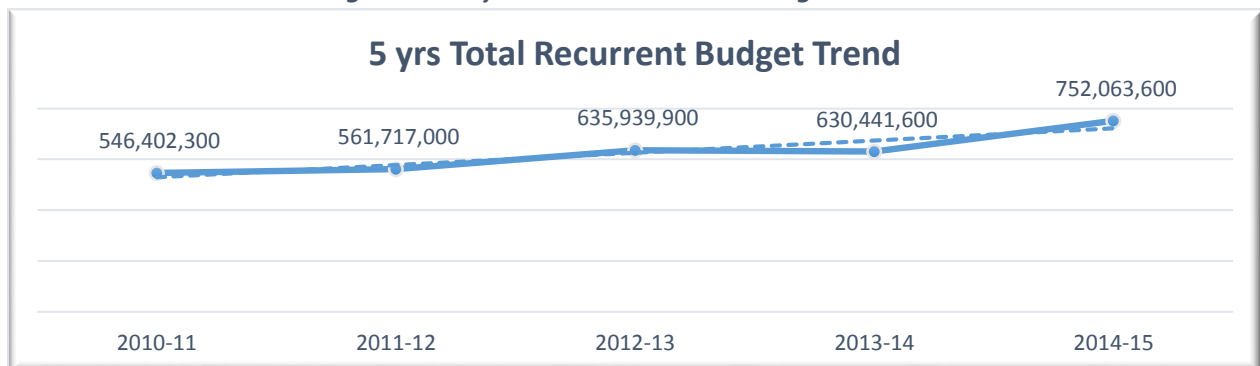
The increase between 2010-11 and 2011-12 was only 3%, which increased to 13% for 2012 13. In 2013-14 the budget actually decreased 14 percentage points from the previous year's budget. The next year budget increased by 20% This shows massive jumps in the budget.

Figure 7.4: Increases in Budgets 2011-12 to 2014-15

Increases in Budgets 2011-12 to 2014-15
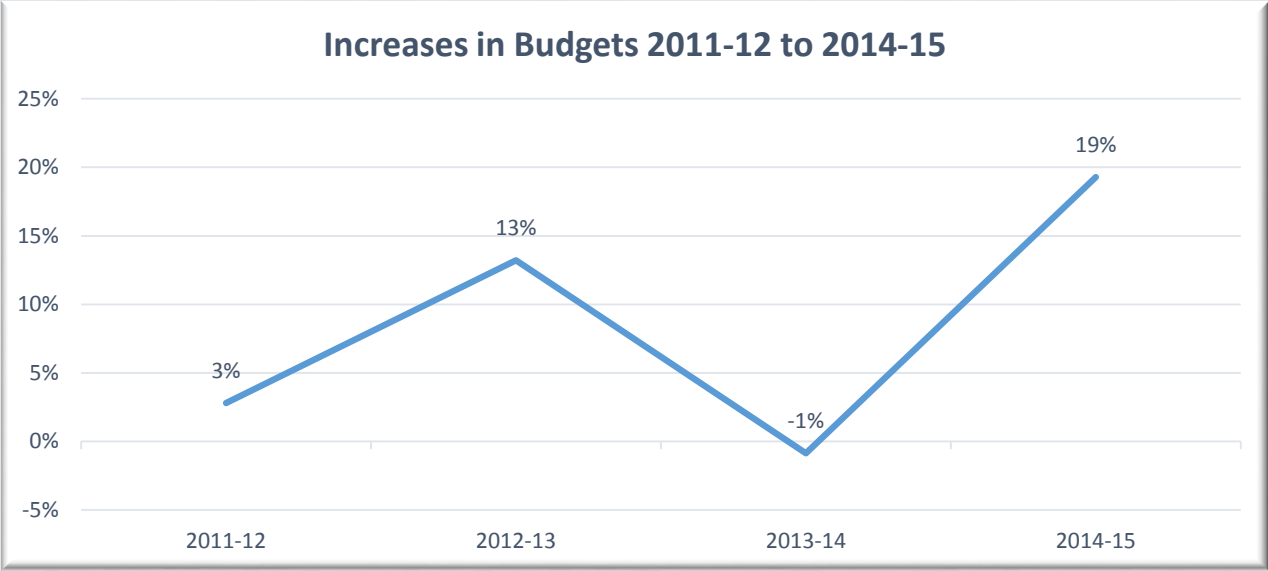
The figure 7.4 below shows that as compared to 2010-11 salaries of primary school teachers have increased by 38%, those of middle schools by 80% and the high school teachers have enjoyed a salary increase of 40% over the last 5 years.

Figure 7.5: Percentage Increase in Salaries

Percentage Increase in salaries (2010-11 to 2014-15)
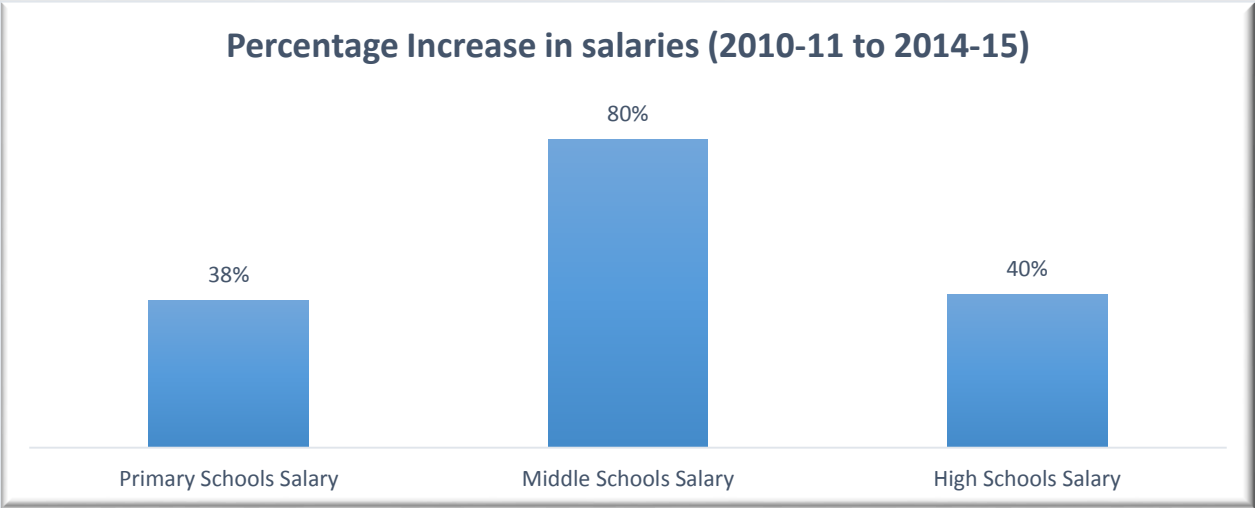
Figure 7.5 shows budget share for each level; Primary, middle and secondary. High schools absorb 31% of the budget, primary 44% and middle 25%.

