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Final Report
for
Delivery Order No. Eleven
under
Contract No. PDC-1109-I-07-7118-00

Second of Two Reports

**An Analysis of the Structure and Functions
of the Directorate of Elementary Education**

**Balochistan Province
USAID/Pakistan**

Submitted by

EDC

Education Development Center, Inc.

Consulting Team:

Joseph V. Alessandro
Michael Chiappetta

Spring 1990

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DRAFT FINAL REPORT

**Organization and Management Consultants
Primary Education Development Program
Balochistan**

March - May, 1990

Submitted by:

EDUCATION DEVELOPMENT CENTER, INC.

**Joseph V. Alessandro
Michale Chiappetta**

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DRAFT FINAL REPORT Organization and Management Consultants

1. Introduction

The purpose of this report is to lay out an organizational and management pattern and a strategy for getting to it, by which the Government of Balochistan can implement the goals of the Primary Education Development Program. It would serve no purpose to review here the state of affairs in primary education in the province, but the reader is invited to examine the BIBLIOGRAPHY, ANNEXES I, II, III, IV, V, VI, VII and VIII for a presentation and analysis of data which may be useful in understanding the seriousness of the problems to be confronted and in contemplating strategies for meeting and resolving those problems. ANNEX IX simply reflects the magnitude of the goals of the Program in statistical terms but, unfortunately, there is no comparable table to describe the qualitative changes which must occur if primary education is to make a contribution to the general development of the province.

The Primary Education Development Program is an innovation in bilateral aid in that it includes features designed to guarantee that changes undertaken within its time and resource frame could be absorbed within the future administrative and budget frame of the Department of Education. In its earliest stages it was even projected that funds from USAID would be comingled in the general primary education budget of Balochistan. Subsequent events have made that impossible, but it is still the hope of USAID that the GOB will, through its mandated increases in budget, absorb into its recurrent budget the changes and additions brought about through the Program. USAID, and sometimes the GOB, have assiduously avoided the word "Project" and both have agreed that the proposed Directorate of Primary Education is not and will not become a "Project Implementation Unit".

Within the administrative and management reality of the present Department of Education, portrayed in ANNEXES X, XI and XII, the Program must create new administrative relationships which will make possible the professionalization of that department. (See ANNEX XV.) Even so, this report suggests an organizational scheme, a significant change in the job descriptions of officers in the enterprise and a management process which hold out some hope that primary education can make a contribution to the improved welfare of the province (See Annex XVI). As will be stated later, these consultants believe that improvement of the quality of education may be a more important variable than expanded access to schooling in

increasing the positive impact of primary education. This report, therefore, suggests some organizational changes which may professionalize the enterprise as well as to increase its capacity to attend to more children. Given the resource constraints of the Program and the realistic recurrent costs to be borne by the GOB, if a choice is to be made between expansion or improvement, these consultants come down on the side of improvement, and that choice is reflected in the recommended organization.

The GOB and USAID are confronting the usual difficulties which attend the initiation of an ambitious program of change. Since USAID has made it a precondition for initiation of the program that the GOB embark on a series of administrative changes, there is an opportunity to create new patterns of authority and responsibility and to infuse the administrative framework with a professional component. As the parties wrestle with innovations such as horizontal communication and authority, delegation of responsibility and professional evaluation of job performance, there will be ample opportunity for all to exercise patience and understanding, and hopefully, courage.

This report is organized as follows:

1. Introduction
2. Assumptions underlying the Recommendations
3. Recommendations
4. Functions of a new Directorate of Primary Education
5. The Ideal State (2000 AD)
6. Transitional Steps
7. Costs, Existing and Projected
8. Annexes

2. Assumptions Underlying the Organization and Management Scheme

The major assumption made by the consultants is that the Department of Education is serious about organizing itself to improve primary education in Balochistan. The level of seriousness will have to be sufficient to withstand objections and resistance from units and individuals in the Department

whose immediate security and responsibilities may be threatened by changes in organization, or whose performance may be measured against new expectations. The second major assumption, which affects the priority for assignment of funds to the Program, is that improving the quality of education may be as important as increasing access to schooling. (In a separate debriefing with the Secretary, Planning and Development, the consultants found support for this idea.) This assumption supports a strategy of experimentation and innovation in the widely dispersed areas, and especially in the urban areas where experimentation and innovation can be more easily managed. This assumption leads to a strategy of improvement of instruction through strengthening and professionalizing the positions of SDEO, Supervisor, and Head Teacher, positions intimately connected with professionalizing the educational process.

