



Directorate of Education
Government of Balochistan

Education for All Plan Balochistan

2011 - 2015

Developed by:

**Education Department,
Government of Balochistan**

Education for All Plan Balochistan 2011-2015

Developed by:

Education Department, Government of Balochistan

In collaboration with:

NCHD and UNESCO

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Message by Minister of Secondary Education Balochistan
Mr. Sardarzada Nasir Khan Jamali

The formal launching of the Balochistan Provincial EFA Education Plan articulates the aspirations of all the key stakeholders in the form of a coherent and comprehensive plan aiming to improve access, retention, and learning standards while ensuring equity and bridging all the gaps that have posed serious challenges for the education and literacy planners for long. I am pleased that Balochistan is the first province to have achieved the distinction of developing its EFA Plan 2011-15.

I congratulate the Balochistan Secretary Education, the Education Department and Directorate of Literacy and NFBE for putting their thoughts together and for making efforts in developing an extremely useful document that can be practically implemented. The EFA Plan is more than a situation analysis, and a collection of ideas and interventions. It is an effective planning tool and if used in the spirit in which it is developed, it can transform our vision of reaching the EFA goals by 2015. The EFA Plan is a macro level monitoring tool which can be used for gauging the performance of the Education Department in the next five years.

I would like to see the EFA Plan linked available on the official website in the near future. I would also like to see the periodic progress reports on the implementation of the EFA Plan to be a part of the website so that we can be transparent in all our actions and demonstrate to our people and the outside world that we hold ourselves responsible to make quality and relevant education and literacy accessible in the entire province. I am confident that our people including communities, children, youth, teachers and the Education Department officials are fully inspired, determined and capable of achieving this goal.

Message by Secretary Education Balochistan
Mr. Munir Ahmad Badini

The Government of Balochistan has demonstrated a strong commitment towards improving both access to and quality of education and literacy. The Education department Government of Balochistan is striving hard to build firm foundations of our education system which is inspired by the global vision of “Education for All”, a major breakthrough to provide access to education, underpinned by quality.

Balochistan Education for All Plan (2011-15) is the first major step towards the right direction rather I consider it as a leap towards fulfillment of our vision of having a comprehensive Education Sector Plan. It builds on analysis of the current situation, identifies challenges and opportunities and defines the interventions that are required to meet the EFA goals at the provincial level. The EFA Plan has worked out a budget for each of the interventions.

This exercise will be extremely useful for the government to use this document as key instrument for the intended interventions in the public sector as well as a convincing pre-requisite for donor agencies which are interested in investing in education and literacy in Balochistan. Admittedly, the targets set in the EFA Plan are ambitious, yet they are achievable through consistent and committed efforts, with a strong will, timely release and optimum utilization of resources, the hard work of an inspired team and the collaboration of communities. The Provincial EFA Plan is backed up by District EFA Plans and this will be extremely useful in developing and monitoring annual plans with desired impacts to trickle down to the grass root levels.

I appreciate and congratulate the concerned highly committed officers of Department of Education, very supportive leadership of UNESCO, enthusiastic functionaries of NCHD and all other partners for taking keen interest in developing this valuable document and paving way for improving and strengthening the Education Systems in Balochistan.

**Message by Chairperson NCHD
Dr. Nafisa Shah**

I wish to congratulate the Balochistan Government and in particular the Education Department for their vision and commitment to the development of the Balochistan EFA Plan 2011-15. The Provincial Education for All Plan is effective information and planning tool for planners, managers, implementers, financers and those who wish to understand the education status and priorities in Balochistan. It should be a matter of great satisfaction to all the stakeholders that Balochistan is the first province to have developed its EFA Plan, and that resource persons from here will be assisting in developing similar plans in all the other provinces. The Balochistan EFA Plan is a very valuable resource.

The Balochistan EFA Plan integrates the inputs from District and Provincial EFA Forums, communities, teachers, officials of the Education Department and the Directorate of Literacy and NFBE. It is intended to provide useful, up-to-date information, the identified area of intervention with justification, their prioritization to improve the education and literacy system and the estimated budget for all interventions. The EFA Plan embodies the aspirations and priorities of the people of Balochistan and embeds them in a single document that is in consonance with the imperatives set in the National EFA Plan, the Education Policy and international goals to which Pakistan stands committed. The EFA Plan aims to increase access, improve the quality of education, and aims to build the capacity of various directorates and bodies that will strive for improvement of various aspects of education in the state. The goals for 2015 may seem ambitious but given the population of Balochistan; they are very much in the realm of possibility.

I would expect the Education Department in Balochistan to undertake micro planning on a proactive basis and review the progress achieved on a biannual basis. The EFA Plan document should not gather dust in shelves, because if reviewed and updated periodically, it can become a dynamic planning tool. The Government of Pakistan is fully committed to accelerated development in Balochistan and education and literacy are amongst our top priorities.

**Preface by Additional Secretary Education (Dev) and Focal Person (PPIU)
Mr. Rashid Razzaq**

In the existing scenario where the Education system in Balochistan is encountering the growing challenges of access, quality and equity in general and after 18th amendment in particular and at time when we are prepared and committed to implement our Education reform agenda, the development of EFA plan is considered as a vital strike to break the ice. It will certainly gives a clear way to and contribute substantially in stepping towards achieving our mega goal of developing the comprehensive Education Sector Plan.

On this occasion of immense importance in the history of our Education I would like to congratulate the sincere stakeholders of Balochistan Government and in particular the Education Department, UNESCO and NCHD for their vision, commitment and relentless efforts for the development of the Balochistan EFA Plan 2011-15. The Provincial Education for All Plan is a very valuable resource and is the effective information providing and planning tool for planners, managers, implementers, and financers and for those who wish to understand the education status and priorities in Balochistan.

The Balochistan EFA Plan integrates the inputs from District and Provincial EFA Forums, communities, teachers, officials of the Education Department and the Directorate of Literacy and NFBE. It is intended to provide useful, up-to-date information, the identified area of intervention with justification, their prioritization to improve the education and literacy system and the estimated budget for all interventions. The EFA Plan embodies the aspirations and priorities of the people of Balochistan and embeds them in a single document that is in consonance with the imperatives set in the National EFA Plan, the Education Policy and international goals to which Pakistan stands committed. The goal of 50% Early Childhood Education, 100% Primary Enrolment and 75% Literacy Rate by 2015 may seem ambitious but they are very much in the realm of possibility. We need to undertake micro planning on a proactive basis and review the progress achieved on a biannual basis. The EFA Plan document should not gather dust in shelves, because if reviewed and updated periodically, it can become a dynamic planning tool. The Government of Balochistan is fully committed to accelerate development in Balochistan and education and literacy are amongst our top priorities.

I would take this opportunity to congratulate the NCHD provincial and district teams, for extending technical assistance to the Department of Education in accomplishing this valuable assignment. I would also like to thank UNESCO and Dr. Mohammad Saleem (Federal Ministry of Education) for their continued support during the process.

Executive Summary

Balochistan is the largest province by area of Pakistan, constituting approximately 44% of the total area of Pakistan. The population density of Balochistan is very low due to the mountainous terrain and scarcity of water. The main languages in the province are Balochi, Brahui, Pashto, Sindhi and Urdu. The climate in the mountainous areas is very cold whereas desert areas are hot and barren with scanty rainfall. Social development in the province has been slow, one factor being remote and difficult to access inhabitations. The economy is largely dependent upon the production of natural gas, coal and minerals. Livestock, limited farming and fishing along the Arabian Sea coastline are main forms of sustenance for the local populations.

According to the 1998 census, Balochistan had a population of approximately 6.8 million representing approximately 5% of the Pakistani population. Based on NIPS projections, the population in 2010 has increased to 9.771 million. By 2015, it is expected to rise to over 11.257 million. There are only 87 females for every 100 males in 2010. The overall literacy rate is 47.7% with marked difference in male and female literacy rates that are 61.5% and 24.2% respectively.

National Commission for Human Development (NCHD) and UNESCO are extending support to the Balochistan Government for developing District Education for All (EFA) Plans in all 30 districts of the province and the Provincial EFA Plan. The districts' and Provincial EFA Plan span the period from 2011 to 2015 (with the year 2010 as the benchmark year) to coincide with the Millennium Development Goals (MDGs) and the Dakar Goals.

The Balochistan EFA Plan covers: 1) Early Childhood Education, 2) Primary Education, and, 3) Adult Literacy. The key documents which provide the policy framework are the Dakar Declaration, National Education Policy 2009, MDGs, and the National Plan of Action on EFA. The EFA Plan embodies the essence of these documents and responds to the principles, objectives and targets set therein.

Currently the coverage of ECE in Balochistan is minimal. Only 1.6% children in the ECE age group are enrolled in ECE classes being managed in some districts in collaboration with Society (NGO) and UNICEF. Out of more than 1.195 million primary age children, the overall GER at primary level is 78.7%. Boys' GER is 87.4% whereas girls' GER is only 68.6%. The overall literacy rate is 47.7%. PSLM 2008-09 reports overall NER at primary level at 44% with boys 51% and girls 36%. The targets set under the EFA Plan 2011-15 are 50% coverage in ECE, 100% access to primary and 64% literacy rate.

It is estimated that 9,726 ECE centers will be required during the next five years to ensure that 50% children are covered. Primary interventions comprise activating non-functional schools, establishing new primary schools, provision of all missing facilities in all the existing primary schools, providing school libraries, addressing teacher shortage in primary schools, training of teachers and head teachers and upgrading primary schools to the middle level. Over 6,200 new primary schools will be established to provide 100% access to primary age students. Over 18,000 adult literacy centers and about 2,000 NFBE centers will be required to meet the target of 64% adult literacy in 2015.

The total budget for both public and private sectors for meeting the EFA targets is Rs. 122.805 billion (Equivalent to US\$ 1.462 billion where 1 US\$ = Rs. 84). Private sector is expected to share 20% of the responsibility to establish ECE Centers and new primary and middle schools as well as provide literacy though private sector budget in literacy has not been estimated. The public sector budget therefore comes out to be Rs. 100.800 billion of which Education Department has a share of Rs. 98.838 billion rupees (US\$ 1.177 billion) while Rs. 1.962 billion rupees (US\$ 23 million) are to be allocated to the Directorate of Literacy and NFBE.

1. Introduction

National Commission for Human Development (NCHD) and United Nations Educational, Scientific and Cultural Organization (UNESCO) are extending support to the Balochistan Government through the PPIU for developing District Education for All (EFA) Plans in all 30 districts of the province. The process was started in April 2010 by initiating day long meeting of EDOs (E) and District EFA Focal Persons on April 28, 2010 in Quetta. The participants finalized the data collection instruments and paved the way for data compilation and analysis to develop the Provincial EFA Plan. The Provincial EFA Plan spans the period from 2011 to 2015 to coincide with the Millennium Development Goals (MDGs) and the Dakar Goals.

The Provincial EFA Plan covers: 1) Early Childhood Education, 2) Primary Education, and, 3) Adult Literacy. It outlines the principles and guidelines to be followed while setting targets to be achieved with specific indicators leading to the final objective of providing quality education for all. It provides information on the number, types and state of all education institutions covered by the three sub-sectors, information on teachers, enrolment, and enrolment in ECE, Primary and Literacy in the province. Consultations with the Education Department officials, Directorate of Literacy, international agencies, and civil society have been the foundations on which the Provincial EFA Plan has been built.

The EFA Plan outlines all interventions that are planned to be implemented, such as, improvement of physical conditions of primary schools, building new primary schools, upgrading primary institutions to middle school, addressing teacher shortage, undertaking teacher training, and establishing adult literacy and early childhood education centers. All these activities are quantified and estimated budget are provided.

An important component of the EFA Plan is identifying the various areas in which the Provincial and District Education Departments need to enhance their current capacity. These areas may include management and administration, information system, school monitoring systems, children assessment, and teacher training, and provision of equipment and transport, among others. The Plan outlines the requirement of a comprehensive Need Assessment Study to detail the capacity enhancement areas for realizing its objectives.

The EFA Plan addresses the concerns of bridging gender gap by allocating equitable resources to both boys and girls. Finally the EFA Plan provides strategies on identifying resource gaps. The Provincial Education Department may consider the development of

a Communications and Advocacy Strategy to advocate the EFA Plan and mobilize additional resources between now and 2015 for its implementation.

Importantly, the EFA Plan sets the frequency and mode of monitoring the status of progress of the EFA Plan itself. The Provincial EFA Plan shall be reviewed on a bi-annual basis and modified according to the feedback and the state of progress. A six monthly report shall be issued to make the public aware of the status of implementation of the EFA Plan.

The primary aim in developing the Provincial EFA Plan is to mobilize the civil administration at the highest level, Provincial Education Department officials, civil society organizations (CSOs) and the communities for securing their commitment in implementing the plan.

2. Policy Context

2.1 Guiding Principle

The key documents which provide the policy framework are the Dakar Declaration, National Education Policy 2009, MDGs, the Poverty Reduction Strategy Paper (PRSP) and the National Plan of Action on EFA. The Balochistan EFA Plan embodies the essence of these documents and responds to the principles, strategic objectives and targets set therein.