Figure 7.6: Budget Share for 2014-15

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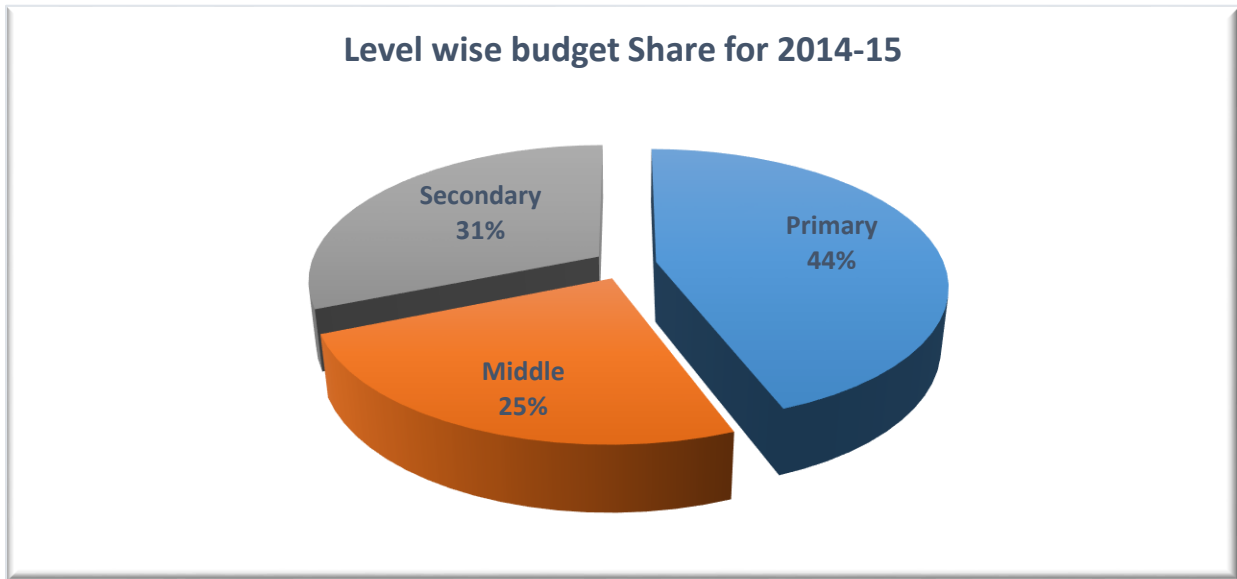
Figure 7.6 shows the trend for non-salary which is declining. This again reveals the pressure placed by the 'time scale' approach on overall budgets. Declining non salary budget reduces the ability of districts, head teachers and teachers to facilitate learning. In case of high schools where functional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

Figure 7.7: 4 Years High Schools Non Salary Budget Trend

4 Yrs High Schools Non Salary Budget Trend
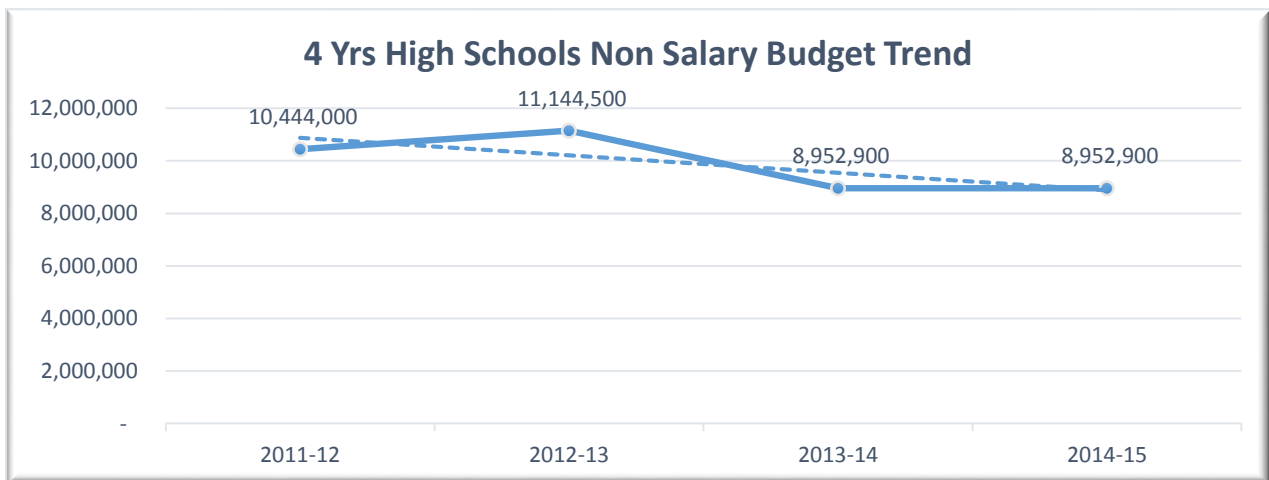
Finally the per child expenditure for Lasbela comes to Rs.16,057 is above the per child expenditure in Jafferabad, the lowest in Balochistan province.

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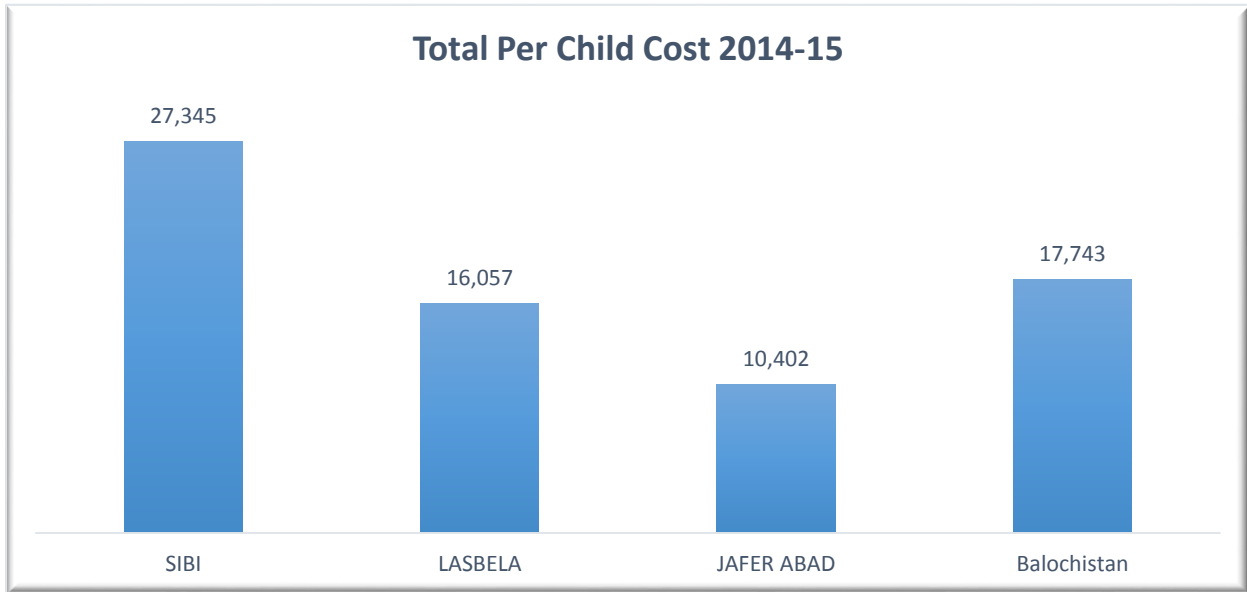
Given the budgetary allocations and the fact that a number of high schools also have middle and primary sections it has not been possible to calculate per child expenditure at each level exactly. The graphs below show an approximate picture.