The third assumption is that the GOB is serious about and understands the implications of professionalizing the Directorate of Primary Education. While the consultants did not encounter absolute resistance to the idea, they did encounter the mindset that all government departments are essentially alike, including the nomenclature given to positions at all levels of the establishment (an exceedingly important word). The fourth assumption is that any strategies for improvement of instruction must take into account the woefully ill-prepared teacher corps now manning the enterprise. It follows also that strategies of training have to "start where the students are," not where usual teacher training is presumed to begin. Likewise, given the low level of preparation (tenth or eighth grade and no pedagogical training) the critical insertion point for professionalization will have to be the SDEO, the Supervisor and the Head Teacher, a position to be created.

An important assumption the consultants earnestly hope is warranted is that the Department of Education is capable of accepting the idea that power and responsibility can be delegated to officers below the rank of Director. The management of the new directorate depends on delegation of authority down to the level of SDEO, and in instructional matters to the Head Teachers and Supervisors. Concomitantly, it is assumed that the Department of Education can accept the idea that some line officers are freed from administrative duties and charged with professional duties. It goes without saying that the delegated authority will carry with it delegated responsibility and accountability.

An important assumption for the successful management of the new directorate is the capacity of the new directorate to select its strategies for improvement of instruction and for location of new facilities in some reasonable response to the

concentration or dispersal patterns of the school population and a set of criteria to be developed in the province. Another management assumption is that horizontal communication and even shared responsibility is acceptable within the new directorate.

3.

Recommendations

A. One of the highest priorities for immediate action is the recruitment of personnel for the new directorate, at all levels of operation, from deputy director to head teacher. It is equally important that some designated personnel be sent for training as soon as possible so that they can take up their new duties in the second, third or fourth year of the program, and that this concern for training be maintained throughout the life of the program.

B. It is equally important that recruiting begin for the crucial field positions of SDEO, Supervisor, Learning Coordinator, and Head Teacher. A significant percentage of people for these positions should on a merit/qualifications basis be recruited rather than on the basis of seniority system in the education department. A new training program for these field positions should also be initiated as soon as possible in order to put in place a team that can manage the new program.

C. Since there is no existing pre-service training program for teachers, it is strongly recommended that the directorate search for competent agencies to develop and deliver a training program suited to the recruitment pool available to the program.

D. High priority should be given to the formation of the three councils (Primary Education Council, Instructional Council and Field Service Council) in the directorate and in the field. Early in the Program there should be a significant effort to initiate horizontal communication, authority and responsibility in order to use the full resources of the Department of Education.

E. The Steering Committee must encourage the new directorate of Primary Education to search for ways to strengthen the concept of decentralization and delegation of authority so that directorate and field officers will have the freedom to act professionally and to expect some connection between performance and reward.

4.

Related Suggestions

- A. Study the BPScale with a view to finding ways to provide salary incentives other than seniority to reward effective teaching, and to entice teachers to stay in teaching instead of moving into administration for the purposes of higher salary and allowances.
- B. Search for experimental and innovative delivery systems for primary education, especially for the remote and inaccessible regions, taking advantage of work already done by national and international agencies, e.g., Mexico, Thailand, UNESCO, Asia Development Bank, UNICEF. In addition there should be a search for new patterns of clustering teachers for outreach to isolated schools, consolidating dispersed school-age populations, using radio, correspondence, etc.
- C. Given the concentration of some two-thirds of the primary school population in six districts, develop a strategy of interventions for maximum impact on that significant group, e.g., use of head teachers, supervisors, circulation of critical teaching materials. (See ANNEX XXI for information regarding concentration and dispersal of the primary school population.)
- D. The consultants strongly suggest that the officers of the new directorate develop close communication with the political actors at all levels in the province in order to generate support for the hard decisions which will be necessary to professionalize education and to increase access of women. This includes members of the provincial assembly, regional commissioners, district chairmen and tehsil officers, professional organizations and unions.
- E. Continue to explore the transfer of teacher training from Bureau of Curriculum and Extension to some other entity. The framework suggested in this report is to put pre-service training under Colleges and eventually connect it with a BED/Primary to parallel the BEd/Secondary, but that is certainly not the only possibility. Even the University of Balochistan showed some interest in participating in pre- and in-service programs for personnel in the directorate and at higher field levels, so other possibilities such as the Open University or the Academy of Educational Management might be explored. This is an important aspect of the need to increase the status of primary education as a government sector and primary teaching as a vocation.