2.2 Dakar Declaration

The five strategic objectives promoted by the Dakar Declaration are:

- Enhanced national investments supported by resource mobilization at all levels
- New 'space' for the engagement of community and civil society in basic education
- Clear linkages between basic education and other anti poverty strategies
- Equitable harmonization of new technologies for learning
- Enabling of teachers to better perform the pivotal role in building effective, child friendly schools

The major goals set forth in Dakar 2000 are:

- Comprehensive Early Childhood Care & Education (ECCE)
- Universal and Quality Basic Education for All
- Universal access to education and skill programs for young people and adults
- 50% Improvement in Adult Literacy by 2015, with special focus on women
- Achievement by all learners of nationally defined standards
- Full and equal access and participation by girls and women, and elimination of gender disparities

2.3 Millennium Development Goals

The Millennium Development Goals are an ambitious agenda for reducing poverty and improving lives that world leaders agreed on at the Millennium Summit in September 2000. For each goal one or more targets have been set, most for 2015, using 1990 as a benchmark. The Millennium Development Goals have been adopted by the Government

of Pakistan and integrated in its Poverty Reduction Strategy. The MDG goals relevant to education are 1) reduction of proportion of people living on less than one dollar a day and those who suffer from hunger; 2) ensuring completion of primary education for both boys and girls; and 3) elimination of gender disparities at all levels by 2015.

2.4 National Education Policy 2009

The review of National Education Policy (1998–2010) was started in 2005 since the performance remained deficient in several key aspects including access, quality and equity of educational opportunities keeping in view international commitments like Millennium Development Goals (MDGs), Dakar Framework for Action Education for All (EFA) Goals to meet the challenges triggered by globalization and nation's quest for becoming a knowledgeable society.

The National Education Policy 2009 is the result of extensive consultation amongst the public, private sectors and civil society sectors. In a country with wide social and economic gaps, reducing social inequity is one of the principle objectives of the Policy. A clear focus is required to be on forging social cohesion and moving towards inclusive development to avoid inequity pitfalls that may cause serious upheavals. This requires equitable distribution of resources to bridge gaps across genders, ethnic, rural-urban, provincial and religious divides. Developing and implementing education standards is a step forward toward improving the quality of education and strongly advocated by the Policy. Getting optimum value from foreign investments in education is an important priority area. The Education Policy 2009 seeks to address the gaps in commitment and implementation by setting the policy objectives in the interest of learners rather than of those who develop policy or implement programs. Accordingly, the Policy recognizes the need for system level reforms and those addressing problems that are specific to individual sub-sectors ranging from early childhood education to adult learning and also including education in emergencies which has become a critical need in recent years.

In the ECE sub-sector, the Policy seeks wider participation; better quality; and improved governance. Policy actions include providing a stimulating and interactive environment for 3-5 year age group with minimum one year pre-primary and universal access within the next ten years. The ECE centers will be located within primary schools and provided with additional budget, teachers and assistants. The ECE teachers will undergo a two-year specialized training. In Elementary Education, the policy focuses on low participation and poor quality of provision. The survival rate to Grade 5 is 72%, and there is a further loss to the system through those not making the transition to the secondary level. At the secondary and post-secondary levels, the system provides skills neither for the labour market, nor for providing input to the tertiary system. Access and participation rates at this level of schooling in Pakistan are low and there is a clear need for expanding the provision. At the same time, efforts have to be made to cut the high

dropout rates and induce more out of school youths back to the school system, particularly girls, whose participation is still very low.

There are multiple causes of low literacy: social taboos, poverty, child labour, and illiteracy of the parents/families and institutional weaknesses. Efforts to combat illiteracy have been half hearted, disjointed and not suited to local conditions and requirements. At the provincial level, there is a lack of uniformity in existing structures, and the set up varies from province to province. There is also a question of level of priority that literacy promotion merits in the public budget when resources are not available for basic facilities in the more productive primary schools. The case for improving literacy is based on both its economic and social benefits and considered tradeoffs with regular schooling, quite apart from the large benefit that accrues to the individual in the form of personal development. There are four main difficulties with current literacy and non-formal learning programme, which need to be addressed. First, the quality of such programmes is variable as they are not regulated by some minimum quality standards. One reason for the often poor quality of the programmes is low quality of teachers, which is also not regulated. Second, a certification and accreditation regime is missing. It is difficult to link the certificate offered by these programmes to formal learning opportunities. Third, current literacy programmes are also not well-linked to employment opportunities. Fourth, literacy programmes are rarely found to be effective.

2.5 National Plan of Action on EFA 2001-2015

The National Plan of Action on Education for All (NPA-EFA 2001-2015) formulated by the Ex-Federal Education Ministry has defined national-level targets for key education indicators in three EFA sectors: (1) early childhood education; (2) elementary education; and (3) adult literacy; and identified the corresponding physical infrastructure required to achieve these respective targets. According to the NPA, the net participation rate in early childhood education is expected to be raised from 25% in the base year 2000 to 50% for both boys and girls in 2015. The net participation rate in primary education is targeted to rise to 100% for boys by 2010, and 100% for girls by 2015. The adult literacy rate is planned to be raised to 86% by 2015. The adult literacy rate target has since been revised to 75%.

The EFA Plan formulated in 2003 proposed more than 40,000 Early Childhood Centers, 10,000 new primary schools and 2,500 maktab (religious) schools to achieve the EFA targets. The EFA Plan proposed the upgrading of a large number of primary schools to middle level over three phases. According to the EFA Plan, about 1.5 million adult literacy centers and over 200,000 non-formal basic education schools were to be established by 2015. Almost 380,000 vocational/trade schools were to be set up to provide skill development.

2.6 Poverty Reduction Strategy Paper (PRSP)

The PRSP states that the main responsibility and role of improving social services lies with the provincial and district governments. It recognizes the challenges faced by the education service delivery i.e. lack of infrastructure, severe shortage of qualified and trained teachers, under-investment in quality, lack of accountability, shortage of resources, and standardized data collection and dissemination. It estimates literacy in 2001 to be 49% with a huge gender gap (males 61 percent and females 36.8 percent). Problems to ensure quality include teacher shortage and absenteeism, minimal supervision, poor infrastructure and shortage of teaching materials. In pursuance of the goals for Education for All, the government aims at improving the access and quality of primary education. The priorities under EFA Plan of Action include: (i) universal primary education and quality education for all; (ii) adult literacy rate of 86 percent for both males and females; (iii) reducing illiteracy by 50 percent with focus on reducing the gender gap; and (iv) quality education and technical and skill development programs. The governance of education is viewed as extremely important as meager resources call for more effective and efficient management, and delegation of authority to the grass roots level.

The governance reforms in education in the provinces will focus on: (i) transparent criteria for teachers recruitment; (ii) decentralizing the management of local schools to school management committees (SMCs) or parents teachers associations (PTAs), or school councils which has already been initiated in some of the provinces and reaffirmation of their role in school management and in monitoring and curbing teachers' absenteeism; and (iii) developing transparent approach to targeting districts and students for scholarships for girls or boys; and formal contract between the provincial and district governments for transfer of additional resources for education.

Higher public spending will be required for improving educational attainments as the estimates suggest that an increase in public spending on education is required from 1.8 percent in 2001-02 to 2.5 percent of GDP by 2007-08. The provincial governments will need to rationalize spending allocation within the suggested increase by enhancing non-salary expenditures for primary and secondary schools improvements; provision of missing facilities in existing infrastructure; provision of quality service such as teachers' training; increasing resources for new infrastructure on need basis; girls incentive programs and demand side interventions such as free textbooks, uniforms, transport, scholarships, and in-kind payments to the families.

The PRSP Annual Report 2008-09 provides the following basic statistics on the education sector:

Table 2.1: PRSP Annual Report 2008-09				
Description	Pakistan-Primary	Balochistan-Primary	Pakistan-Middle	Balochistan-Middle
Functional Schools	-	9,805	-	884
<i>Following figures are in %ages</i>				
Trained Teachers	97	98	99	93
Basic Facilities				
- Water	58	48	75	57
- Latrine	52	23	74	53
- Electricity	30	14	63	37
- Boundary Wall	53	29	71	63

2.7 18th Constitutional Amendment: Implications for Education Sector

Education was in the Concurrent Legislative List in the Constitution. The Concurrent Legislative List has now ceased to exist and this has a direct impact on the Ministry of Education. Before the 18th amendment, the Federal Education Ministry managed Curriculum & Textbooks Development, Policy, Planning, National Standards, International Interface, HEC, and Education in ICT, FATA and AJK, looking after federal interventions and acted as Line Ministry for various offices. After the 18th Amendment, the federal government will manage external affairs, education regarding Pakistani students in foreign countries and foreign students in Pakistan, and inter-provincial matters and co-ordination. Article 25 (A) Right to Education (New Insertion) now states that “the state shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law”. Curriculum, Syllabus, Planning, Policy, Centers of Excellence, education standards, and Islamic Education are now provincial subjects. The various challenges that the provinces face include expertise, institutional and capacity issues, forging national cohesion, uniform standards for textbook development, and quality assurance. The starting point could be adoption or adaptation of the existing curriculum and to initiate a review process simultaneously. Inter-provincial coordination on Textbooks Policy would need to be strengthened with a strong focus on development of quality textbooks through the revival of Inter-Provincial Education Ministers (IPEM) Conference. There is an agreement on institutionalization of Inter-Provincial Education Ministers (IPEM) Forum and a willingness to develop provincial/area education sector plans in line with National Education Policy 2009.

3. Provincial Overview

3.1 Introduction

Balochistan is the largest province by area of Pakistan, constituting approximately 44% of the total area of Pakistan. According to the 1998 census, Balochistan had a population of approximately 6.8 million. The main languages in the province are Balochi, Brahui, Pashto, Sindhi and Urdu. The provincial capital is Quetta. Balochistan is rich in mineral resources; it is the second major supplier of natural gas in Pakistan.

The population density of Balochistan is very low due to the mountainous terrain and scarcity of water. The southern region is known as Makran and the central region is known as Kalat. The Sulaiman Mountains cover the northeast corner. Much of the province south of the Quetta region is desert area with pockets of towns mostly near rivers and streams. The capital, Quetta, is located in the most densely populated area in the northeast of the province.

Very cold winters and hot summers characterize the climate of the mountainous areas. Summers are hot and dry. The plain areas are also very hot in summers. Winters are mild on the plains with the temperature never falling below the freezing point. The desert climate is characterized by hot and very arid conditions. Occasionally strong windstorms make these areas very inhospitable. Average annual rainfall in Balochistan varies from 2 to 20 inches. It is highest in the northeastern areas and low in the south and the eastern parts.

As of the 1998 census, Balochistan had a population of 6.8 million inhabitants, representing approximately 5% of the Pakistani population. In 2010, Balochistan's population is estimated to be 9.77 million. Balochi, Brahui and Pashtu are the three dominant languages in the region.

Balochistan has experienced development; however, due to its sparse population, it has developed at a much slower rate than other parts of Pakistan. Half of the people do not have access to safe drinking water and health facilities are inadequate. Balochistan's share of the national economy has ranged between 3.7-4.9%. Since 1972, Balochistan's economy has grown in size by 2.7 times. The economy of the province is largely based upon the production of natural gas, coal and minerals. The infrastructure of the province is gradually developing but still lags far behind other parts of Pakistan. Tourism remains limited. Livestock, limited farming in the east as well as fishing along the Arabian Sea coastline are main forms of sustenance for the local populations.

Though the province remains largely underdeveloped, there are currently several major development projects in progress in Balochistan, including the construction of a new deep sea port at Gwadar. Balochistan has deposits of coal, chromite, sulphur, marble, iron and limestone which are being exploited. It is believed to have large deposits of copper and gold among other valuable minerals and several projects are underway to explore these.

3.2 Population

Balochistan had a total population of over 6.800 million according to the Census 1998. Based on NIPS projections, the population in 2010 has increased to 9.771 million. By 2015, it is expected to rise to over 11.257 million. The difference between male and female population is quite pronounced as there are only 87 females for every 100 males in 2010. The overall literacy rate is 47.7% with marked difference in male and female literacy rates that are 61.5% and 24.2% respectively according to primary data collected during the development of the Provincial EFA Plan. Male literacy rate is two and a half times that of female literacy rate.

Table 3.1: Balochistan - Total Population			
Year	Male	Female	Total
1998	3,636,110	3,183,935	6,820,045
2010	5,210,889	4,560,242	9,771,132
2011	5,365,444	4,683,749	10,049,193
2012	5,509,518	4,851,398	10,360,916
2013	5,664,694	4,986,500	10,651,193
2014	5,824,443	5,125,566	10,950,009
2015	5,988,929	5,268,735	11,257,664

NIPS Projection

The gender-wise age group population in 2010 of three sub-sectors i.e. ECE, Primary, and Adult Literacy is given below:

Table 3.2: Population 2010 by Sub-sector				
Sub-sector	Male	Female	Total	%Age
ECE	275,135	240,781	515,916	5.3%
Primary	638,106	556,944	1,195,050	12.2%
Literacy	3,244,300	2,839,207	6,083,506	62.3%

Out of more than 1.195 million primary age children, GER is 78.7% and girls make up only 41% of the total enrolment. Boys' GER is 87.4% whereas girls' GER is only 68.6%. PSLM 2008-09 reports overall NER at 44% with males 51% and females lagging behind at only 36%. The gender gap in both GER and NER is huge and it will require sustained efforts and inputs to bridge it during the planning period of 2011-15. Overall NER is quite low compared to national figure of 57%.