Level Wise Per Child Expenditure
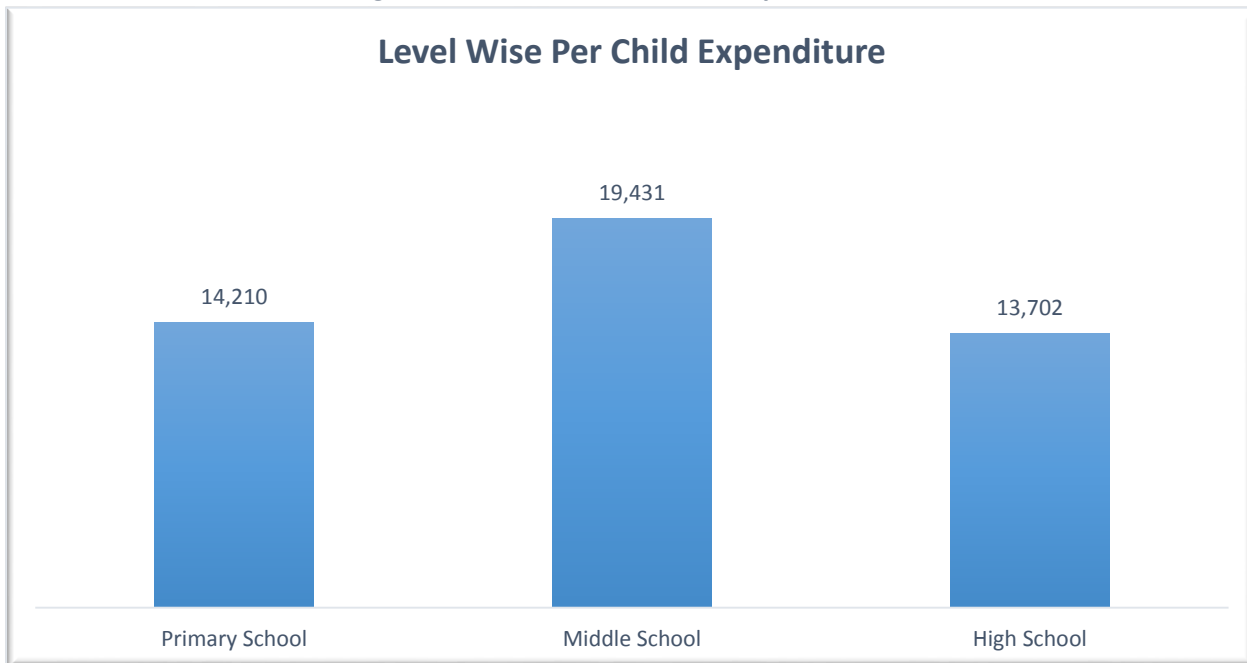
Learning Outcomes Class 5 (ASER 2014)

Legend: ■ Urdu: Who can read story ■ English: Who can read sentences ■ Math: Who can do 2 digit division

	Sibi	Lasbela	Jafferabad	Balochistan (Rural)
Urdu: Who can read story	14	53	84	33
English: Who can read sentences	5	52	48	28
Math: Who can do 2 digit division	30	63	57	24
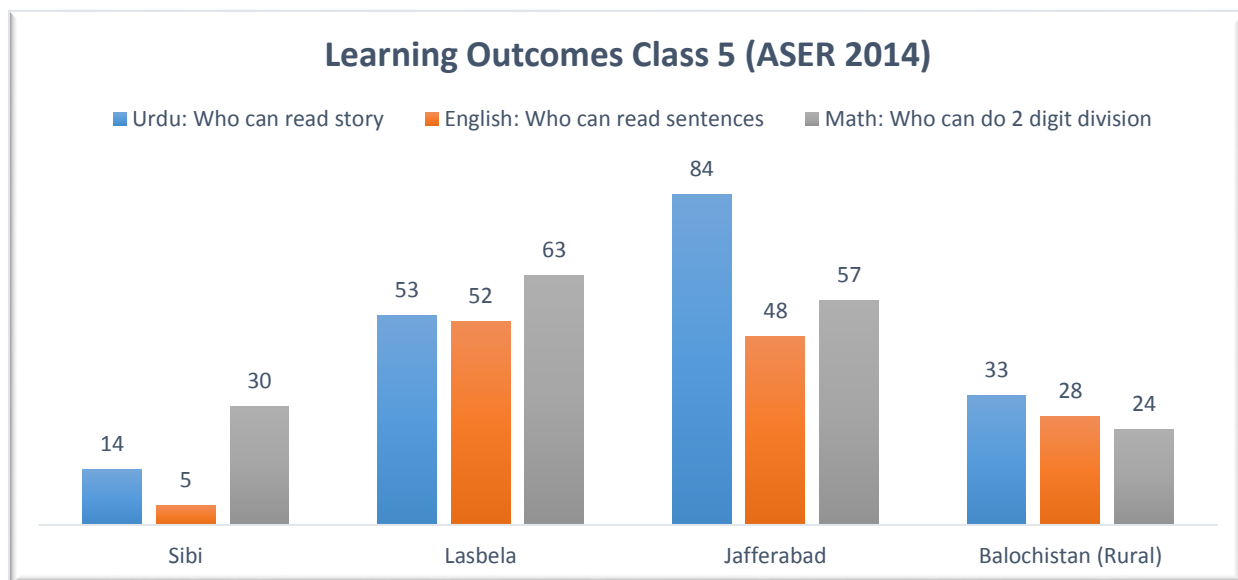
7.3.1 Financial Management

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

Lasbela 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:

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

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 564 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

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

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

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

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.

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

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

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

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 1.1: Access and Equity

Objectives	Key Targets	Indicators	Key Assumptions/	Risk Mitigation Strategy
Provision of primary education opportunities to every settlement of district	Establishment of 96 new primary schools as per government policy by June 2021.	96 primary schools established in communities without schools PC-1 prepared and submitted to DOS New school SNE prepared and submitted to DOS MOV Approved PC-1s Reflection in annual budget Completion report EMIS data	R No GIS or consolidated information in other formats is available which creates planning problems. R. 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 50 primary schools to middle level by June,2021	OVI 50 Schools upgraded PC-1 prepared and submitted to DOS New school SNE prepared and submitted to DOS 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 2 middle schools to secondary	OVI	A. Gender imbalance redressed in up-gradation	Local level feasibility criteria developed based on utilisation of existing schools.

