



SCSPEB

SCSPEB Update

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"To create partnership between beneficiaries the Government and funding organization in all social sector for Sustainable development".

Balochistan Education Sector Plan



Education is central to the development strategy of an economy. It is an important input both for the human capital formation and for strong and consistent positive effects on economic growth and productivity of a country. Properly planned educational input can contribute to increase in the national gross products, cultural richness, build positive attitude towards technology, increase efficiency and effectiveness of the governance. Education generates new aspiration for an individual and opens horizons for a country and develops positive values in a nation. Provision of equal opportunities to all the echelons reduces disparities at all levels. Like many other developing countries, the situation of education sector in Pakistan has not been very encouraging due to poverty and dismal economic situation in the country. It is necessary that proportion of development spending on education may be increased. Unfortunately an extremely high portion of the education budget is spent on salaries in contrast to the meager vary amount spent on quality improvements, such as teacher's training, curriculum development, supervision, monitoring and learning materials.

Balochistan is spread over 44% of the total area of the country. The Province has the lowest economic growth with minimum labor productivity. In a time when the province is facing deteriorating economic growth and other challenges, 18th Constitutional amendment has exposed the province to the biggest challenge of taking big decisions like development of education policy, designing its own curriculum forging a policy on Text book development. This challenge can be turned into opportunity if the province gains capacity and competence to meet the challenge. However, since the province was not ready for such autonomy, therefore, confusion is prevailing. The other challenge is imposed by addition Article 25A in the constitution. This Article provides for 'free and compulsory education of 5-16 years child as determined by law' in a Provincial where participation rate in education is only 56%, where 10000 settlements are without a school and where the distances are enormous, it is really a huge task for the Government to meet the challenge of Article 25A.

The demand for Quality education is hidden in the Article 25A. The present scenario demonstrates that the education department gets 17% of the total budget of the province. Almost 90% of this budget goes to salaries of the teachers. The remaining 10% is spent on developmental and non salary needs of the province. The result is that the reformation agenda of the Government is badly affected. There is ignorable amount available for curriculum development, improvement of Text Books, Capacity building of teachers and officials, provision of learning material and improvement of the schools.

The obtaining scenario urges to revisit the whole planning of education sector in the province and formulate a roadmap which may ensure meeting the qualitative and quantitative requirements of education of the province. The SCSPEB come

up which is working on a mission to help the provincial Government in improvement of quality of education in the province has been looking forward to develop an education sector plan since 2001. It had supported the Government in developing provincial ECE plan and such plans for the districts of Awaran, MusaKhail, Pishin, Chaghi, Zhob, Sherani and Jaffarabad. On the eve of introduction of 18th Amendment, the SCSPEB came forward and in collaboration with Government of Balochistan - Policy Planning & Implementation Unit (PPIU) stepped to connect the complex nature of educational planning with its many sub-sectors and their inter-linkages through an education sector plan, financially & Technically supported by UNICEF. It was decided that the Provincial sector plan development exercise will be based on 5 thematic areas namely:

- Early Childhood Education and Elementary Education
- Secondary Education and Higher Secondary Education
- Technical and Vocational Education
- Literacy and Non Formal Education
- Higher Education including Teacher Education

Methodology:

The work on the development of Education Sector Plan started during October 2011. A team of consultants was hired to workout the design of the exercise. The PPIU was to lead the whole effort and the SCSPEB was assigned the role of implementation partner in the project.

The preparation of plan comprised on, Sector Analysis, Policy Options and development of Sector Plan. The PPIU notified departmental and institutional thematic groups of BISE, PITE, BTBB, BoC&EC, BACT, DoC, DoS, BEMIS & TVE. Each thematic group held numerous meetings. They adopted the process of SWOT, development of problem tree to diagnose the weaknesses of their relevant thematic area, development of objective tree to prescribe the options and construction of log frame analysis to provide basis for sector plan development. Besides seeking the assistance and wisdom of thematic groups, 10 districts were randomly selected. Teams of well experienced and adequately capacitated went to the districts arranged FGDs with a wide range of stakeholders to obtain their opinion and inspiration regarding education. To develop an education vision of the province a visioning exercise was conducted through the representatives of all walks of life. Finally, all the thematic groups constructed Logical Framework Analysis under the leadership of PPIU and guidance of the consultants. The beauty of the logical framework was that it eventually led to development of draft Education Sector Plan.

The secretary secondary education Balohistan, the additional Secretary Education (Dev) who is also focal person remained personally involved throughout the sector planning. The PPIU team supported through representing the department and ensuring that the planning is carried out in accordance with the aspirations of the department. The draft plan was shared with all the stakeholders who were involved at all stages of Sector Plan Development.