3.3 Vision and Mission Statements

Vision for 2015

Meet the EFA goals through provision of quality education and literacy to all.

Mission Statement

Engage all stakeholders for making effective and coordinated efforts to promote education, literacy and life long learning for children, youth and adults.

3.4 Benchmark Figures

The benchmark figures for ECE, gross and net primary enrolment and adult literacy figures in 2010 and targets for 2015 are as follows:

Table 3.3: Benchmark Figures & Targets				
Sub-sector	Overall 2010	Males 2010	Females 2010	Target 2015
ECE Enrolment	1.6%	1.1%	2.2%	50%
Gross Primary Enrolment	78.7%	87.4%	68.6%	-
Net Primary Enrolment (PSLM 2008-09)	44%	51%	36%	100%
Adult Literacy	47.7%	61.5%	24.2%	64%

The benchmark figures for Net Primary Enrolment are reported by the PSLM 2008-09. Rest of the figures have been compiled based on primary data collection during the EFA exercise. The targets for the three sub-sectors have been set keeping in view the National Education Policy 2009, National Plan of Action for EFA, Dakar Framework of Action and MDGs. The NPA for EFA and the National Education Policy have targeted 50% ECE coverage by 2015. Hundred percent primary access for both boys and girls is one of the goals of the Dakar Framework of Action and MDGs, and targeted by the Education Policy and the NPA for EFA. Literacy targets are determined by the Dakar goals and the NPA for EFA.

4. Early Childhood Education

4.1 Introduction

The importance of ECE is well-recognized world-wide. It is now widely acknowledged that the effects of developments which occur during the pre-natal period and during the earliest months and years of a child's life can last a lifetime as the kind of early care a child receives from parents, pre-school teachers and caregivers determines how a child learns and relates in school in particular, and life in general. It is during early care that a child develops all the key elements of emotional intelligence, namely confidence, curiosity, purposefulness, self-control, connectedness, capacity to communicate and cooperativeness.

With quality early childhood education, educational efficiency would improve, as children would acquire the basic concepts, skills and attitudes required for successful learning and development prior to or shortly after entering the system, thus reducing their chances of failure. The system would also be freed of under-age and under-prepared learners, who have proven to be the most at risk in terms of school failure and dropout.

In Pakistan, the term Katchi is used for pre-primary schooling (children aged 4-5 years) in government schools, offered in regional or national language, Urdu but includes teaching of English alphabets and numbers.

In response to the Dakar Forum commitments, Pakistan developed a comprehensive National Plan of Action (NPA) on Education for All, formulated in 2003 as a long-term framework (2001-15), to be implemented in three five-year phases, with early childhood education as one of its three areas of focus.

4.2 Situation Analysis

In Balochistan, there exist two forms of pre-primary education, public sector pre-primary education and private sector pre-primary education. Supporting the class disparity, the pre-primary education in government schools is further bifurcated in two categories, "katchi" and "improved katchi" (which corresponds to ECE). The traditional "katchi" lacks in some of the basic facilities (no separate classroom, no trained teacher, inadequate teaching and learning materials) in comparison to "improved katchi" which fulfills most of

those basic requirements. The latter being referred to Early Childhood Education centers, along with the traditional “katchi” provide their services in public schools in both urban and rural areas for children. As such, within the public sector, there are two distinct types of ECE services:

- Traditional style or “Katchi”: offered as part of multi-grade teaching by the primary school teacher who teaches Class I and Class II as well but devotes a portion of his/her total teaching time to pre-primary students, who often share the classroom with students of Classes I and II;
- Improved “Katchi”/ECE: recently initiated with trained teachers and proper physical and teaching facilities in a separate classroom for ECE students. This type of ECE is being provided in a limited number of schools.

Nursery, kindergarten or Montessori style education is offered in urban private schools. These classes are conducted in proper classrooms by well-trained teachers using proper ECE materials.

High-quality Early Childhood Education must be nurturing, interactive, and stimulating. The most important component in quality Early Childhood Education is a caring classroom with a trained teacher and age appropriate learning material. Quality early childhood education helps build confidence in a child.

Currently 8,146 children are covered under ECE in government schools in Balochistan. The ECE programmes are being managed by the Society for Community Support for Primary Education, Balochistan (SCSPEB, or Society) and UNICEF. Almost all the ECE centers in Balochistan are co-education centers.

Table 4.1: No. of ECE Centers & Enrolment				
Organization	No. of Centers	Boys	Girls	Total
Society/UNICEF	239	2,917	5,229	8,146

Implementing organizations

4.3 Objectives

The pre-one grade in public schools termed as ‘katchi’ served as a familiarization stage towards formal schooling in Pakistan for over fifty years. ECE was included as a component in the Education Sector Reforms programme after the Dakar Framework 2000, and it became a part of the National Plan of Action of Education for All. Pakistan is committed to the Dakar Framework of Action, the first goal of which is to expand and improve comprehensive ECE for all children, especially for the most vulnerable and

disadvantaged. A curriculum for ECE was developed and it has recently been reviewed and revised. The National Education Policy (NEP) 2009 states that the ECE centers shall be established in primary schools and shall have especially trained teachers and assistants. The curriculum and support material are expected to take into consideration the cultural diversity across different areas.

ECE age group for the purpose of Provincial EFA Planning has been taken as 3 to up to 5 years. The Policy recommends one year pre-primary education and universal access in ten years implying that by 2015 (the Provincial EFA Plan horizon), ECE access must be provided to 50% children while maintaining gender equity. Major objectives of ECE are:

- wider participation i.e. coverage to 50% children while maintaining gender equity by 2015
- better quality through specialized teacher training and learning/ support material
- transition of ECE children to primary

4.4 Constraints

ECE is in its infancy in Balochistan. Very few parents are aware of the efficacy and value of Early Childhood Education and how it can contribute to the child's wholesome development culminating in improved learning later on. Also, most parents are reluctant to send very young children to school. Sometimes mobility to and from school is an inhibiting factor.

Most primary schools in Balochistan have only two classrooms. For an ECE class, a separate classroom with a congenial and child friendly physical and social environment is required.

The major constraint in starting ECE classes is lack of trained teachers. Learning is one part of ECE, managing young children and creating an interest in them for learning through activities requires an understanding of child psychology and their proper handling. Teachers entrusted with ECE classes need to be specifically trained for this age group.

4.5 Implementation Strategies

An awareness plan would be developed to apprise the parents of the usefulness of ECE programme. School teachers shall be entrusted the responsibility of organizing meetings

with SMC-PTAs whose members shall then create awareness among parents and encourage them to enroll children in ECE classes.

A separate classroom shall be designated for the ECE class. Where a separate room is not available in a primary school, as is the case mostly, an additional classroom shall be constructed. It shall be ensured the ECE room is comfortable and child friendly with appropriate classroom displays. Specific budget shall be allocated annually to replenish education material and displays.

Schools shall be identified in clusters in each district based on presence of appropriate age children. Teachers shall be selected against a set criterion on merit preferably from areas close to the schools where they are to be designated. They shall be trained in managing ECE classes.

The ECE teacher training will be designed by both Bureau of Curriculum (BoC) and Provincial Institute of Teachers' Education (PITE). Both the institutes will develop a comprehensive plan to train ECE teachers for each year of the EFA Plan. The training contents will reflect the components of the national curriculum for ECE.

4.6 Targets and Budget

Table 4.2: Population ECE			
Year	Boys	Girls	Total
1998	191,987	168,112	360,098
2010	275,135	240,781	515,916
2011	283,295	247,302	530,597
2012	290,903	256,154	547,056
2013	299,096	263,287	562,383
2014	307,531	270,630	578,160
2015	316,215	278,189	594,405

NIPS Population Projection

Based on the population of boys in the 3 to up to 5 years age group and the ECE coverage target of 50% by 2015, the following table estimates the number of ECE Centers required between 2011 and 2015. The estimation is based on the assumption that each ECE center will enroll 30 boys.

Table 4.3: ECE Centers Required for Boys					
Description	2011	2012	2013	2014	2015
Boys' Population	283,295	290,903	299,096	307,531	316,215
New ECE Centers Required	1,045	1,045	1,045	1,045	1,045

Education for All Plan Balochistan

Total ECE Centers	1,045	2,090	3,135	4,180	5,225
Total Boys Enrolment	31,350	62,700	94,050	125,400	156,750
% Target Achieved	10%	20%	30%	40%	50%

The Annual Budget for each Boys' ECE Center is worked out on the following basis:

- Learning Material Rs. 24,000
- Improving Physical Environment Rs. 12,000
- Teacher Salary Rs. 120,000
- Teacher Training Rs. 12,000
- Teacher Assistant Salary Rs. 84,000
- Total Rs. 252,000**

Table 4.4: Budget - ECE Boys' Centers					
Description	2011	2012	2013	2014	2015
New Centers	1,045	1,045	1,045	1,045	1,045
Cumulative Centers	1,045	2,090	3,135	4,180	5,225
BUDGET					
Classroom Construction	627.000	627.000	627.000	627.000	627.000
Learning Material	25.080	50.160	75.240	100.320	125.400
Center Environment	12.540	25.080	37.620	50.160	62.700
Teacher Salary	125.400	250.800	376.200	501.600	627.000
Teacher Asst Salary	87.780	175.560	263.340	351.120	438.900
Teacher Training	12.540	12.540	12.540	12.540	12.540
Total Budget (Rs. in millions)	890.340	1,141.140	1,391.940	1,642.740	1,893.540

The total amount required for providing ECE coverage to boys in Balochistan comes out to Rs. 6,959.700 million during 2011-2015.

Table 4.5: ECE Centers Required for Girls					
Description	2011	2012	2013	2014	2015
Girls' Population	247,302	256,154	263,287	270,630	278,189
New ECE Centers Required	901	900	900	900	900
Total ECE Centers	901	1,801	2,701	3,601	4,501
Total Girls' Enrolment	32,259	59,259	86,259	113,259	140,259
% Target Achieved	13%	23%	33%	42%	50%

The assumptions for estimating the ECE Girls Centers Budget are the same as for the Boys' Centers. The total estimated budget for Girls' ECE Centers comes out to be Rs. 5,995.812 million.

Table 4.6: Budget - ECE Girls' Centers					
Description	2011	2012	2013	2014	2015

Education for All Plan Balochistan

New Centers	901	900	900	900	900
Cumulative Centers	901	1,801	2,701	3,601	4,501
BUDGET					
Classroom Construction	540.600	540.000	540.000	540.000	540.000
Learning Material	21.624	43.224	64.824	86.424	108.024
Center Environment	10.812	21.612	32.412	43.212	54.012
Teacher Salary	108.120	216.120	324.120	432.120	540.120
Teacher Asst Salary	75.684	151.284	226.884	302.484	378.084
Teacher Training	10.812	10.800	10.800	10.800	10.800
Total Budget (Rs. in millions)	767.652	983.040	1,199.040	1,415.040	1,631.040

4.7 Indicators for ECE Centers

The performance Indicators related to ECE coverage are given in Table 4.7. The indicators are disaggregated by gender to ensure that gender equity is kept in mind while establishing new ECE centers. However, it would be equally important to ensure that the ECE centers cater to children in remote areas as well, and all tehsils especially the disadvantaged ones get their due share.

Table 4.7: Performance Indicators					
Indicator	2011	2012	2013	2014	2015
Boys ECE					
1. Establish Centers	1,045	1,045	1,045	1,045	1,045
2. Enrollment	10%	20%	30%	40%	50%
3. Transition to primary	8%	18%	28%	38%	50%
Girls ECE					
4. Establish Centers	901	900	900	900	900
5. Enrollment	13%	23%	33%	42%	50%
6. Transition to primary	11%	21%	30%	40%	50%

At the level of ECE Centers, the monitoring indicators to be used may comprise:

- Classroom environment
- Use of displays
- Teacher's use of learning material
- Teacher's use of training tools
- Teacher-student level of interaction
- Confidence and expression of children
- Creative work done by children

5. Primary Education

5.1 Introduction

Education is one of the most powerful instruments for reducing poverty and inequality and for laying the basis for sustained economic growth. Education also impacts other development objectives: empowerment, better health, and good governance. Completion of primary education is a major milestone in this regard. Continued under-enrolment of children leads first to increase in child labour, and later on to unemployment or underemployment. It also increases social inequities.

The post-Dakar challenge is to develop more effective strategies and policies at the national level, to provide the financial resources necessary to ensure that such policies succeed. Universal primary education is one of the eight Millennium Development Goals and some improvements have been achieved in the past decade, yet a great deal remains to be done. It is important that education be made relevant and viable so that its demand increases. Currently some parents, who are disillusioned with education, prefer their children to work rather than go to school.

At the same time capacity to deliver quality education needs to be improved. Stronger capacities in educational planning, management and monitoring invariably serve to improve the system as a whole.