Objectives	Key Targets	Indicators	Key Assumptions/	Risk Mitigation Strategy
	level by June, 2021	1 Schools upgraded PC-1 prepared and submitted to DOS New school SNE prepared and submitted to DOS MOV Approved PC 1s Reflection in annual budget Completion report EMIS data	R. Feasibility criteria developed at provincial level may impede the needs of the district Budget constraints	Advocacy to provide required funds in the budget in line with district education plan
	Up gradation of 2 high schools to higher secondary level by June 2021	OVI 02 Schools upgraded PC-1 prepared and submitted to DOS New school SNE prepared and submitted to DOS 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/	Rationalise teacher deployment in schools to	OVI	R. Given the low population densities in catchment	Review of criteria for defining utilisation to be developed to

Objectives	Key Targets	Indicators	Key Assumptions/	Risk Mitigation Strategy
Rationalization of existing schools	ensure optimal utilization up to Dec 2016	Rationalisation of teacher deployment completed MOV Approved deployment plan Monitoring reports	areas of schools the current variables of optimal utilisation may not be applicable to all situations	accommodate local level variations.
	Awareness campaign launched in underutilized institutions area by December , 2017	OVI survey team trained and campaign launched MOV Notification of survey team Monitoring report	R. 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
Increase number of classrooms in primary schools up to 5 rooms.	Up-gradation of (15%) of 2 room i.e. 37 primary schools and (10%) of 1 room i.e. 11 primary schools to 5 rooms school by June 2021.	OVI PC-1 prepared and submitted to DOS MOV PC-1	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.	OVI One meal provided in all schools MOV	A. Provision are ensured under Balochistan Compulsory Act 2014 R. Budget constraints R Historic failures in central project based meal	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
		Approved school meal plan Monitoring report Budget document	programmes	Develop community based program managed by PTSMCs
	Provision of stationery to the students in all schools by June 2021	OVI Stationery to the students provided in all schools MOV Approved plan Monitoring report 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
	Provision of transport facility to the students where required by 2021	OVI Transportation provided to students MOV Strategy and road map notified Monitoring report 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.

Objectives	Key Targets	Indicators	Key Assumptions/	Risk Mitigation Strategy
	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.	
	Establishment of 966 ALP centres and 978 NFE centers for 20% out of school children by June 2021 (phase wise)	OVI Requisite ALP centres established MOV Approved PC-1 and PC-IV 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	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

Objectives	Key Targets	Indicators	Key Assumptions/	Risk Mitigation Strategy
			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	

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	<u>OVI</u> Curriculum for training of teachers	A. The district will communicate the demand	Use external sources for introduction of the concept in the government run

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
	Programme for teachers on Inclusive Education by 2018.	on inclusive education developed and included in CPD. MOV CPD document Teachers training reports.	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.	pre-service institutions.
	Ensure community and parental participation in promotion of inclusive education by 2017	OVI PTSMCs actively involved in promotion of Inclusive Education MOV Minutes of PTSMC meetings	R Low priority and traditional delays.	Regular follow up by the district to avoid delays
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		

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		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	Preparation of a dissemination plan by Dec, 2016.	OVI Dissemination plan developed and approved by the competent authority MOV Approved plan	A. Basic document prepared by BOC&S 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 and approved by the competent authority 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.

Objectives	Key Targets	Indicators	Key Assumptions/Risks	Risk Mitigation Strategy
	Establishment of Book banks at school level by 2017.	OVI Strategy to establish book banks at school level developed by 2017. General instruction (notification) 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. Students and parents cooperation. A. The students and parents pressurize to get new books	Advocacy to maintain a book bank for the benefits of new class entrants to avoid the delay from provincial level.
	Development of monitoring system and complaint redressing 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	Development of Mechanism for annual collection of	OVI	A. Feedback mechanism on textbooks has been	BTBB and Curriculum authority should consider

Objectives	Key Targets	Indicators	Key Assumptions/Risks	Risk Mitigation Strategy
of textbooks	feedback on textbooks by 2017.	Mechanism in place. MOV Reports on the basis of feedback mechanism	developed by BOC in collaboration with DOS and BTBB and in consultation with district. R. Responsibility of redressing of any suggestions and anomalies and relevant changes to be incorporated in the new textbooks lies with provincial authorities	and incorporate the suggestions in the textbook if valid.
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 conducted 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	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
		implemented. __MOV__ Monitoring and progress reports. Training reports		
	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 on regular basis. __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 teacher's 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	R. Resistance from teacher association to support the teachers on dislocation	Implementation of the plan taking into confidence the teacher association

Objectives	Key Targets	Indicators	Key Assumptions/Risks	Risk Mitigation Strategy
		teachers developed and approved by DEA Teachers' rationalization plan developed. Teachers' rationalization plan implemented. MOV Approved rationalization policy Approved rationalization plan. Implementation report.	A. Provincial government coordinates the process with districts.	
Elimination of Teacher absenteeism	Carry out regular inspection to reduce teacher's absenteeism using ICT approaches by 2018.	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 by2018.	OVI Inspection plan developed and	R Political influence and pressure of teacher	Political will is required to follow the rules.

Objectives	Key Targets	Indicators	Key Assumptions/Risks	Risk Mitigation Strategy
		approved by DEA Inspection plan implemented MOV Approved Plan Monitoring and follow up reports	association may impede the desired objectives A. Implementation of inspection plan includes follow up.	
	Recruitment of replacement teacher to fill in for teachers on official leave (as and when required) by 2018.	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	Advocacy for 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 all the schools conduct formative and summative assessments by 2019.	OVI Regular monitoring of		

Objectives	Key Targets	Indicators	Key Assumptions/Risks	Risk Mitigation Strategy
		formative and summative assessments conducted by EFOs. MOV School results profile Monitoring report		
	Prepare database of formative & summative assessments in coordination with schools by 2019.	OVI Information in EMIS included 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 by 2019	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.	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.

Objectives	Key Targets	Indicators	Key Assumptions/Risks	Risk Mitigation Strategy
		Analytical report on assessments. EMIS, DEMIS reports.		
	Develop and implement vigilance and monitoring system to control cheating in exams conducted by districts by 2017.	OVI 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	A. District administration to extend maximum cooperation to eradicate cheating in exams.	

Objectives	Key Targets	Indicators	Key Assumptions/Risks	Risk Mitigation Strategy
	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. MOV Progress reports. Approved School development plans	A. Head teachers develop district plans in collaboration with DEO office.	
	Provision of additional classrooms in overcrowded schools by 2018.	OVI PC-1 prepared and submitted to DOS. Additional classrooms constructed and	R. Budget constraints R. capacity of District office to prepare PC1	Advocacy to increase financial resources CPD to enhance the capacity of District office

Objectives	Key Targets	Indicators	Key Assumptions/Risks	Risk Mitigation Strategy
		functionalized in overcrowded schools. MOV Budget release. PC-1s. PC-IVs DEMIS report.		
	Provision of non-salary budget to maintain classrooms by 2018	OVI Funds available for regular maintenance and repair of existing classrooms. MOV Budget release	A. Non-salary budgetary need for schools identified. R Budget constraints	Advocacy to increase financial resources
	Provision of all required physical facilities in the schools and replenishment of consumable facilities by 2018.	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.	A. Plan for replenishment of physical facilities prepared by DOS in consultation with district education offices. R. Budget constraints	Advocacy to increase financial resources

Objectives	Key Targets	Indicators	Key Assumptions/Risks	Risk Mitigation Strategy
		<u>MOV</u> List of required facilities. Cost estimates. Budget release. Progress reports.		
	Improve learning environment and mentoring practices/approaches in all schools by December 2017.	<u>OVI</u> Training in techniques of mentoring/peers approach provided to the teachers. <u>MOV</u> Training and progress reports.	A. Training to be provided through cluster based approach.	
	Introduce effective and collaborative management practices among teachers and head teachers in all schools by December 2017.	<u>OVI</u> Regular meetings of staff and head teachers convened in all schools. <u>MOV</u> Minutes of meetings.		
	Provision of non-salary budget for conducting co-curricular activities for the schools by 2018.	<u>OVI</u> Budget is allocated for co-curricular activities for all schools.	A. Provision of non-salary budget and its transparent utilization improve the quality of education.	