ACTIVITIES AND ACHIEVEMENTS OF OTHER PROJECT

Balochistan Education Sector Plan (BESP)

- Completion of 10 SWOTs by conduction of SWOTs analyses with two institutions Assessment and Technical & Vocational Education
- 40 Thematic group meetings held to formulate Problem Trees / Objective trees and prioritization of policy options.
- Draft Log Frame Analysis (LFA) of Higher Education, BTBB, Teacher Education and Access & Equity are developed in consultation of relevant authorities during thematic group meetings.
- A roundtable held with representatives of Madrassas on 6th Feb 2012 to discuss their point of view about education.
- Held "Visioning Exercise" with civil Society to define a collective vision of Education in consultation of all relevant stakeholders.
- Diagnosis stage completed by developing and submitting the draft : Situation Analysis report to Unicef



Balochistan Education Program (BEP)

- Two schools GGMS Risaldar and GGMS Killi Ismail notified for Up-gradation from Primary to Middle by Education Department
- Country Director SC-I, Dr. Aman Ullah visited ECE Centre GBPS Sumlani Abad on 11th January, 2012
- Conducted a review in the Head office of Save the Children, Islamabad with IPs and Donors on 19th March, 2012 to share program activities and financial Expenditures
- Meeting held with Minister Quality Education Mr. Jan Ail Changezi regarding Up-graded school GGHS Syed Abad for arrangement of temporary building for school during construction period.
- Several meetings hold with DDOs Female (Qta), D.C and DEO Killa Abdullah regarding BEP progress and enrolment campaign walk and DEMIS cell activities.
- One day Orientation session conducted regarding importance of School health days, hygiene kits and baseline survey.
- Walk for Enrolment campaign 2012 was organized in District Killah Abdullah & Quetta in different boxes .g. walks for enrolment campaign, on air programs on radio, placement of awareness creating banners in each districts.
- Construction work continue
- Developed methodology for the Enrollment campaign
- Actively participated in a Steering Committee held at Karachi on 28th January 2012 to share overall progress of the project



Mainstreaming of Afghan Refugees Project

- 2 Provincial and 1 District level policy dialogues organized for mainstreaming of Afghan Refugees in Quetta & District Pishin.
- A District level awareness seminar organized in District Pishin
- Inclusion of Mainstreaming of Afghan Refugees in Balochistan Education Sector Plan
- Organized Parental Health Education awareness seminars in District Pishin, Mohammad Kahil and Quetta.



Education Improvement Project (EIP)

- Project orientation meetings held with Education Officers & DCs of both districts and also a meeting held with MPA of district Jhalmagasi
- In collaboration with DEOs 50 Schools were identified for project implementation in focused villages of both the Districts.
- House Hold Survey initiated in focused School Communities of the selected districts
- MOU signed with Government Education Department, Balochistan



Emergency & Relief Project

- Contract revised including budget revision where District Naseerabad was dropped from the focus of the project.
- Assessment of remaining 503 families conducted in District Kalat
- Distribution of 300 NFI Kits in District Naseerabad and 3272 NFI Kits / 1607 Hygiene Kits in District Kalat
- Conduction of Health & Hygiene Sessions in 37 Villages of District Kalat in 3 Union Councils



Teachers Training School/College Improvement Project (TTSCIP)

- 10 Consultative Meetings held with Secretary, Director Schools/Colleges, DEO, Principals/BACT
- Provision of Missing Facilities in 5 High Schools & 4 Colleges of District Pishin
- Conduction of 2 days PTSMCs training regarding School Development Plan, Monitoring of Schools, Roles and Responsibilities, Problem Solving, Resource Generation, Partnership Building, DRR and First Aid etc
- Principals and Vice Principals Training on Modality held at NIM in consultation with BACT & SCSPEB
- Arranged a Seminar in order to summarize the Project Activities and share the activities of Project with District Management and Line Departments.
- Celebration of sports week in District Pishin.



Improving Quality of Education by Focusing on Girls Middle Schools FOSI

- Completion of a report on Elementary and Primary Teacher Training conducted on teaching Skills in Maths. Science & English
- Preparation & conduction of 2nd Phase Primary Teacher Training to build the Professional capacity for teaching at primary level in focused schools of District Pishin.
- Provision of missing facilities in identified schools is in Progress



Afghan Refugees Education Project (AREP)

- A rapid Education assessment Survey conducted for the year 2012 in order to get the educational Benchmarks, however, 1332 in Muslim Bagh and 495 in Mohammad Khail of age group 5-17 identified as a potential enrolment in school this year.
- 406 (165 Girls & 241 boys) new registrations notified; out of which 169 in Mohammad Khail & 237 in Muslim Bagh were enrolled in AREP camp Schools.
- Held 41 meetings with teachers, SMCs & Community in both camps regarding conduction of rapid education assessment survey and new registration, especially girl students, in schools and other schools related issues.
- Reactivation of SMC members in both camps for better performance.
- Teachers, watchmen and guards contract were renewed for the year of 2012 in both camps.
- Distribution of Teaching Learning Material among the teachers & students in both camps
- Stipend distributed amongst teachers and watchmen in all school camps.