According to Pakistan Social and Living Standards Measurement (PSLM) Survey 2008-09, the Gross Enrolment Rate (GER) for primary schools (Age 5-9) during 2008-09 remained stagnant at 91 percent at national level. The Net Enrolment Rate (NER) at national level increased from 56 percent in 2006-07 to 57 percent in 2008-09. It however remained substantially lower than the Gross Enrolment Rate because of the enrolment of overage children in primary schools.

5.2 Balochistan-Situation Analysis

Universal access to basic education and the achievement of primary education by Balochistan's children is an extremely important goal and embraces those set by the Dakar Framework, MDGs and the PRSP. Education is a vital prerequisite for combating poverty, empowering women, protecting children from hazardous and exploitative labour, promoting human rights, protecting the environment, and influencing population growth. In Balochistan, about two thirds of the population (68%) 10 years and over have never been to school; 77% of the population 10 years and over have not completed

primary school or higher. For all results, there are major differences between males and females, averaging 10-20% in favour of males.

The National Economic Survey (NES) 2006 revealed that 8.6 percent out of the 10,381 educational institutions in Balochistan are in a 'dangerous' condition. About 24.7 percent of these need major repairs while 36.6 percent require minor repairs. Only 30.2 percent are in satisfactory conditions. About 93 percent of the schools in Balochistan are without electricity, while 83 percent are without boundary walls. Another 74 percent schools lack water and sanitation facilities. Only 40 percent of the girls in the province enroll at the primary level out of which a majority drops out before completing primary education. Furthermore, just 35 percent of the girls make it to the middle level. Balochistan also has the lowest presence of private schools - 1,750, as compared to over 72,000 in the rest of Pakistan.

Some of the major issues of primary school system are:

- Many schools in rural areas are closed mainly because of teacher absenteeism which results in low enrolment and high dropout rate. The Education Department finds it difficult to enforce discipline because of external influence.
- In some instances, recruitment policy and procedures have not been fully followed resulting in hiring of teachers who are neither motivated nor capable enough to do justice to do their job.
- Schools have a non-friendly environment due to lack of basic facilities.
- The teaching methodologies are teacher-centered rather than being student-centered resulting mostly in rote-learning and hence disinterest of children.
- There is no system of regular assessment of students. Therefore, the students do not have any learning but are promoted every year which creates a peculiar mindset that only the degrees are important with or without any real learning and knowledge.
- More than half of the school-going aged children are out of school with 74% of enrolled children never even complete primary schooling.
- There is a huge gender disparity with the ratio of girls versus boys is 1:1.6.
- Over 50% of existing schools are single teacher schools.
- Over 70% of the teaching staff has not undergone any kind of in-service training.

5.3 Information on Provincial Primary Education System

EFA Focal Persons from all the districts and NCHD District Programme Managers were provided training to collect data on primary school system in their respective districts. EFA Focal Persons and NCHD worked in collaboration to collect the required information (as of the benchmark year 2010) from the respective District Education Departments. The information was compiled to develop the Provincial EFA Plan.

5.3.1 Government Primary Schools and Primary Sections

Table 5.1: Primary Level Government Schools by Location by Gender (2010)							
Primary Schools	Male Institutions			Female Institutions			G.Total
	Urban	Rural	Total	Urban	Rural	Total	
Primary	886	6,877	7,763	426	2,422	2,848	10,611
Primary Sections- Middle/High Schools	266	770	1,036	175	304	479	1,515
Total	1,152	7,647	8,799	601	2,726	3,327	12,126

Girls' schools are 27% of the total schools indicating that their access to primary education is very limited. Sustained awareness campaigns and quality education facilities should be able to attract both the students and parents.

Schools become dysfunctional either because teachers leave for various reasons or because of their chronic absenteeism as children and parents become disillusioned from schools. Another reason is the harsh attitude of some teachers which drives the children away from schools. All single teacher schools are perpetually at risk of becoming dysfunctional. Reviving a dysfunctional school is far less expensive than building new schools since it only takes posting of teachers. Governance of the school system calls for vast improvements to discourage teacher transfers that are detrimental to children education and which in the extreme situations make schools dysfunctional finally leading to the permanent closure of some of them. Rationalization of teachers and addressing teacher shortage are additional steps to be considered to keep the schools running. The teacher shortage problem may be mitigated to a reasonable extent after recruitment under the Balochistan Package although the final outcome will be productive only if teacher posting is based on school enrolment according to the given criteria.

In Balochistan, over 600 schools are non-functional for various reasons, and reactivating these schools shall contribute to improvement in access to primary education.

5.3.2 Human Resource Base

A vast majority of the teachers has an academic qualification of matriculation, and only a small proportion has professional education of higher than PTC. A systematic need

analysis is required to work out the content and pedagogical training needs of teachers. The need analysis which can be done by both BOC and PITE should be based on students' itemized results based on the PEAS approach to ascertain the specific areas that require strengthening. While such an assessment may result in identifying common areas; regional, gender and other differences arising because of variation in qualifications and other factors would have to be taken into account to develop and conduct especially designed refresher and training programmes to bridge the gaps. Moreover, merely filling the vacant teaching posts will not be sufficient; a strategy will have to be formulated to ensure that each primary school or section has teachers allocated according to the criteria. This will ensure an improvement in quality and hence student retention and primary completion. Managing classrooms, treating children with respect and affection, activity based learning and ensuring the children's active participation should be embedded in training programmes. Above all, teachers need to be motivated by acknowledging effective performers and by facilitating the development of a productive working relationship between the education managers, teachers and PTA-SMCs.

5.3.3 Basic Facilities in Primary Schools

The status of basic facilities in primary schools in Balochistan is abysmal and a matter of serious concern. More than 80% schools lack drinking water and electricity. About half the girls' schools have toilets and boundary walls while conditions in the boys' schools are far worse. More than 850 'schools' have no buildings in the first place. Motivating families and children for primary education is difficult enough, but once they are enrolled, lack of basic facilities is an important factor that drives them away. It is difficult to imagine how teachers and students can concentrate on education in the absence of these facilities particularly drinking water and latrine. Many latrines, where available, are non-functional simply because of non-availability of water. Regular cleaning of latrines and maintenance in general is missing. This situation needs serious attention and needs to be rectified on priority basis. No extent of awareness campaigning can compensate for the fact that the schools are in such decaying conditions.

Table 5.2: Missing Basic Facilities in Government Primary Schools				
Description	Boys = 7763 schools		Girls = 2848 schools	
	Not Available	%Age	Not Available	%Age
Drinking Water	7,020	90%	2,379	84%
Electricity	6,793	88%	2,285	80%
Toilet Block	6,505	84%	1,380	48%
Boundary Wall	6,102	79%	1,212	43%
Building	582	7%	270	9%

5.3.4 Primary Enrolment

Table 5.3: Primary Enrolment Breakup			
Description	Boys	Girls	Total
Government Primary Schools	326,031	215,488	541,519
Primary Sections-Middle/High Schls	157,087	107,929	265,016
Total Enrolment	483,118	323,417	806,535

Over 83% of all children in the primary age group are catered by the public schooling sector. Girls make up barely 41% of the total enrolment; a situation which needs to be addressed through emphasizing the usefulness of getting girls educated and bringing equity in educational opportunities. Low participation of girls may be explained by a number of factors. Socially, many families consider investment in boys' education as economically beneficial while little importance is accorded to girls' education. Scattered population based in small settlements creates difficulties in providing education to all at the doorstep. If school is at a distance, there are mobility and security issues for girls that further discourage parents. In some instances where families are inclined to provide educational opportunities to girls, they are compelled to enroll in boys' schools as girls' schools are not available. Other practical problems are non availability of qualified female teachers, teachers' mobility, and their desire to get transferred to easy-to-reach areas.

The table below shows the gender wise breakup of some educational ratios in public schools. Girls' schools and primary sections in middle/high schools show a utilization level that is much higher than that of boys (97 girls against 55 boys). It demonstrates that investing in girls' education gives a higher return. The aggregate student teacher ratio does not reveal any shortage of teachers. The fact is that teacher posting is not always based on the one teacher to 40 student ratio therefore there might be wide variation between districts and even within districts. Shortage of teachers affects the quality of schooling and the averages show that there must be a number of single teacher schools, perpetually at the risk of becoming non-functional. Based on individual District EFA Plans, Balochistan needs to hire an additional 557 male and 1,608 female primary teachers.

Table 5.4: Government Primary Education Ratios			
Description	Boys	Girls	Total
Enrolment	483,118	323,417	806,535
No. of Schools/Primary Sections	8,799	3,327	12,126
No. of Teachers	16,713	8,864	25,577
No. of Students per School/Primary Sections	55	97	67
No. of Teachers per School/Primary Sections	1.9	2.7	2.1
Student Teacher Ratio	29	36	32

The primary enrolment of other institutions is given in the table below:

Table 5.5: Other Institutions	Boys Enrolment	Girls Enrolment	No. of Institutions	Total Enrolment
Private Sector Primary Schools	57,748	34,813	1,051	92,561
BESP-Community Schools	13,599	11,705	583	25,304
NEF Schools	19,417	18,831	1,250	38,248
NFE Centers	415	1,648	77	2,063
CMS	-	1,973	11	1,973
Total	91,179	68,970	2,972	160,149

The private sector caters to about 17% of the total primary enrolment in the province. The following table shows that out of more than 1.195 million primary age children, only 80% are enrolled in primary. Girls make up only 41% of the total enrolment.

Table 5.6: Gross Primary Enrolment	Boys Enrolment	Girls Enrolment	No.	Enrolment
Government Schools	483,118	323,417	12,126	806,535
Other Institutions	91,179	68,970	2,972	160,149
Total	574,297	392,387	15,098	966,684

5.4 Objectives

Major objectives are:

- Increase access to primary education
- Improved retention in primary schools
- Improve Primary Completion
- Raise the quality of education in primary schools
- Minimize gender gaps in primary education sector by 2015

5.5 Constraints

Major constraints identified by the Balochistan government are:

- **Geographical, Cultural & Political Implications**

Due to widely scattered population, the existing schools are situated at long distances from home. This discourages parents particularly from enrolling girls in schools. Another key reason for low female participation is social and cultural taboos. The political involvement in teacher appointment, transfer and posting creates inequitable and inconsistent education standards and policy.

- **Resources**

- **Physical Resources**

Insufficient basic facilities, learning material, furniture and other educational equipment on a regular and need basis hinder in creating a conducive learning environment in schools.

- Human Resources

Lack of teacher training of existing teachers for professional development especially of female teachers gives rise to unmotivated and low capability teachers. The low capacity of education planners, monitors, managers, IT experts and specialized human resource for curriculum development, textbook writing and teachers training are some of the major issues.

-Teaching Learning Resources

Curriculum is not in harmony with the needs, interest and abilities of the students. Inadequate knowledge and pedagogical skills of the teachers thwart the development of reasoning, inquiry and critical thinking among students.

- **Administrative Factors**

Lack of capacity in planning, management and utilization of funds results in improper allocation especially for operational cost including monitoring, assessment and evaluation. There is also a lack of effective supervision and poor administration and supervisory role in the highly centralized administrative system gives no powers whatsoever for the Head of Primary Institution. There is no accountability specifically for most damaging practices like absenteeism and excessive unionism encroaching codes of ethics and conduct. Current deteriorated law and order situation has also affected adversely on the academic performance and educational management as a whole. Bad practices under various influences and pressures at all levels jeopardize the efforts for enforcing rule of law. There are no standardized efficiency standards and procedure for promotion in senior positions.

- **Planning Issues**

There is a serious scarcity of potential planners in education system which creates an extremely low level of professional capacity among available human resources in planning and management skills. Non availability of authentic data leads to ineffective planning and lack of coordination in different tiers and levels of planning.

5.6 Implementation Strategies

Access

Activate non-functional schools and establish primary schools to provide access to all boys and girls in the primary age range. Schools shall be located such that it is convenient for children to commute. Provide buildings for shelter-less schools and ensure provision of all missing basic facilities. Better school infrastructure shall contribute to improvement in access and retention of children.

Upgrade primary schools to middle level to provide access to all primary graduates to elementary level. This step will encourage parents to enroll their children in schools.

Awareness shall be created among parents on the importance of education for girls through teachers and SMC-PTA members.

Quality

Provinces have the freedom to design their own curriculum for the first time. Balochistan government can now re-align the curriculum to meet local aspirations. The text books can be written accordingly to catch the interest of the children as they reflect the social and cultural environment of the province. Moreover, the textbooks should be activity based to engage children in the learning process.

Teacher attitude is by far the most important element in keeping children in school. In this context, managing children gently and practicing positive disciplining rather than corporal punishment should be made a part of teachers' training. Eliminating corporal punishment can contribute to improvement in retention.

Annual examination in schools is often relegated to determine the promotion of children to the next class and it has got nothing to do with measuring learning standards. Regular assessment of children is necessary to ascertain learning achievements and taking corrective actions. Teachers can use the examination results to adopt a targeted approach for improving learning standards. Monitoring and supervision of schools is the responsibility of the education managers. This monitoring needs to go beyond the mere checking of registers. On a school level, a quick appraisal of the basic facilities and their functioning can be done. At the class level, interaction between the teacher and students should be observed. Children can be asked to read out material or come to the blackboard to answer a question in a friendly manner. Syllabus completion according to the academic calendar should also be checked. It is important to inform the head teacher and teachers of the main findings of the monitoring visit so that they can take appropriate action.