Objectives	Key Targets	Indicators	Key Assumptions/Risks	Risk Mitigation Strategy
		<u>MOV</u> Non-development budget document. Budget release.		
	Conduct regular co-curricular activities in all schools by December 2016.	<u>OVI</u> Plans prepared for co-curricular activities in schools by head teachers and submitted to DEO office. School clubs established in all schools. <u>MOV</u> Notification of week reserved for 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	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
	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 by December 2017.	OVI Orders of the provincial education department about eradication of corporal punishment strictly followed by all the schools. Effective monitoring system in place for eradication of corporal punishment in all schools. MOV Office order and notifications. Monitoring reports and complaints received and	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 monitoring process along with the EFOs.	

Objectives	Key Targets	Indicators	Key Assumptions/Risks	Risk Mitigation Strategy
		redressed.		
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 and implemented MOV Approved plan Monitoring reports	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	Establish new libraries in schools (where needed) and make functional the existing school librariesby 2018.	OVI Functional libraries in all schools. Funds provided to establish new libraries in all schools. MOV Libraries functionalized	A. Standards and benchmarks prepared and notified on use of libraries. A. Funds are released for replenishment of libraries	
			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.

Objectives	Key Targets	Indicators	Key Assumptions/Risks	Risk Mitigation Strategy
		Budget release. Library registers.		
	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.	OVI Awareness raising program of ECE developed MOV 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 85 (50%) existing schools by 2017.	OVI PC-1 prepared and submitted to DOS Development budget allocated in the PSDP for establishment of ECE classes in schools. MOV 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 2018.	OVI Policy approved for new schools MOV Approved PC-1s	A. Funds are available.	
	Recruitment of staff in selected schools by 2018.	OVI 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 MOV Approved SNE List of recruited teachers EMIS report	A. Funds are available	

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
	Organize Training of teachers on ECE concepts by 2018.	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 activity	Advocacy at provincial level for provision of financial resources.
	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 by 2018	OVI Health awareness programme developed	A. Awareness programme developed by Health Department (PPHI) in consultation with Department of Education	

Objectives	Key Targets	Indicators	Key Risks	Risk Mitigation Strategy
		<u>MOV</u> Approved awareness plan Implementation/monitoring reports	R. No existing coordination mechanism between the Departments of Education and Health.	Institutitonalise a coordination mechanism between health and education departments
	Development of student health profile by 2018	<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 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 by 2017.	OVI DEA and DEG orientated on their powers, responsibilities and functions. MOV 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

Objectives	Key Targets	Indicators	Assumptions/Key Risks	Risk Mitigation Strategy
	District Education Offices function as effective secretariats to DEA and DEG by 2017	<u>OVI</u> Capacity of EFOs developed on functioning the DEO office as secretariat to DEG and DEA <u>MOV</u> Training reports	The secretariat to DEG and DEA prepares agendas, working papers for the meetings of the forums and issue minutes of the meetings.	
	Ensure effective functionality of clusters by 2017	<u>OVI</u> Clusters made functional <u>MOV</u> Reports on cluster activities	A. Clusters established and responsibilities notified	
	Training of Drawing and Disbursing Officers at the Cluster Level 2018.	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.	<u>OVI</u> Active participation of Teachers Association representatives in DEG for planning, implementation and monitoring. <u>MOV</u> 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.

Objectives	Key Targets	Indicators	Assumptions/Key Risks	Risk Mitigation Strategy
	Revitalization of existing PTSMCs as per agreed framework by December 2016.	OVI Existing PTSMCs operationalized by EFOs through the approved process Training imparted as per TORs contained in Balochistan compulsory Education Act 2014, MOV Progress report on revitalization of PTSMCs Training report	A. Terms of reference for PTSMCs are revised. Trainings provided to PTSMCs.	
	Formation and strengthening of 564 PTSMCs on the basis of frame work by December 2021.	OVI Remaining PTSMCs formed by EFOs through the approved process. Existing PTSMCs Strengthened Training imparted as per TORs contained in Balochistan compulsory Education Act 2014. MOV Progress report of PTSMCs Formed Training report		

Objectives	Key Targets	Indicators	Assumptions/Key Risks	Risk Mitigation Strategy
	PTSMC Monitoring mechanism in place by June 2018	OVI Tools developed by education department. MOV Tools available Monitoring reports	R. Slow process in developing the tools by the relevant organization	The process should be accelerated to improve the monitoring of institutions
Overall capacity development of District Education Offices	Implement the recommendations of Capacity Development Plans developed in 2014 by 2017	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.	

Objectives	Key Targets	Indicators	Assumptions/Key Risks	Risk Mitigation Strategy
Effective Planning and Management at District level by using data	Training of EFOs in data use by 2017.	OVI Training and awareness plan prepared Training imparted on data use MOV Training reports	R. A culture of oral information relay and low data use impedes the shift	Direction on data use by the District Education Authority (DEA)
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	OVI All DDOs trained on PIFRA Rules Check and balance mechanism	A. PIFRA authorities cooperate to train district specified stakeholders A. The ToR of DEA are	Well informed mechanism will be developed for utilization of all incoming funds e.g. parliamentarian, PSDP,

Objectives	Key Targets	Indicators	Assumptions/Key Risks	Risk Mitigation Strategy
	place through DEA by 2018.	developed and implemented MOV Training reports Mechanism notification	revisited and monitoring of utilization of funds incorporated R. As the DEA is not aware of the funds allocated through PSDP and other sources, therefore appropriate utilization of funds cannot be ensured	Donors/NGOs and other sources etc. to ensure its proper utilization by DEA.
	More transparent allocation and expenditure of finances by 2018	OVI Availability of monthly accounts on website of the education department MOV Website of the Department of Secondary Education	A. District government has its own website.	
Effective School Management	Training of Head teachers in school management by June, 2017.	OVI Training imparted to head teachers MOV Training reports		
	Ensure school based planning and budgeting by Dec, 2017.	OVI School development plans approved MOV		

Objectives	Key Targets	Indicators	Assumptions/Key Risks	Risk Mitigation Strategy
		Approved School Development plans		
Establishment of Linkages with madrassas and private schools	Implement the policy of linkages with madrassas communicated by the province.	OVI District education department implemented the policy framework in letter and spirit MOV Policy framework Report of implementation	R. slow process in developing the policy framework is effecting the coordination among public, private and madrass	Expedite the process of developing policy framework
Introducing Gender balanced management approach in district management	Introducing gender awareness campaign 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	R. Budget constraints	Advocacy to meet the target set in DEDP

Objectives	Key Targets	Indicators	Assumptions/Key Risks	Risk Mitigation Strategy
		Need assessment report		
	Establish day care centres for female officials by December 2017.	OVI Needs assessed Planning made and proposals submitted to the department MOV Need assessment report Physical inspection of facilities	R. Budget constraints	Advocate the government machinery to meet the targets set in DEDP