Teacher Training Wing

- Development of Modules:
 - o English teachers training module for classes I, II, III (Draft)
 - o Module on Responsibilities of a Head Teacher (Draft)
 - o Frame work for 10, 15 & 30 days ECE teachers training

News

- President SCSPEB held meetings with each sections / departments during the quarter.
- The SCSPEB Policy review process initiated by SCSPEB Board and organization.
- District and Provincial level policy dialogue held under Mainstreaming of Afghan Refugees Project.
- Enrolment Campaign was organized under BEP through different boxes e.g. walks for enrolment, on air programs on radio, placement of awareness creating banners in District Killah Abdullah & Quetta.
- Mr. Munir Ahmed Badini, Secretary Education visited Killi Ismail on 9th March 2012. He evaluated the consequences and approved Up-Gradation of both schools.
- Actively participated in Global Partnership for education meeting with education delegation at Islamabad.



Case Study

A well-qualified and highly motivated faculty is critical to the quality of higher education institutions. Unfortunately, even at flagship universities in developing countries many faculty members have little, if any, graduate the training. This limits the level of knowledge imparted to the students and restricts the students' ability to access existing knowledge & generate new ideas.

Ms. Lubna Tareen an Assistant Lecturer in Government Girls Inter College (GGIC Pishin) was appointed to support the teachers of Botany under Aghaaz-E-Haqooq Balochistan (an intervention of Federal Government) in 2010. She had very good academic carrier and good command over the subject but she do not have any experience of teaching. Since there was shortage of teachers in the subject, therefore, instead of supporting the teacher she was assigned to teach the subject at intermediate level independently. Although she made good preparation of her lesson but she experienced a host of problems in the class room, particularly the problem of discipline. The students did not listen to her during her lectures. There was no system of providing guidance and support to the new entrants of teaching profession. She felt herself isolated and alone. It put her in extreme frustration.

The prevailing environment and her bitter experience drove her to consider quitting the profession all together. However, SCSPEB in collaboration with CIDA (Canadian International Development Agency) launched a project to support the Colleges of Pishin District. Besides other interventions teachers' professional capacity building was hub of the project. The SCSPEB sought collaboration of BACT (Balochistan Academy for College Teacher) in the capacity building of the teachers. Before embarking on the main activity a need assessment of the teachers was conducted, through interviews of the teachers and the heads of the institutions and focus group discussion (FGDs). During her interview the principal GGIC Pishin spoke very high about Ms. Lubna's knowledge and commitment. However, she observed that Ms. Lubna could not control her class which was always noisy, indiscipline and non productive. The interviewing team met Ms. Lubna and talked with her to ascertain the causes of the complaint made by the principal. The team found that while Ms. Lubna had good knowledge of her subject but she depended on lecture method of teaching. Since she was new in the college and a very young teacher, therefore, the students did not pay her importance in an environment where the teacher keeps the students under stress through various techniques, the students changed a bit liberty provided by Luban in to complete freedom of discipline. Ms. Lubna told that she was replicating the same method of teaching which she had

experienced throughout her education pursuit in the college and University. The teachers used to stand behind the rostrum and lectured out whatever they had planned to communicate. There was hardly use of any equipment or activity during teaching. The students were snubbed if they dared to ask any question. Lubna said that she faithfully tried to follow her teachers during her own teaching efforts.

It was observed that Ms. Lubna was not alone in pursuing the practices of her teachers but the whole college environment demonstrated the same culture. The use of laboratory, equipment, illustrations, hands' on practice, discussions and freedom of question was rare. The students were encouraged to mug up the material from text books. The practical journals were completed without actually doing any laboratory learning. The teachers were authoritarian and liked the students to be passive and submissive in the class room. The old teachers had experience of such practices, but the new teachers could not succeed to adjust themselves with the students.

The SCSPEB professionals and the BACT staff decided to introduce activity method of teaching, changing a passive listening environment into group discussion, enquiring and proving in the laboratories, reflecting the practical experiences in the journals. In short, converting one-way traffic of teaching practice through lecture system into hands on practice, where the teacher had a role of learning facilitator. It was difficult for the old teachers to change however they did realized the weaknesses of lecture system of teaching and demonstrated their determination to resort to the new method where learning of the students was preferred on lecture of the teacher.

Ms. Lubna took a great interest in the 14 Days training arranged by SCSPEB through the professional support of BACT. She remained involved, very deeply, in all the activities during training. She demonstrated her learning through practice lessons which she conducted during training. She had a lot of questions for the facilitators and was satisfied when she had complete and viable answer to her queries.

During a follow up of the training, the team observed a change in the teaching practices of the faculty of the college but Ms. Lubna was the best beneficiary of training. She had said good bye to the conventional lecture method and had resorted to an interactive hands on practice method of teaching. She started conducting sessions in the laboratory rather than in dull class room setting. Her class was still noisy. The students still did not stick to a particular sitting place but now the class room was a discussion place and the students moved here and there to learn and share their knowledge, skill and experience with their peers. They discussed their difficulties with Lubna who had now become very popular among her students. She had no more planning to leave the profession but now she enjoyed the scenario which had all to gather changed.

Head Office:

Killi Shadi Khan, Samungli Road Quetta

Tel: 081-2885891-2 Fax: 081-2885893

Web Site: www.scspeb.org

E.mail: society@scspeb.org

scspeb@gmail.com

scspeb@yahoo.com

Liaison Office:

House # 224 - Street # 18 - Sector - F-10/2

Islamabad Ph:-051-2102920

E.mail. societysd@scspeb.org