Gaps in content knowledge and pedagogy shall be assessed to design need based in-service teacher training programmes. The training programmes shall focus on active child centered learning and training will be backed up by follow up. Improved teaching will contribute to enhanced primary completion. Head teachers training programmes shall focus on school leadership aiming at better overall performance.

Shortage of teaching staff in existing primary schools shall be addressed through rationalization and new recruitment. This step will help in preventing the closure of single

teacher schools and also contribute to improvement in learning quality as teachers will be able to give individual attention to students.

Most children find it difficult to read with understanding. To counter this problem, age appropriate supplementary material can be introduced. The reading material should be of interest to children and it can be in the form of a small library.

Administration, Management and Research

Politically influential people and teacher unions shall be invited to a common platform for implementation of the plan through a consultative process.

Funds shall be allocated for the capacity building of Education Department officials in the province and districts. Major capacity issues in planning, management and budgeting shall be addressed.

An effective school monitoring system shall be designed and implemented with the help of SMC-PTAs.

Standard policies for teacher transfer and promotion shall be developed and implemented in an equitable manner.

A Research and Development Center shall be established to review curriculum, provide guidelines on writing textbooks and conduct research on improving teacher training and quality of education.

Addressing the Issues in Low Performing Districts

The low performing districts in primary education are listed below:

Kohlu, Zhob, Musakhel, Sherani, Dera Bugti, Qila Abdullah, Bolan, Jhal Magsi and Barkhan

As is the general pattern in Balochistan, the girls' enrolment in primary schools is much less than that of boys. A major reason is access to primary schools. Girls' schools are far less in number than boys' schools. For example, in Zhob there are only 52 girls' primary schools as compared to 270 boys' schools. Similarly, in Dera Bugti boys schools are 277 whereas girls' schools are only 58 in number and girls' gross enrollment is less than 20% of the overall enrollment. In Kohlu, girls' schools are merely 18% of all primary schools. Interestingly, in a number of districts, the average enrollment of girls in a primary school is much higher than that for boys. In Sherani girls' average enrolment per primary school is 76 whereas boys' average primary enrolment is only 29. This shows that where access and mobility is not a problem, parents' interest in girls' education is high. Also, it implies a comparative lack of interest among boys despite the availability of schools. It is

possible that a certain proportion of boys is either engaged in family work or in child labour. A common problem faced by most of the districts is shortage of teachers which is particularly acute in the case of female schools. Qila Abdullah faces a shortage of 194 teachers including 105 females. The situation in Bolan is equally worse as it requires an additional 192 female teachers in primary schools. This problem has a direct impact on the quality of education as has the lack of in-service training. Another common feature is the acute deteriorating conditions of physical infrastructure in primary schools where even drinking water and toilet facilities are not available. In Musakhel, almost 90% of the basic facilities in boys' schools are missing and girls' schools fare only marginally better. The state of basic facilities in Jhal Magsi and Barkhan is even worse.

Following strategies are suggested for bringing low performing districts at par with the others:

A Task Force for the implementation of the EFA Plan should be formed at the provincial level. The Task Force shall focus the low performing districts on a priority basis.

A sub-plan for accelerated progress shall be developed for the low performing districts. Proportionately higher resources be allocated to these districts for the first 2-3 years of the EFA Plan and timely disbursement of the resources be assured to initiate and sustain development activities.

The Task Force shall provide technical support to the districts for developing project proposals and monitor the pace and quality of work undertaken.

Top priority shall be given to hiring teachers to address the teacher shortage problem. Efforts shall be made to hire local teachers or those living close by especially in the case of female teachers to overcome mobility hurdles.

All teachers shall be provided training to address content and pedagogical gaps. The training shall be preceded by a thorough need analysis and shall also include component on teacher attitude. Corporal punishment shall be discouraged and replaced with positive disciplining tools.

Provision of basic facilities shall be undertaken on a cluster wise basis to create a visible impact among the communities. This shall be first priority in physical infrastructure work.

Sites for establishing new schools shall follow the official criteria and it shall be ensured that schools are accessible and girls in particular do not have to travel long distances to reach the schools. Girls' schools shall be established on a priority basis to bring their indicators at par with the boys.

As the primary education program expands and new girls' schools are established, female teachers have to be hired. A case may be made for local accommodation or transport facilities in case of far flung areas.

Social mobilization shall be undertaken at the village level in collaboration with SMC-PTAs and community groups. With schools in better physical conditions, and trained teachers coming regularly to school, awareness campaigns are likely to have a positive influence on parents to enroll children particularly girls.

5.7 Targets

The primary age group has been taken as 6-10 years for the purpose of the EFA Plan.

Table 5.7: Population Primary Education			
Year	Boys	Girls	Total
1998	445,274	388,811	834,085
2010	638,106	556,944	1,195,050
2011	657,037	572,038	1,229,074
2012	674,691	592,518	1,267,209
2013	693,703	609,029	1,302,731
2014	713,274	626,025	1,339,299
2015	733,427	643,522	1,376,950

NIPS Population Projection

The following table shows the boys' primary enrolment in both government and other institutions. Based on the gross enrolment of 87.4% in 2010, and the calculations below, it is estimated that an additional 2,650 primary schools would be required during 2011-15 to achieve the target of 100% enrolment. This calculation is based on an average capacity of 60 children per primary school.

Table 5.8: Primary Education - Boys 100% Access					
Description	2011	2012	2013	2014	2015
Boys Population	657,037	674,691	693,703	713,274	733,427
Primary Schools Required	530	530	530	530	530
Final Enrolment	606,097	637,897	669,697	701,497	733,427
%age Enrolment Achieved	83%	87%	91%	96%	100%

On the same basis, the number of additional primary government schools required for girls comes out to be 4,185 during 2011-15.

Table 5.9: Primary Education - Girls 100% Access					
Description	2011	2012	2013	2014	2015
Girls Population	572,038	592,518	609,029	626,025	643,522
Primary Schools Required	837	837	837	837	837
Final Enrolment	442,607	492,827	543,047	593,267	643,522
%age Enrolment Achieved	69%	77%	84%	92%	100%

5.8 Budget

The additional primary schools' requirement is to be met in two ways: 1) activating schools that are currently non-functional, and, 2) establishing new primary schools. Three hundred and fifty boys' and 262 girls' schools are to be made functional during 2011-15. Three teachers are budgeted for activating each non-functional school.

Table 5.10: Budget-Activate Non-Functional Schools					
Description	2011	2012	2013	2014	2015
Boys' Schools					
Activate Non Functional Schools	70	70	70	70	70
Budget- Teachers Salary (Rs. in millions)	25.200	50.400	75.600	100.800	126.000
Girls' Schools					
Activate Non Functional Schools	53	53	52	52	52
Budget- Teachers Salary (Rs. in millions)	19.080	38.160	56.880	75.600	94.320

The budget for establishing new schools, the criteria for allocation of a minimum number of teachers per school, and teacher salary was provided by the Provincial Education Department-Balochistan as follows:

Budget per New Primary School	=	Rs. 2.126 million
Student : Teacher Ratio	=	40:1
Teacher Salary per annum	=	Rs. 0.120 million

The following table computes the budget based on the information provided by the Provincial Education Department. The number of new primary schools budgeted is based on the requirements for new primary schools ascertained above minus the number of non-functional schools activated. Priority has been given to activating non-functional schools before budgeting for establishing new primary schools.

Table 5.11: Budget-Establish New Primary Schools					
Description	2011	2012	2013	2014	2015
Boys' Schools					
Primary Schools Required	530	530	530	530	530
Activate NF Schools	70	70	70	70	70
Establish New Primary Schools	460	460	460	460	460
Budget					
Establish New Primary Schools	977.960	977.960	977.960	977.960	977.960
New Schools-Teachers Salary	165.600	331.200	496.800	662.400	828.000
Total (Rs. in millions)	1,143.560	1,309.160	1,474.760	1,640.360	1,805.960
Girls' Schools					
Primary Schools Required	837	837	837	837	837
Activate NF Schools	53	53	52	52	52
Establish New Primary Schools	784	784	785	785	785
Budget					

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Establish New Primary Schools	1,666.784	1,666.784	1,668.910	1,668.910	1,668.910
New Schools-Teachers Salary	282.240	564.480	847.080	1,129.680	1,412.280
Total (Rs. in millions)	1,949.024	2,231.264	2,515.990	2,798.590	3,081.190

The budget for providing each of the four missing facilities and constructing building for shelter-less schools with all the facilities was provided by the Provincial Education Department. The table below estimates the budget for providing missing facilities to all the primary schools during 2011-15.

Drinking Water =	Rs. 0.100 million
Electricity =	Rs. 0.060 million
Toilet Block =	Rs. 0.230 million
Boundary Wall =	Rs. 0.350 million
Building for Shelter-less School =	Rs. 2.126 million

Table 5.12: Budget-Provision of Missing Facilities					
Description	2011	2012	2013	2014	2015
Missing Facilities Boys' Schools					
- Drinking Water	1,404	1,404	1,404	1,404	1,404
- Electricity	1,359	1,359	1,359	1,358	1,358
- Toilet Block	1,301	1,301	1,301	1,301	1,301
- Boundary Wall	1,221	1,221	1,220	1,220	1,220
Building for Shelterless Schools	117	117	116	116	116
Budget					
- Drinking Water	140.400	140.400	140.400	140.400	140.400
- Electricity	81.540	81.540	81.540	81.480	81.480
- Toilet Block	299.230	299.230	299.230	299.230	299.230
- Boundary Wall	427.350	427.350	427.000	427.000	427.000
Building for Shelterless Schools	248.742	248.742	246.616	246.616	246.616
Total Budget Boys' Schools (Rs. in millions)	1,197.262	1,197.262	1,194.786	1,194.726	1,194.726
Missing Facilities Girls' Schools					
- Drinking Water	476	476	476	476	475
- Electricity	457	457	457	457	457
- Toilet Block	276	276	276	276	276
- Boundary Wall	243	243	242	242	242
Building for Shelterless Schools	54	54	54	54	54
Budget					
- Drinking Water	47.600	47.600	47.600	47.600	47.500
- Electricity	27.420	27.420	27.420	27.420	27.420
- Toilet Block	63.480	63.480	63.480	63.480	63.480
- Boundary Wall	85.050	85.050	84.700	84.700	84.700
Building for Shelterless Schools	114.804	114.804	114.804	114.804	114.804
Total Budget Girls' Schools (Rs. in millions)	338.354	338.354	338.004	338.004	337.904

Teacher shortage is a severe problem especially in the case of single teacher schools which are perpetually at the risk of becoming non-functional. Fewer teachers per school also imply poor quality of education and it is one of the dropout factors as well. While the

problem may be addressed partially through recruitment under the Balochistan Package, rationalization of teachers may surface as a logical initial solution. Even then, new recruitment would have to be done to ensure that each school has at least one teacher posted for every 40 students according to the criteria set by the Provincial Education Department. The following table provides an estimate of the additional teachers required for existing primary schools and the budget calculations are based on teacher's per annum salary of Rs. 0.120 million.

Table 5.13: Budget-Additional Primary Teachers in Existing Primary Schools					
Description	2011	2012	2013	2014	2015
Add'l Primary Teachers Required					
Boys Primary Teachers	112	112	111	111	111
Girls Primary Teachers	322	322	322	321	321
Total	434	434	433	432	432
Budget					
Boys Primary Teachers	13.440	26.880	40.200	53.520	66.840
Girls Primary Teachers	38.640	77.280	115.920	154.440	192.960
Total Budget	52.080	104.160	156.120	207.960	259.800

Teachers are required to activate non-functional schools, for new primary schools and for addressing the shortage of teachers in existing primary schools. The break-up is shown in the table below:

Table 5.14: Requirement of Teachers for Primary Schools			
Description	Male	Female	Total
Teachers to activate Non-Functional Schools	1,050	786	1,836
Teachers for New Primary Schools	6,900	11,769	18,669
Additional Teachers for Existing Primary Schools	557	1,608	2,165
Total	8,507	14,163	22,670

All primary schools are to be provided annual budget for procurement of supplementary reading material for children.