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	2020-21	
Provision of primary education opportunities to every settlement of district	96 new primary schools established as per government policy of by June 2021	Develop a criterion for selection of site for opening of primary schools		X	X	X	X		DOS/Edn Deptt
		Identify locations without primary schools through EFOs by December 2016		X	X				DOS/DEO
		Prepare phase wise implementation plan in collaboration with education department			X	X	X	X	DOS, C&W Deptt, Education Deptt, DEO
		Recruit local teachers as per government policy by December every year			X	X	X	X	DOS/DEO
Remove school	50 primary schools	Develop a criterion		X					DOS/DEA/Edn

Purpose	Results	Activities	Cost (In Million Pak Rs.)	Timeframe					Responsibility
				2016-17	2017-18	2018-19	2019-20	2020-21	
availability gaps at primary to middle, middle to secondary and secondary to higher secondary level	upgraded to middle level by June 2021	and prioritize selection of primary school for up-gradation							Deptt
		Prepare an up-gradation plan in consultation with DOS		X					DOS/DEA
		Implement the plan in phases by December every year		X	X	X	X	X	DOS/DEA
		Preparation of SNE and submit to DOS		X					DOS/DEO
		Recruitment of Teachers by December every year starting from 2017			X	X	X	X	DEO/DOS
		Infrastructure Cost							
	2 middle schools upgraded to	Develop a criterion and prioritize		X					DOS/DEA

Purpose	Results	Activities	Cost (In Million Pak Rs.)	Timeframe					Responsibility
				2016-17	2017-18	2018-19	2019-20	2020-21	
	secondary level by June 2021	selection of middle school for up-gradation							
		Preparation an up-gradation plan in consultation with DOS		X					DOS/DEA
		Preparation of SNE and submit to DOS		X					DOS/DEO
		Recruitment of Teachers by December every year			X	X	X	X	DOS/DEA
		Infrastructure Cost							
	2 high schools upgraded to higher secondary level by June 2021.	Develop a criterion for the selection of high schools for up-gradation Oct 2016		X					DOS/DEA
		Prepare and submit SNE to DOS for creation of essential staff by December every year			X	X	X	X	DOS/DEA

Purpose	Results	Activities	Cost (In Million Pak Rs.)	Timeframe					Responsibility
				2016-17	2017-18	2018-19	2019-20	2020-21	
		Deployment of Teachers			X	X	X	X	DOS/DEA
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		X					DEO
		Develop a strategy for rationalization		X					DEA
	Awareness campaign launched in the district with underutilized institutions by December , 2017	Prepare plan for awareness campaign in consultation with local PTSMCs by Dec, 2016		X					DEA/PTSMCs
		Implement plan of awareness campaign with assistance of PTSMCs			X	X	X	X	DEA/PTSMCs
Increase	37 (15%) of 2	prepare plan for		X					DEA/DOS

Purpose	Results	Activities	Cost (In Million Pak Rs.)	Timeframe					Responsibility
				2016-17	2017-18	2018-19	2019-20	2020-21	
number of classrooms up to 5 rooms in primary schools (where required)	rooms and 11 (10%) of one room primary schools upgraded to 5 rooms schools (where required) by June 2021.	construction of additional rooms in 37 primary schools having 2 rooms and 11 having 1 room, as government policy (phase wise)							
		Submit the Plan to DOS for approval		X					DEA, DEO, DOS
		Implement plan as per approval		X	X	X	X	X	C&W Deptt, DEA, Edn Deptt
Reduce economic and social barriers to school entry and continuation	One school meal provided to the students in all schools by June 2021	Prepare school meal plan and submit to education deptt		X					DEA /DOS
		Implement the plan as approved			X	X	X	X	DEO
	Stationery provided to the	Prepare plan and submit to education			X				DEA/DOS

Purpose	Results	Activities	Cost (In Million Pak Rs.)	Timeframe					Responsibility
				2016-17	2017-18	2018-19	2019-20	2020-21	
	students in all schools by 2021	deptt							
		Implement the plan as approved				X	X	X	DEO
	Transport facility provided to the students where required by June 2021	Identify schools for the Provision of transport		X					DEA/DEO
		Prepare plan for provision transport to the students and submit to DOS			X				DEA
		Implement the plan as approved by by the government				X	X	X	DOS/DEO
		Conduct monitoring and evaluation of the plan				X	X	X	DEA/DEO
	Awareness campaign on enhancement of	Prepare plan to launch awareness campaign in the		X					DEA/PTSMCs

Purpose	Results	Activities	Cost (In Million Pak Rs.)	Timeframe					Responsibility
				2016-17	2017-18	2018-19	2019-20	2020-21	
	girls' education conducted by 2018	district							
		Implement the awareness campaign			X				DEA/DEO/PTSMCs
		Develop a feedback mechanism			X	X	X	X	DEA/DEO
Provision of ALP opportunities to out of school children	Data on out of school children of school going age obtained by 2017.	Obtain data of out of school children from available sources		X					DEA/DEO
	966 ALP centres established by June 2021 (phase wise)	Prepare a plan to establish ALP centers (phase wise)		X					Edn: Deptt/DOS/ DEA
		Conduct awareness sessions with communities/PTSMCs			X				DEA/DEO
		Establish 978 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 2017.	Prepare plan for awareness	Minimal Cost	X					DOE/ DEA/Edn Deptt
		Conduct seminars and workshops			X				DEA/DOS/PITE
		Conduct monitoring and obtain Feedback from attendees of the awareness process	Minimal Cost		X				DEO/PITE
	Continuous Professional Development Programme for teachers on Inclusive Education developed by 2018	Develop curriculum for training of teachers on inclusive education		X					PITE/DEO
		Ensure inclusion of curriculum on inclusive education in CPD		X					DEO/BOCS/BTBB/DOS

Purpose	Results	Activities	Cost (In Million Pak Rs.)	Timeframe					Responsibility
				2016-17	2017-18	2018-19	2019-20	2020-21	
	Community and parental participation ensured in inclusive education by 2017.	Revisit ToRs of PTSMCs and suggest the education deptt to cover inclusive education in the ToRs		X					DOE/DEA
		Conduct Training for capacity building of PTSMCs in context of inclusive education.			X				DEO/PITE
		Conduct monitoring and reporting	Cost to be covered under PTSMCs capacity building program		X				DEO/DOS/PITE
Implementation of 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.	Minimal Cost	X					DOE/DOS /PITE
	Training of EFOs in monitoring and mentoring of inclusive	Conduct training on inclusive education for the teachers and field staff			X				DEO/PITE

Purpose	Results	Activities	Cost (In Million Pak Rs.)	Timeframe					Responsibility
				2016-17	2017-18	2018-19	2019-20	2020-21	
	education adoption in schools conducted by March, 2017	Conduct monitoring and feedback			X				DEO/PITE

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	Plan developed 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		X					DEO/ DEA/PDMA
		Organize awareness sessions with students, head teachers, community and teachers		X					DEO/Head teachers
		Organize training for the teachers, head teachers and EFOs on DRR	Cost to be covered under Governance and Management	X					DEO/PITE
		Provide necessary equipment to schools	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				DEA/DOS/DEO