Table 5.15: Budget-Supplementary Reading Material in Existing Primary Schools					
Description	2011	2012	2013	2014	2015
No. of Schools					
Boys	1,553	1,553	1,553	1,552	1,552
Girls	570	570	570	569	569
Total	2123	2123	2123	2121	2121
Budget					
Boys	15.530	15.530	15.530	15.520	15.520
Girls	5.700	5.700	5.700	5.690	5.690
Total Budget (Rs. in millions)	21.230	21.230	21.230	21.210	21.210

The teachers need to be linked with qualitative and relevant in-service training. Also the head teachers need to be trained in school management and leadership to inspire the teachers and students and instill confidence in the parents and community members. It is recommended that all teachers be provided content/ pedagogy trainings through one or more training programmes for a total of 40-days and all head teachers be provided training for at least 10 days. It is assumed that the training would be cluster-based and that each batch would comprise 40 teacher-trainees. The teacher training budget provided by Bureau of Curriculum (BoC) and Provincial Institute for Teacher Education (PITE) is as follows:

Teacher Training (40 days) Rs. 0.120 million per teacher
Head Teacher Training (10 days) = Rs. 0.008 million per Head Teacher

Table 5.16: Budget-Primary Teachers and Head Teachers Training			
Description	2011	2012	2013
Teachers/H.Teachers to be trained			
Male Primary Teachers	5,571	5,571	5,571
Male Head Teachers	2,933	2,933	2,933
Female Primary Teachers	2,955	2,955	2,954
Female Head Teachers	1,109	1,109	1,109
Budget			
Male Primary Teachers	66.85	66.85	66.85
Male Head Teachers	23.46	23.46	23.46
Sub-total	90.32	90.32	90.32
Female Primary Teachers	35.46	35.46	35.45
Female Head Teachers	8.87	8.87	8.87
Sub-total	44.33	44.33	44.32
Total Budget (Rs. in millions)	134.65	134.65	134.64

Upgrading of primary schools to middle level is a policy recommendation. The number of primary schools to be upgraded to middle schools has been calculated on the basis of capacity of existing middle schools and number of primary graduates each year.

Table 5.17: Upgrade Primary Schools to Middle	2011	2012	2013	2014	2015
Boys					
Primary Schools upgraded annually	472	472	472	471	471
Budget					
School Construction	2,360.000	2,360.000	2,360.000	2,355.000	2,355.000
Furniture	236.000	236.000	236.000	235.500	235.500
Teachers' Salary per Annum	1,652.472	3,304.944	4,957.416	6,606.387	8,255.358
Support Staff Salary per Annum	197.768	395.536	593.304	790.653	988.002
Total (Rs. in millions)	4,446.240	6,296.480	8,146.720	9,987.540	11,833.860

Girls					
Primary Schools upgraded annually	422	422	422	422	421
Budget					
School Construction	2,110.000	2,110.000	2,110.000	2,110.000	2,105.000
Furniture	211.000	211.000	211.000	211.000	210.500
Teachers' Salary per Annum	1,477.422	2,954.844	4,432.266	5,909.688	7,383.609
Support Staff Salary per Annum	176.818	353.636	530.454	707.272	883.671
Total (Rs. in millions)	3,975.240	5,629.480	7,283.720	8,937.960	10,582.780

The middle schools are planned to increase three fold by 2015. This step will considerably improve the Middle to Primary Schools ratio from the existing 1:13 in the benchmark year to 1:4. The middle school enrolment is expected to rise to nearly 50% compared to the current enrolment of less than 17%.

Table 5.18 : Middle/Primary Schools Ratios & Middle Enrolment		
Description	Year 2010	Year 2015
Middle Schools + Middle Sections in High Schools	1,547	5,121
Middle : Primary Schools Ratio	1:13	1:4
Middle Enrolment	118,304	409,680
Middle Age Group Population	719,155	828,564
Enrolled Population %Age	16.5%	49.4%

5.9 Indicators for Monitoring Primary Education Interventions

The performance indicators related to Primary Education are given in the table below. The indicators are disaggregated by gender. These indicators relate to monitoring the implementation of the EFA Plan.

Table 5.19: PRIMARY BOYS-Indicators					
Description	2011	2012	2013	2014	2015
Activate NF Schools	70	70	70	70	70
Establish New Schools	460	460	460	460	460
Provide Missing Facilities					
- Drinking Water	1404	1404	1404	1404	1404
- Electricity	1359	1359	1359	1358	1358
- Toilet Block	1301	1301	1301	1301	1301
- Boundary Wall	1221	1221	1220	1220	1220
Building for Shelterless Schools	117	117	116	116	116
Provide Additional Primary Teachers	112	112	111	111	111
School Libraries	1,553	1,553	1,553	1,552	1,552
Teacher Training	5,571	5,571	5,571	-	-
Head Teacher Training	2,933	2,933	2,933	-	-
Upgrade Primary Schools to Middle	472	472	472	471	471
PRIMARY GIRLS-Indicators					

Activate NF Schools	53	53	52	52	52
Establish New Schools	784	784	785	785	785
Provide Missing Facilities					
- <i>Drinking Water</i>	476	476	476	476	475
- <i>Electricity</i>	457	457	457	457	457
- <i>Toilet Block</i>	276	276	276	276	276
- <i>Boundary Wall</i>	243	243	242	242	242
<i>Building for Shelterless Schools</i>	54	54	54	54	54
Provide Addl Primary Tchrs	322	322	322	321	321
School Libraries	570	570	570	569	569
Teacher Training	2,955	2,955	2,954	-	-
Head Teacher Training	1,109	1,109	1,109	-	-
Upgrade Primary Schools to Middle	422	422	422	422	421

At the micro level, Education Department staff may monitor schools using the following indicators:

- Teacher attendance
- Student attendance
- Extent of syllabus completion
- Children's learning level with understanding
- Annual assessment results
- Students confidence and expression
- Teacher-student interaction
- Use of positive discipline techniques
- Teachers' application of training tools
- Status of school and classroom facilities

The proposed Research and Development Center or one of the teacher education institutes can develop an assessment kit for primary education. It is important the teachers be informed of the results of any monitoring findings or results to take corrective action.

6. Adult Literacy

6.1 Introduction

Literacy is a major cornerstone of human development and in the fight against poverty. Its influence spans many sectors - health, social and economic. The children of literate parents are much more likely to be educated and prepared for a better life and a literate population has better economic prospects than an illiterate one. Globally, literacy rate is taken as an indicator for development status of a country. Evidence from world over strongly suggests that literacy and development are interlinked as world maps of illiteracy and poverty largely coincide. Literacy or ability to read, write, and make simple calculations is considered to be the first step towards self learning and to access knowledge from a wide range of sources available in print and multi-media forms. Literacy opens the doors to new information, and consequently plays a significant role in widening world view and improving quality of the lives of individuals. Literacy is an essential tool not only for an individual to survive in today's world; it is an important requirement for the developing nations for their development, and their journey towards democracy.

The 10+ age group adult literacy rate of Pakistan as per national census 1998 was 45%. The projected literacy rate for the 2009-10 is around 59%. It is estimated that over 50 million Pakistanis cannot read and write. In rural areas less than one third women are literate. Sharp regional and gender disparities can be noticed when we view provincial rates of literacy.

Policy Framework

The National Education Policy (2009) recommends up-scaling and sustainability of ongoing programs of adult literacy and non formal basic education. Non formal students and new literates shall be encouraged to mainstream to formal system; provinces and district governments shall allocate a minimum of 4% of education budget for literacy and non-formal basic education (NFBE). Further, there are plans to start special literacy skills programmes targeting older child laborers; provision to allow the use of school buildings for adult literacy and NFE after school hours; proper training of literacy teachers and resource mobilization from donors. In tandem with the Dakar Framework of Action, the National Plan of Action for EFA 2003 focuses on achieving 75% Literacy rate by 2015.

National Curriculum for Literacy 2007

The National Curriculum for Literacy 2007 aims to develop numeracy and language skills, moral and religious learning, use of scientific applications and health awareness.

Positive values are to be fostered among learners regarding family and community. The learners are expected to learn critical thinking and making informed choices.

The National Curriculum for Literacy 2007 defines three levels of literacy. Level 1, equivalent to Class 1, focuses on basic literacy and numeracy. The objective at this level is to enable the learners to read and write simple sentences and perform two-digit numeric operations. At Level 2, skills acquired in Level 1 are strengthened and reading material like newspapers, magazines etc are introduced. Urdu reading and writing skills are imparted. The objective is to improve the oral and written expression and numeracy skills to 5-digit addition/subtraction and 3-digit multiplication. Level 3 will strive to improve competencies acquired in previous levels and English language teaching shall be introduced. This level shall correspond to Class 4. The objective is to develop the skill of reading and writing accurately, fluently and with speed and understanding. This level would qualify the learners to be fully and functionally literate citizens.

Planning Framework

The 5-Year Provincial Literacy Plan for Balochistan (2010-15) was developed by the Directorate of Literacy and NFBE Balochistan in November 2009 in collaboration with UNESCO. The Plan recognizes that Balochistan has lagged behind in development such as primary education, health, clean drinking water and other basic necessities of life. Service delivery in education and literacy faces enormous challenges because of a small population scattered over a very large area among other difficulties. Planning for increasing literacy and its implementation especially in rural Balochistan is seen as an urgent need in tandem with international commitments and national objectives and targets. The Balochistan Literacy Plan advocates providing relevant and quality learning opportunities to disadvantaged population groups at their doorsteps. The plan covers all aspects ranging from situation analysis, past and ongoing literacy project and programs launched in the province, Population Projections (10+), targets of literacy rate, implementation mechanism, implementation strategy for NFBEs, examinations, certification and equivalence, and monitoring and evaluation of the program at broader levels. The Plan seeks to increase the literacy rate from 47% to 64% by 2015. Quality improvement and effectiveness of learning centers are the cross cutting themes in all the components of Literacy Plan. The total cost of implementation is estimated to be Rs. 1.962 billion. The Literacy Plan has been integrated with the Balochistan EFA Plan.

The 5-Year Literacy Plan target is to make 1.08 million people literate during the planning period including 0.66 million females through literacy centers. The following literacy centers are planned/ estimated to be established for to meet this target:

- 15,597 Public sector literacy centers
- 1,729 Public sector community literacy centers
- 984 Public sector Quranic Literacy Centers

- 2,272 Private sector Literacy Centers

6.2 Situation Analysis

With 43 percent of the total national territory and vast natural resources, Balochistan happens to be the largest province of Pakistan. But the province has the lowest literacy rate which is a harbinger of complex socio-economic problems for the populace of Balochistan unless a sustained movement to eradicate illiteracy is launched.

The Literacy and NFBE Directorate of Balochistan launched a number of activities in the past including development of learning material, publishing of newspaper on literacy, follow up material for post literacy, organization of workshops and motivational campaigns. An important step was awarding equivalence certificates to Non-Formal Basic Education graduates to facilitate transition to formal education system. The Directorate provided literacy facilities to 125,000 males and females up to 2003 under several different projects. The Directorate also managed NFBE schools for overage dropout and out of school children between 1993 and 2007.

Currently about 4,000 adult literacy centers are being run in Balochistan for males and females by the Directorate of Literacy and NFBE, NCHD and NGOs for over 92,000 beneficiaries. An overwhelming majority of the adult literacy centers are for females.

Table 6.1: Existing Adult Literacy Centers & Enrolment		
Description	Centers	Enrolment
Male Centers		
Literacy Centers-Dir of Lit/NFBE	130	3,250
Literacy Centers-NCHD	354	8,835
Sub-total Male	484	12,085
Female Centers		
Literacy Centers-Dir of Lit/NFBE	260	6,500
Literacy Centers-NCHD	3,128	71,348
Literacy Centers-Others	111	2,467
Sub-total Female	3,499	80,315
Total	3,983	92,400

The Literacy Rates for Balochistan from 2005-06 to 2007-08 show an increasing annual growth of 4% although the literacy increase for women is much lower than that of males.

Table 6.2: Literacy Rate in Balochistan			
Description	Literacy rates (10 years & above)		
	2005-06	2006-07	2007-08
Male	54	58	66
Female	20	22	23
Both	38	42	46
Gender Parity Index	0.37	0.38	0.35

PSLM 2007-08 Survey

If organized and sustained efforts are not undertaken to eradicate illiteracy, the number of illiterates will double each year. Growing illiteracy may result in:

- Worsening poverty level of the people;
- increase in crime rate especially in rural areas;
- increase child labor;
- giving birth to extremism;
- aggravating health and hygiene condition of the people;
- low level of economic development of the country;

Population Projections

The total population of 10+ years of age group is 6.35 million in the year 2010 which is the benchmark of the plan. It is estimated to increase 7.159 million by the end of 2015 the final project year. Bench mark female population is 2.98 million. It may increase to 3.378 million by the end of the plan in 2015. Due to migration of rural population to urban areas the percentage increases in the urban areas. While migration at larger scale takes place in winter and summer seasons as well due to scorching hot and freezing cold especially in the rural zones of Balochistan.

Table 6.3: Basic Literacy Data							
Description		2010 (Base-Line)	2011	2012	2013	2014	2015
10+ age group (Million)	Total	6.35	6.51	6.67	6.83	7.00	7.16
	Male	3.37	3.45	3.53	3.61	3.70	3.78
	Female	2.98	3.06	3.13	3.21	3.31	3.38
Literacy Rate (%)	Total	47	51	54	57	61	64
	Male	64	67	69	72	74	77
	Female	28	33	37	42	46	51
Number of literates (Million)	Total	3.01	3.29	3.6	3.92	4.26	4.6
	Male	2.17	2.30	2.44	2.58	2.74	2.89
	Female	0.84	0.99	1.16	1.33	1.52	1.71
Number of illiterates (Million)	Total	3.34	3.22	3.07	2.91	2.75	2.56
	Male	1.20	1.16	1.09	1.03	0.96	0.89
	Female	2.14	2.06	1.97	1.88	1.78	1.67

6.3 Issues, Problems and Challenges

Organizational Issues

At provincial level the Literacy Directorate consist of only five officials having a Director with two program officers while there is no branch office/staff at district and Tehsil levels while there is a need for staff to be based at district and Tehsils levels to promote literacy rate.