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

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2016-17	2017-18	2018-19	2019-20	2020-21	

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	Dissemination plan developed in collaboration with BOC &S by Dec 2016	Team set up for preparation of dissemination plan		X					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			**X**				BOC/DOS/DOC/DEO
		Follow up of curriculum dissemination			X				DEO
Timely receipt of textbooks by students	Textbooks distribution plan developed including costing of transportation by Dec, 2016.	Develop Textbook Distribution Calendar		X					DEO/DOS

	Target	Activity							Responsibility
	Textbooks distribution plan implemented by March, 2017.	Distribution of textbooks as per calendar			X				DEO/DOS
	Book bank established at school level by 2017.	Provision of space/furniture (Almirah) by head teacher			**X**				DEO/Head Teacher/PTSMC
		Awareness to teachers and students			X				Head Teacher/PTSMC
		Formation of committee at school level for preparation of procedures			X				Head teacher
		Monitoring by Head teachers and EFOs			X	X	X	X	DEO/Head Teacher
	Monitoring, Complaint and redressing mechanism established for timely supply of textbooks to the children by 2017.	Develop a monitoring mechanism involving EFOs and respective head teachers to ensure timely supply of textbook to the students by Dec, 2016.			X				Head Teacher PTSMCs, EFO, and EMIS
		Establish Complaint and redressing mechanism at school			X				DEO/Head Teacher/EMIS

		and , DEO, level							
Contribute to improvement of quality of textbooks	Mechanism for annual collection of feedback on textbooks developed by 2017.	Develop mechanism for annual feedback collection on textbooks			X	X	X	X	DEO/BTBB/BOCS
Continuous professional development of teachers and head teachers	Carried out a needs assessment for professional development of teachers and head teachers by June, 2017.	Need assessment of teachers and head teachers on sampling basis		X					DEO/PITE
	District level trainings for teachers and head teachers arranged in coordination with DOS and PITE by June, 2018.	Training of master trainer through PITE			X				PITE/DOS/DEO
		Training of teachers and head teachers by adopting cluster approach by December			X				PITE/DOS/DEO
	District data base of trainings developed to ensure monitoring and avoid reappearances of teachers in trainings by June, 2018.	Develop the Database of trained teachers at district level by DEMIS			X				DEO/DEMIS
	Subject wise	Identify subject wise		X					Head teachers, DEO

Ensure teacher availability in all Subjects for all schools	Shortage of teachers identified by Dec, 2016.	shortage of teachers								
	Redeployment plan of teachers developed on the basis of rationalization by June, 2017.	Develop a Policy for rationalization of teachers redeployment in coordination with DOS		X					DEO/DEG
		Prepare rationalization plan of teachers deployment		X					DEA
		Approval by the DEA		X					DEO/DEA
		Implementation of plan			X				DEA
Elimination of Teacher absenteeism	ICT approaches developed to reduce teachers' absenteeism by 2018.	Monitoring of ICT Implementation of inspection function y			X				EDO/DOS
	Strong inspection function operationalized by 2018	Develop Inspection plan		X					DEO
		Implement the inspection plan			X				DEO, DEA

Objective	Output	Activity	Cost							Responsibility
	Pool of replacement teachers established to fill in for teachers on official leave (as and when required) recruited by 2018	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 by 2019.	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				X				DEO/PITE
		Follow up of the trainings				X				DEO/PITE
		Review the inspection Performa to include assessment indicator				X				PITE
	All the schools conducted formative	Preparation of monitoring mechanism			X					DEO/BOCS

Target	Activity							Responsible
and summative assessments by 2019.	Implementation of monitoring plan			X				DEO/BOCS
Data base of formative and Summative assessments in coordination with all schools developed by 2019	Establish database of formative and summative assessments in coordination with DEMIS by June			X				DEO/DEMIS
Data Analysis of formative & summative assessments made and feedback provided to schools by 2019.	Training of EFOs and head teachers in analysis of assessment data			X				PITE
	Analysis of assessment result by DEO and head teachers			X				DEO/DEMIS
	Submit the result to DOS			X				DEO/Head Teacher
Curriculum based summative assessment of class V and VIII ensured by 2017	Training to all paper setters of class V and VIII in curriculum based summative assessments by 2017.			X				PITE/BEAC
Vigilance and monitoring system to	Develop Vigilance & monitoring system		X					DEO/DEA

Objective	Target	Activity							Responsibility
	control cheating in exams developed and implemented by 2017.	Implement Vigilance & monitoring system in all district level exams by			X				DEO/DEA
	Political and social support created to control cheating by 2017.	Prepare a plan to obtain political and social support for control of cheating		X					DEO/DEG
		Launch advocacy and awareness campaign for control of cheating in the institutions by			X				DEO/Head Teacher
		Mobilize the community against cheating through electronic and print media			X				DEO/DOS
Ensure conducive learning environment in schools	School development plan prepared for all schools by Dec, 2016.	Conduct training for DEO and head teachers for preparation of school development plan		**X**					DOS/DOC/PITE
		Prepare school development plan as per standard format	*(Should also be included in Governance)*						Head Teacher

									Responsibility
		submit the plan to DEA			X				Head Teacher
Additional classrooms in overcrowded schools constructed by 2018.	Mapping of school population and physical facilities through PTSMCs			X					DEO/Head Teacher/PTSMC
	Prepare PC-1 For additional classroom in overcrowded schools				X				DEO
	Submit PC-1 for approval				X				DEO
Non salary needs for recurring budget provided by 2018.	Prepare non salary needs of the district on the demand of head teachers for allocation in recurring budget				**X**				DEO
	Submit the recurring budget of the district for inclusion in the annual recurring budget				**X**				DEO
All required physical facilities in schools provided and consumable facilities in schools	Prepare list of physical facilities required in schools			**x**	**X**				Head Teacher
	Prepare a scheme along with estimated	will be cost on the basis			**X**				Head Teacher

	replenished by 2018	cost of the items included in the list	of study							
		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 by December 2017.	Provide Training in techniques of mentoring/peers approach to the teachers by December 2017				X				DEO/PITE
	An effective and collaborative management practices introduced among teachers and head teachers in all schools by December 2017.	Conduct regular meetings of staff and head teachers in all schools.				X				Head Teacher
	Budget for curricular and co curricular activities provided to schools by 2018	Prepare budget for co curricular activities				X				DEO/Head Teacher
		Submit the budget to DOS for inclusion in the SNE				X				DEO
	Co curricular activities conducted in schools on regular	Conduct awareness sessions for the teachers and head		X						DEO/Head Teacher

basis by December 2016.	teachers about the importance of co curricular activities								
	Prepare calendar of co curricular activities in the school and submit to the DEO		X						Head Teacher
	Establish school clubs to ensure co curricular activities in the schools on perpetual basis		X						Head Teacher
	Conduct teachers training for counseling and guidance at cluster level			X					DEO/PITE
	Conduct follow up of the impact of training at school level			X					DEO/PITE
Awareness campaign against corporal punishment conducted by Dec, 2017.	Plan awareness against corporal punishment		X						DEA/PTSMCs/EFOs
	Conduct awareness sessions with teachers, students, PTSMCs and parents for eradication of corporal punishment		X						DEA/DEO/Head Teacher

Objective	Target	Activity							Responsibility
		Teacher training in alternate disciplinary measures		X					DEO/PITE
	Eradication of corporal punishment from schools ensured by December 2017.	Monitoring to follow the instructions of the government for eradication of corporal punishment		X	X				DEO/EFOs/Head Teacher
Counselling for students of middle to higher secondary schools for better career choices	Counselling units developed at district level by December 2017.	Develop Counseling units at district level		X					DEA/DEO
	Head teachers trained in counseling by December 2017.	Training of head teachers			X				PITE/DOS/DEO
Ensure availability of functional Libraries and Laboratories in all schools	Libraries in schools containing books for all levels made functional and new libraries established (where needed) by December 2018.	Improve functionality of existing libraries			X				DEO/Head Teacher
		Prepare a plan to establish new libraries in schools		X					DEO/DOS
		Prepare PC1 to establish new libraries in the schools and submit to DOS		X					DEO
		Prepare time table for the students and teachers to attend library on regular basis		X					Head Teacher

Laboratories in existing schools are made functional by December 2018.	Conduct survey to assess current functionality of laboratories in middle and high schools and prepare a list of equipment for underutilized laboratories		X					DEO
	Develop a plan for enhanced functionality and usage		X					DEO/DOS
	Prepare proposal for establishing and equipping laboratories in middle and high schools (where needed)			X				DEO/DOS
	Prepare SNE for creation of the post of laboratory assistants (where required) and recurring budget for maintenance			X				DEO
	Submit the proposal and SNE to the DOS			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 made aware of ECE Policy by Dec, 2016	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
	ECE introduced in at least 85 (30%) existing schools by 2017.	Finalize criteria for selection of schools including the schools with available classrooms and not available classrooms			X				DEO/DOS
		Identify 85 (50%) primary schools with			X				DEO/DOS

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2016-17	2017-18	2018-19	2019-20	2020-21	
		existing/available classrooms and 85 (50%) for construction of new classes (60% boys & 40% girls) for introduction of ECE.							
		Prepare and submit PC-1 to DOS		X					DEO/DOS
		Monitor the construction of ECE classrooms			X		X	X	DEO/DOS
	All new schools to have ECE set ups by 2018	Preparation of policy in coordination with Province			X				
	Teachers and other staff recruited by 2018.	Prepare SNE for the creation of the posts of teachers and non teaching staff and submit to DOS			X	X	X		DEO

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2016-17	2017-18	2018-19	2019-20	2020-21	
		Completing the recruitment process of teachers phase wise				X	X		DEO/DOS
		Required teachers deployment				X	X	X	DEO/DOS
	Training of teachers on ECE concepts organized by 2018.	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			DEO
		Organize cluster based ECE teacher training program in collaboration with PITE and DOS.			X	X	X	X	DEO/PITE
		Training of LCs/ADEOs on ECE concepts.			X	X	X	X	DEO/PITE
	Community and parental	Nomination of resource persons and submission of list to PITE			X				DEO/DOS

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2016-17	2017-18	2018-19	2019-20	2020-21	
	participation ensured in ECE by July 2017.	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 by 2018	Formulate committee including membership from Education, Health and social welfare department at district level		X					DEA/Edn Deptt
		Finalization of ToR of the committee	*Minimal Cost*		X				DEO/DEA
	Student health profile developed by 2018	Draft agreement for provision of basic health services to ECE children			X				DEO/Edn Deptt
		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	EFOs trained in monitoring and mentoring of ECE teachers by 2018	Initiate mentoring and monitoring plans	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 by 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 by 2017	Develop capacity of EFOs on functioning as secretariat to DEG and DEA	Minimal Cost	X					DEA/DEO
	Functionality of clusters made effective by 2017	Capacity building of the cluster members			X				DEO
	Drawing and Disbursing Officers trained at the Cluster Level by 2018	Conduct training of DDOs at cluster level				X			DEA/PITE
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							DEO/DOS

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2016-17	2017-18	2018-19	2019-20	2020-21	
		Review mandate of teachers' associations in a consultative process							DEO/Edn Deptt
		Organize training program for teacher association to build capacity							DOS/PITE
	Existing PTSMCs revitalized as per agreed framework by December 2016	Operationalize existing PTSMCs							DEA/DEO
		Impart training as per TORs contained in Balochistan compulsory Education Act 2014							DEO/PITE
	564 PTSMCs formed and strengthened on the basis of the framework by December 2021.	Formation of remaining and strengthening of existing PTSMCs							DOS/EFOs
		Impart training as per TORs contained in Balochistan							DEO/PITE

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2016-17	2017-18	2018-19	2019-20	2020-21	
		compulsory Education Act 2014							
	PTSMC Monitoring mechanism in place by June 2018	Monitoring of PTSMCs on developed tools							DEO/EFOs
Overall capacity development of District Education Offices	Recommendations of Capacity Development Plans developed in 2014 implemented by 2017	Implementation of Capacity Development Plans developed in 2014.		X					DOS/DEO
					X				
	Capacity of managers built by March 2017	Develop training modules in accordance with JDs		X					PITE/DOS
		Impart training to all EFOs			X				PITE/DOS
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		X					DEO/EMIS
		Impart training on data use			X				DEO/EMIS
Strengthening DEMIS to provide comprehensive	Availability of data of all institutions ensured with DEMIS by Dec	Set quality and quantity indicators through consultative process		X					DOS/EMISPPIU

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2016-17	2017-18	2018-19	2019-20	2020-21	
qualitative data with analysis as per user needs	2016	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
		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 by 2017.	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				DEA

Purpose	Results	Activities	Cost (in Million Pak Rs.)	2016-17	2017-18	2018-19	2019-20	2020-21	Responsible
More efficient Financial Management at the district level	Optimum utilization of all available funds ensured by district DDOs and checks and balance mechanism in place through DEA by 2018.	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				DEO/cluster In charge
	Allocation and expenditure of finances made more transparent by 2018	Training of relevant staff				X	X	X	
									DEA/DEO
		Monthly updating the website				X	X	X	DEO/PITE
Effective School Management	Head teachers trained in school management by June 2017.	Impart training to Master Trainers (MT) through PITE by June 2017		X					DEO/PITE
		Impart training to head teachers with DEDP and School development plan by December 2017			X				DEO/PITE
	School based planning and	Prepare school development plan and update annually		X					Head Teacher/EFOs

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2016-17	2017-18	2018-19	2019-20	2020-21	
	budgeting ensured by December 2017.	Submit the plan to DEO for approval		X					Head Teacher
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 district management	Gender awareness campaign introduced by December 2017	Develop a gender awareness campaign to sensitize the communities including teachers		X					PTSMCs/DEA
									PTSMCs/DEO
		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	Assess Needs		X					DEO

Purpose	Results	Activities	Cost (in Million Pak Rs.)	Timeframe					Responsible
				2016-17	2017-18	2018-19	2019-20	2020-21	
	female officials by December 2017	Plan and submit proposals to the department		X					DEO/DOS
		Provide facilities in day care centres			X				DEO/DOS