Resources (Both Human and Financial) Issues

Resources in particular financial and human in general in Literacy Directorate of Balochistan have always hindered to proceed in the field of the literacy which is the prime need of the province especially in the given politico-economic scenario of the country.

Capacity Development Issues

The small staff existing at provincial directorate has not been given any relevant and need based trainings in literacy programs. Only some INGOs and NGOs from time to time extend opportunities in only workshops and seminars.

Coordination Issues

Coordination has always been an outstanding issue in promoting literacy programmes in the province. There has never been any level of coordination between Education Department and Literacy Directorate and even with INGOs and NGOs.

Access Issues

In the past, efforts made by some quarters could not yield visible results. One of the contributory reasons was the establishment of the literacy centers at a longer distance from the communities especially females of the given tribal society who could not easily manage to attend the centre which became a hurdle in their success.

Quality and Relevance Issues

Quality and relevance of the literacy program could not attract many illiterates and the communities - since course contents did not contain the quality and relevance for illiterates wanted jobs, skills and earning through literacy not content to only learning a few words while literacy programs were confined merely to the basics of readings and writing.

Monitoring and Evaluation Issues

In the past, literacy programs undertaken were not monitored and evaluated by the operational and administrative agencies while the implementing officials could not do justice to the job.

Accreditation, Equivalence and Certification Issues

Non-awarding of equivalence certificate to the participants disheartened the pupils who did not take interest and could not continue further studies at elementary level. Achievement certificate to the participants can be a strong motivating incentive for the success of any program.

Law and Order Situation and Extremism

The law and order situation in the provinces hinders smooth running of educational institutes and literacy centers making implementation and monitoring difficult.

6.4 Goals, Objectives and Targets in Adult literacy and NFBE

Goals

The short term goal is to increase the literacy rate from 47% to 64% while the long term goal is to contribute to overall human living standard.

Objectives

- To promote and uplift literacy rate in the province;
- To Improve the quality of life as an ultimate goal;
- To enable people learning income generating skills;
- To impart Non-Formal basic education to the masses.

Targets

The current literacy rate is 47% while the desired literacy rate by 2015 is 64%. To bridge the gap of 17%, the annual target aims to obtain 3.4% progress in literacy improvement each year. Five-year target will be to increase literacy rate from 47% to 64% i.e. 36.2% improvement in 5 years with more focus on rural areas especially females. The Literacy Plan targets to provide literacy services to 1.08 million adults including 0.66 million females during 2011-15. This will be in addition to literates from the formal education system. The literacy target for districts has been set at 75% since several districts are expected to exceed the 64% target during the planning period.

Table 6.4: Literacy Targets during the Plan Period 2011-15							
Description		2010 (Base-Line)	2011	2012	2013	2014	2015
Additional Literates (Million)	Total		0.28	0.31	0.32	0.34	0.34
	Male		0.13	0.14	0.15	0.15	0.16
	Female		0.15	0.17	0.17	0.19	0.19
Addition of Literates through Formal Education (Millions)	Total	0.100	0.100	0.100	0.100	0.100	0.110

	Male	0.060	0.060	0.060	0.060	0.060	0.060
	Female	0.040	0.040	0.040	0.040	0.040	0.050
Addition of Literates through Non-Formal Education (Millions)	Total		0.009	0.009	0.009	0.011	0.011
	Male		0.004	0.004	0.004	0.005	0.005
	Female		0.005	0.005	0.005	0.006	0.006
Addition of Literates through Literacy Centers (Millions)	Total		0.17	0.2	0.21	0.22	0.23
	Male		0.07	0.08	0.08	0.08	0.09
	Female		0.11	0.12	0.13	0.14	0.14

6.5 Implementation Strategies

- Province-wide awareness shall be created on the importance of literacy. The main focus shall be on highlighting how learning life skills may help people to resolve common daily issues. Livelihood is a major issue in Balochistan and once people realize that literacy can give them access to useful information and help them make better choices, they would be more interested in literacy programme.
- Literacy programme contents shall be reviewed to make them compatible with the National Curriculum. This would make the teaching material learner centered and open up the possibilities of linkages with vocational training opportunities.
- Funds are allocated for the capacity enhancement of the Directorate of Literacy and NFBE. The training areas may include information handling and management, planning, monitoring and reporting. Specialized training may be required for material development and designing effective training programmes for literacy teachers.
- The Directorate of Literacy and NFBE shall develop databases to keep track of literacy interventions and learners' performance.
- Literacy centers shall be established in schools after school hours or in community donated places for better management and effective monitoring. It has been experienced in the past that centers located at teachers' residence are usually less effective since they are difficult to monitor.
- Coordination between the Education Department and the Directorate of Literacy and NFBE needs to be established and maintained on a regular basis. The Education Department has a much wider network and workforce and it can identify suitable locations for setting up literacy and NFBE centers. At the local level, the Directorate needs to coordinate with activists, influential people and civil society organizations to promote literacy.

6.6 Inputs for Reduction of Adult Illiteracy

Literacy shall be imparted in the province through different modes: Adult Literacy Centers, Community Learning Centers, Quranic Literacy Centers, and Non-formal Basic Education Centers. Adult Literacy Centers are widely known for promoting basic literacy and the other three models are described below:

Community Learning Centers (CLCs)

Neo-learners, while having been equipped with basic literacy skills, are yet non capable enough to chose the type of themes or sources, on which to build their knowledge and skills. This results in lack of practice of literacy skills, and a consequent loss of the acquired competencies. Usually a literacy center is meant for teaching only reading and writing skills therefore literate people from the community do not develop an association with the ALC, and cannot benefit the neo-literates from their skills and knowledge. To apply the holistic approach, physical infrastructure is required at local level, where community members can assess opportunities for open discussions and discourses, and socio-economic networking, where both, literate and neo-literate or even illiterates can benefit from each other's knowledge, information and skills. CLCs provide a platform to open up opportunities of basic literacy, post literacy, continuing education, and life-long learning through informal modes responding to the community needs. Illiterates, neo-literates and literates seeking to share knowledge and skills can all attend CLCs.

Quranic Literacy

The Quranic literacy program aims to achieve an understanding of Quranic Arabic through a dynamic and refreshing approach. The understanding of the Arabic language is developed through knowledge of phonics and recitation. The learners first identify the shapes of the alphabets and then pronounce the sounds of Arabic alphabets. After that they are taught to make syllables and then words by combining syllables. At this point, aching of reading (recitation) of the Quran starts. Writing includes basic Arabic alphabet, conjoining words, along with simple sentences from the Quran. Thus, cohesion of reading and writing Arabic will produce a stronger foundation for understanding other languages such as Urdu and Balochi. Urdu in particular has similar alphabets and phonics making it much easier for the learners to learn the language. Through Quranic Literacy People from the remote areas of Baluchistan can be attracted. This programme will be very helpful and will pave a path towards the change in community attitude towards female education

Non Formal Education

Any organized and sustained educational activities that do not correspond exactly to the definition of formal education falls under the purview of Non-Formal Education. Non-formal education may therefore take place both within and outside educational institutions, and cater to persons of all ages. Depending on country contexts, it may cover

educational programmes to impart adult literacy, basic education for out-of-school children, life-skills, work-skills, and general culture. Non-formal education programmes do may have differing durations and academic calendar. They may or may not confer certification to the graduates. In the context of Balochistan where dropout rate is very high and enrollment is very low Non Formal Basic Education becomes vital. The objectives of non formal education are to provide basic education to out-of-school children, youth and adults with educational activities that meet their needs and interests.

The following table shows quantitative and qualitative inputs estimated to make 1.08 adults literate during the plan period:

6.5: Programme Inputs							
Quantitative Inputs		2010 (Base-Line)	2011	2012	2013	2014	2015
Public Sector Literacy Centers	Total		2,558	3,004	3,189	3,415	3,431
	Male		923	1,112	1,216	1,239	1,326
	Female		1,635	1,891	1,973	2,177	2,105
Public Sector Community Literacy Centers	Total		300	330	345	369	385
	Male		100	120	125	129	135
	Female		200	210	220	240	250
Public Sector Quranic Literacy Centers	Total	96	183	189	196	204	212
	Male	56	85	86	88	91	93
	Female	40	98	103	108	113	119
Private/ NGO Sector Literacy Centers	Total	312	417	432	455	478	490
	Male	112	200	210	210	220	225
	Female	200	217	222	245	258	265
Non-Formal Basic Education Schools	Total	192	366	377	393	408	424
	Male	112	170	171	174	182	187
	Female	80	196	206	219	226	237
Qualitative Inputs							
Number of Teachers to be recruited for:							
Public Sector Literacy Centers	Total		3,341	3,853	4,075	4,357	4,413
	Male		1,208	1,438	1,554	1,588	1,689
	Female		2,133	2,414	2,521	2,770	2,724
NFBE Schools	Total		366	377	393	408	424
	Male		170	171	174	182	187
	Female		196	206	219	226	237
Teacher Training (Number of teachers to be trained)							
Public Sector Literacy Centers	Total		3,341	3,853	4,075	4,357	4,413
	Male		1,208	1,438	1,554	1,588	1,689
	Female		2,133	2,414	2,521	2,770	2,724
NFBE Schools	Total		366	377	393	408	424
	Male		170	171	174	182	187
	Female		196	206	219	226	237

Qualitative inputs include training for teachers to acquire pedagogical skills and pre-service orientation followed by refresher training, provision of learning/ teaching aids, development of simplified and relevant learning material, provision of teaching kits and learning aids. Teachers shall be chosen from same communities and community support shall be sought by implementing partners for effective monitoring. An important qualitative measure is ensuring equivalence with primary education to facilitate mobility to formal education.

6.7 Budget

The total budget includes teacher salary, training costs, development cost, monitoring and evaluation cost and administrative and unforeseen costs. The total budget comes out to be 1.962 billion rupees.

Table 6.6: Total Cost Estimates					
Description	2011	2012	2013	2014	2015
Non-development cost(salary cost, teacher training cost etc)	180.97	225.72	231.38	246.93	251.71
Development cost	68.39	51.61	52.23	56.52	56.23
Supervision and Monitoring & Evaluation Cost (15% of Dev+Non Dev cost)	37.4	41.6	42.54	45.52	46.19
Administrative cost @ 5% of Dev+Non-Dev cost	12.47	13.87	14.18	15.17	15.4
Total	299.24	332.79	340.33	364.13	369.52
Un-fore seen cost @15% of total	44.89	49.92	51.05	54.62	55.43
Total Plan cost (Rs. In Millions)	344.12	382.71	391.38	418.75	424.95

The breakdown of the total cost by various literacy centers and NFBE centers is given in the table below:

Table 6.7: Breakdown of the Total Cost					
Description	2011	2012	2013	2014	2015
Adult Literacy Centers					
Non-development cost(salary cost, teacher training cost etc)	102.33	132.15	140.31	150.27	150.97
Development cost	25.58	33.04	35.08	37.57	37.74
Supervision and Monitoring & Evaluation Cost (15% of Dev+Non Dev cost)	19.19	24.78	26.31	28.18	28.31
Administrative cost @ 5% of Dev+Non-Dev cost	6.4	8.26	8.77	9.39	9.44
Total	153.49	198.23	210.46	225.41	226.46
Un-fore seen cost @15% of total	23.02	29.73	31.57	33.81	33.97
Total Cost for ALCs (Rs. In Millions)	176.51	227.97	242.03	259.22	260.42
Quranic Literacy Centers					
Non-development cost(salary cost, teacher training cost etc)	7.14	8.11	8.41	8.75	9.09
Development cost	1.83	2.08	2.16	2.24	2.33
Supervision and Monitoring & Evaluation Cost (15% of Dev+Non Dev cost)	1.35	1.53	1.58	1.65	1.71
Administrative cost @ 5% of Dev+Non-Dev cost	0.45	0.51	0.53	0.55	0.57
Total	10.76	12.22	12.68	13.19	13.71
Un-fore seen cost @15% of total	1.61	1.83	1.9	1.98	2.06
Total Cost for QLCs (Rs. In Millions)	12.37	14.06	14.58	15.17	15.77

Community Literacy Centers (Skill)					
Non-development cost(salary cost, teacher training cost etc)	57.6	69.7	66.24	70.85	73.92
Development cost	30	4.05	2.03	3.24	2.16
Supervision and Monitoring & Evaluation Cost (15% of Dev+Non Dev cost)	13.14	11.06	10.24	11.11	11.41
Administrative cost @ 5% of Dev+Non-Dev cost	4.38	3.69	3.41	3.7	3.8
Total	105.12	88.5	81.92	88.91	91.3
Un-fore seen cost @15% of total	15.77	13.27	12.29	13.34	13.69
Total Cost for CLCs (Rs. In Millions)	120.89	101.77	94.21	102.24	104.99
NFBE Schools					
Non-development cost(salary cost, teacher training cost etc)	13.91	15.76	16.43	17.05	17.72
Development cost	10.98	12.44	12.97	13.46	13.99
Supervision and Monitoring & Evaluation Cost (15% of Dev+Non Dev cost)	3.73	4.23	4.41	4.58	4.76
Administrative cost @ 5% of Dev+Non-Dev cost	1.24	1.41	1.47	1.53	1.59
Total	29.87	33.84	35.28	36.62	38.06
Un-fore seen cost @15% of total	4.48	5.08	5.29	5.49	5.71
Total Cost for NFBE Schools (Rs. In Millions)	34.35	38.92	40.57	42.12	43.77

6.8 Monitoring Indicators and Evaluation

Monitoring and evaluation has been assigned due importance in Literacy and NFBE schools. An effective and foolproof system of monitoring and evaluation is being institutionalized from provincial to grass roots level. All quantitative and qualitative indicators will be monitored by the monitoring agency which may be enlisted as under:

- Percentage of teachers having the required academic qualification
- Student-Teacher Ratio
- Percentage of the population aged 15+ years that is literate
- Literacy Gender Parity Index: ratio of female to male literacy rates
- Verification of the Literacy Center and NFBE school record
- The teaching methodology of the teacher as per given trainings
- Random Question/Answers by the monitors in the LCs
- Facilities like water, shadow, toilets (separate for M/F) at the given LCs
- Logistic arrangements in the center
- Access to both male and female learners especially for the females

Baseline evaluation, Periodic/Formative, Summative Evaluation along with interim evaluation of the achievements will be responsibility of the Directorate with the help of EDO (Community Development) which would decide and take measures to run scheme in the best interest of the project and public. The budget for the evaluation will be earmarked in the monitoring and evaluation head.

7. Institutional Capacity Building

The capacity assessment of the District Education Department and its future requirements were discussed with the education managers. Following areas were identified:

- **Planning & Analysis**

Various tiers of education managers and administrative staff needs to be trained on developing annual work plans at provincial, tehsil, union council, and school level. In addition the senior education managers should be able to assess the capacity needs of teachers and supervisors, and plan accordingly for improvement in quality of education.

- **School/Center Monitoring**

Monitoring of schools is a very weak area in the province. It is reduced to administrative checks and document/ register review. The Provincial Education Department needs to be trained in developing and implementing a monitoring system which effectively informs the education managers of the performance of the schools and centers.

- **Information Management and IT Skills**

The Provincial Education Department does not have the capacity to effectively use the EMIS. The decisions are still being made on the basis of fragmented data recorded in registers and files. As a result data accuracy is a problem and its timely availability is an issue as was found during the Provincial EFA Plan development exercise. Support is required from BEMIS to organize training for the relevant Provincial staff in information management and use. IT skills are weak and hence a lot of time is wasted in reporting and updating information. Education Department needs to be provided comprehensive training in using Microsoft Office and corresponding through email.

- **Communication and Reporting Skills**

Communication skills have assumed a high importance in today's world. Top management invariably requires brief presentations rather than long narratives and reports. The Provincial Education Department needs training both in developing effective reports and in making presentations that are concise and informative. The IT skills training should be able to feed into this need as well.

- **Research and Development Center**

Research and Development Center is proposed at the provincial level. Its scope of work may include proposing revisions to curriculum, providing guidelines to develop activity based text books, and proposing recommendations to making education and literacy more relevant. The center may conduct research on devising improvements in assessment and testing, and developing effective monitoring and supervision systems among other topics.

- **Other**

A detailed analysis of the capacity building requirements of the Provincial Education Department is required to ascertain their needs in transport, communication facilities, computers, photocopying and other hardware that may be required. A need analysis could be done through experts from BoC, PITE with the support of international agencies working in education in the province. If the EFA interventions are to be sustained and their quality improved on an on-going basis, it is essential that the implementing departments be supported in capacity enhancement and institutional support at the provincial level.

At the provincial level, various sections like Balochistan EMIS and Teacher Education Institutes need to be supported with capacity building measures.

8. Budget

8.1 EFA Budget

ECE and Primary Education

The year-wise and total budget for the three sub-sectors during 2011-15 is summarized in this section. ECE and primary Schools Budget is to be allocated to the Education Department whereas the Literacy Budget is to be allocated to the Directorate of Literacy and NFBE (Social Welfare Department).

Table 8.1: ECE	2011	2012	2013	2014	2015	Total
Boys	890.340	1,141.140	1,391.940	1,642.740	1,893.540	6,959.700
Girls	767.652	983.040	1,199.040	1,415.040	1,631.040	5,995.812
Total (Rs. in millions)	1,657.992	2,124.180	2,590.980	3,057.780	3,524.580	12,955.512

The primary sub-sector budget covers a number of interventions including upgrading of primary schools to the elementary level. Three teachers have been allocated to activate each non-functional school. Similarly three teachers have been budgeted for establishing each new primary school. Teachers and non-teaching staff for upgrading primary schools have been budgeted separately in the appropriate budget line. Additional teachers have been budgeted to meet the existing shortage of teachers in primary schools and primary sections of middle and high schools.

Table 8.2: PRIMARY	2011	2012	2013	2014	2015	Total
BOYS						
Activate NF Schools	25.200	50.400	75.600	100.800	126.000	378.000
Establish New Schools	1,143.560	1,309.160	1,474.760	1,640.360	1,805.960	7,373.800
Provide Missing Facilities	1,197.262	1,197.262	1,194.786	1,194.726	1,194.726	5,978.762
Provide Additional Teachers	13.440	26.880	40.200	53.520	66.840	200.880
Teachers/HT Training	90.316	90.316	90.316	-	-	270.948
School Library	15.530	15.530	15.530	15.520	15.520	77.630
Upgrade Primary Schools to Middle	4,446.240	6,296.480	8,146.720	9,987.540	11,833.860	40,710.840
Sub-Total	6,931.548	8,986.028	11,037.912	12,992.466	15,042.906	54,990.860
GIRLS						
Activate NF Schools	19.080	38.160	56.880	75.600	94.320	284.040
Establish New Schools	1,949.024	2,231.264	2,515.990	2,798.590	3,081.190	12,576.058
Provide Missing Facilities	338.354	338.354	338.004	338.004	337.904	1,690.620
Provide Additional Teachers in Existing Primary Schools	38.640	77.280	115.920	154.440	192.960	579.240
Teachers/HT Training	44.332	44.332	44.320	-	-	132.984
Libraries in Existing Primary	5.700	5.700	5.700	5.690	5.690	28.480

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Schools						
Upgrade Primary Schools to Middle	3,975.240	5,629.480	7,283.720	8,937.960	10,582.780	36,409.180
Sub-Total	6,370.370	8,364.570	10,360.534	12,310.284	14,294.844	51,700.602
Total (Rs. in millions)	13,301.918	17,350.598	21,398.446	25,302.750	29,337.750	106,691.462

It is recommended that the Education Department should be provided capacity building and institutional support funds commensurate with their annual budgets. Capacity is required to be enhanced in information management, planning, monitoring, and reporting at the provincial level. The sustenance and quality of direct interventions will be ensured only through building the capacity of the department on an on-going basis. The capacity building budget has been computed on the basis of 1% of the annual budget for ECE and Primary Education.

Table 8.3: INSTITUTIONAL CAPACITY BUILDING	2011	2012	2013	2014	2015	Total
District Education Department	149.599	194.748	239.894	283.605	328.623	1,196.469

A total of 120.843 billion rupees (US\$ 1.439) are required during 2011-15 for the province to meet the EFA targets in ECE and Primary Education.

Table 8.4: Total Budget-ECE and Primary Education						
Description	2011	2012	2013	2014	2015	Total
ECE	1657.992	2124.180	2590.980	3057.780	3524.580	12,955.512
Primary	13301.918	17350.598	21398.446	25302.750	29337.750	106,691.462
Institutional Capacity Building	149.599	194.748	239.894	283.605	328.623	1,196.469
Total (Rs in millions)	15,109.509	19,669.526	24,229.320	28,644.135	33,190.953	120,843.443

The private sector is expected to cater for 20% of ECE requirements. In Primary Education, the private sector is again expected to invest 20% of the required budget for establishing new primary and elementary schools. The public sector will build and operate 80% of the new primary and elementary schools required and be responsible for all the other interventions including provision of missing facilities, training, meeting teacher shortage in existing schools, activating non-functional schools etc.

The public sector budget for ECE, Primary Education and capacity building comes out to be 98.838 billion rupees (US\$ 1.177 billion).

Table 8.5: Total Budget ECE and Primary Education-Public Sector						
Description	2011	2012	2013	2014	2015	Total
ECE	1326.394	1699.344	2072.784	2446.224	2819.664	10,364.410
Primary	10999.105	14257.321	17514.208	20629.860	23876.992	87,277.486
Institutional Capacity Building	149.599	194.748	239.894	283.605	328.623	1,196.469
Total (Rs in millions)	12,475.098	16,151.413	19,826.886	23,359.689	27,025.279	98,838.365

The Public Sector budget has been sub-divided into Development and Recurring Budgets.

Table 8.6: Public Sector Development & Recurring Budget			
Description	Development	Recurring	Total
ECE	5,602.234	4,762.176	10,364.410
Primary	38,418.302	48,859.184	87,277.486
Inst Capacity	1,196.469	-	1,196.469
Total (Rs in millions)	45,217.005	53,621.360	98,838.365

Literacy

The Literacy budget with breakup of budget heads is given below:

Table 8.7: Cost Estimates (Rs. In Millions)	2011	2012	2013	2014	2015	Total
Non-development cost(salary cost, teacher training cost etc)	180.97	225.72	231.38	246.93	251.71	1,136.71
Development cost	68.39	51.61	52.23	56.52	56.23	284.97
Supervision and Monitoring & Evaluation Cost (15% of Dev+Non Dev cost)	37.40	41.60	42.54	45.52	46.19	213.25
Administrative cost @ 5% of Dev+Non-Dev cost	12.47	13.87	14.18	15.17	15.40	71.08
Total	299.24	332.79	340.33	364.13	369.52	1,706.02
Un-fore seen cost @15% of total	44.89	49.92	51.05	54.62	55.43	255.90
Total Plan cost	344.12	382.71	391.38	418.75	424.95	1,961.92

The total Literacy budget is 1.962 billion rupees (US\$ 23 million). The total EFA Plan budget is 122.805 billion rupees (US\$ 1.462) while the public sector budget is 100.800 billion rupees (US\$ 1.2 billion).

8.2 Education Sector Allocation and Expenditure – Historical Trends

According to the data available from government sources, the average annual expenditure on education comes out to be Rs. 6,513 million while the corresponding expenditure on Primary Education is Rs. 2,253 million. The education sector expenditure covers both revenue and development while the primary expenditure figure is for revenue expenditure only with no expenditure on development.

Table 8.9: Education Sector Expenditure		
Year	Education Sector	Primary-Current
2000/01	3,828	1,601

2001/02	3,960	1,676
2002/03	4,343	1,596
2003/04	5,209	1,817
2004/05	5,842	1,791
2005/06	6,086	1,852
2006/07	7,223	2,420
2007/08	7,496	2,452
2008/09	9,476	3,307
2009/10	11,663	4,019
Total (Rs in Million)	65,126	22,531

Provincial Education Department

The Finance Department, Government of Balochistan has provided information for three years on allocation and expenditure in education sector. The information is detailed in the table below:

Table 8.10: Education Sector Allocation/Expenditure		
YEAR	ALLOCATION	EXPENDITURE
Education Non Dev Provincial		
2009-10	2,804.216	2523.160
2008-09	2,273.072	2,133.693
2007-08	1,068.838	1,238.059
Education Non Dev Districts		
2009-10	10,025.332	10,003.556
2008-09	8,562.632	8,321.584
2007-08	7,127.859	6,001.155
Development Grants & Expenditure		
2009-10	2,420.003	2,420.003
2008-09	1,047.534	1,047.534
2007-08	1,960.834	710.499

Figures in Million Rs

Re-appropriation of Accounts,

Finance Department, Govt of Balochistan

The trend shows that both Non-Development and Development Budgets have shown an increase from 2007-08 to 2009-10.

The PSDP allocations for primary and middle sections are shown in the table below.

Table 8.11: PSDP Allocations		
Year	PSDP Allocation- Primary	PSDP Allocation- Middle
1999/00	140.493	193.469
2000/01	5.267	4.716
2001/02	13.405	7.210
2002/03	315.38	400.488
2003/04	302.331	314.495
2004/05	218.585	581.051
2005/06	510.124	826.313
2006/07	394.949	765.756
2007/08	564.042	996.505
2008/09	871.273	404.668
2009/10	909.238	274.955
Total (Rs in Million)	4245.087	4769.626
<i>Average Annual Allocation (Rs in million)</i>	385.917	433.602

Provincial Education Department/UNESCO

The total development budget for ECE and Primary Education is 45,217.005 billion rupees during 2011-15 at an average resource requirement of about 9.043 billion rupees per annum. On the other hand, the annual average development allocation for primary education is only 386 million rupees. The annual shortfall therefore is 8.657 billion rupees. This shortfall shall have to be made through resource mobilization at provincial and national levels, and from the donor community.