F. A major effort must be undertaken to generate public interest and support for increasing women's access to education.

G. The consultants suggest that there be some exploration of the private and semi-autonomous (military and railway schools) sector in primary education. It was impossible to uncover any hard data on the effectiveness or efficiency of private schooling, but there seems to be some promise in approaching the largest private enterprises for contractual assistance in training teachers, head teachers and supervisors.

H. Given the past record in primary school construction, it might be feasible to study and experiment with alternative construction methods and materials which have been used successfully in other regions of the world, even in the US.

I. As EMIS is developed in both provinces, insist that it eventually include data on instructional quality and effectiveness to assist in the development of teaching materials and in the evaluation of teaching/learning.

5.

Functions of the new Directorate of Primary Education

Using the guidelines of the Program Agreement, the new directorate will have to perform five major functions: (1) oversee an ambitious construction program involving classrooms, teachers' quarters, teacher training facilities, resource centers for in-service programs and development of field materials, (2) direct participation in the design, development, testing and distribution of new teaching materials and textbooks, (3) conduct a far-reaching and continuous program of staff development affecting all levels of the directorate from the director himself to the primary school teachers in the field, (4) manage a rapidly expanding primary school instructional program, and (5) establish a research, evaluation and planning effort which will undergird the innovations in the instructional program and provide an information base on which to base future policy decisions. (See ANNEX XVII and XVIII for a concise listing of functions.)

The organizational plan which follows will make it possible for the new directorate to perform the above-listed functions. It represents the consultants' best thinking concerning a realistic, affordable, feasible, manageable structure in the Balochistan environment. There are many features (e.g., the complete segregation of girls and boys) which the consultants

would not recommend for enterprises in other settings, but one has to take into account that this enterprise has to work in Balochistan starting in 1990.

6.

The Ideal State (2000 A.D.)

The ideal-state organization shows the following changes:

- (1) At the director level the responsibility for teacher training, especially pre-service training (which must eventually be adopted), will be shifted to the Director/Colleges to put it on a higher status level and eventuate in a BEd/Primary at the same level as BEd/Secondary;
- (2) The creation of the Primary Education Council is a critical step in the development of horizontal communication and responsibility. In the present setting the individual directorates operate relatively independently; in order to marshal the resources of the Secretariat for investment in Primary Education it seems appropriate to constitute a council, perhaps chaired by a secretarial delegate or by the additional director of primary education, but definitely including representation from the directorates of colleges, curriculum and extension and the textbook board, whose primary responsibility will be setting priorities for the expansion and improvement of the primary education program and making claim to the resources of the other directorates in the implementation of specific parts of the program. This is a new concept in shared responsibility and setting of priorities for the directorates in some shared fashion, a concept which will have to be developed and sustained throughout the life of the program. Without some authority the council will be a hollow institution and will become another discussion committee.
- (3) The deputy-director level takes on a significant professional coloring in the presence of the Deputy Director for Support Services and the Deputy Director for Educational Services (See ANNEX XVI for job descriptions.). For the first time there will be representation of professional education concerns at the highest administrative level; in addition, these two Deputy Directors will have direct professional supervision of the Deputy

Divisional Education Officers (Instruction) who will be key field management officers.

The consultants believe that the Primary Education Directorate can be greatly strengthened by fully integrating women in to all levels of the organization. The consultants recognize that for socio-cultural reasons separate gender schools with their separate gender supervisors may need to continue for some time. Therefore there may still have to be a separation in to male and female lines of supervision but the consultants strongly urge that the divisions into gender separate lines of supervision and authority be placed as far down in the organizational structure as possible, preferably below the division level.

The consultants also, therefore, strongly recommend that gender integration in as many levels as possible, starting with the Deputy Director position begin now as the new Directorate is being formed and continue at a deliberate pace until the Directorate is fully gender integrated.

The consultants note with pleasure that the Program Steering Committee has already approved the annual work plan for 1989/90 which contains two activities directly related to this matter: Annual Plan activity number: "5.1.12.1 Female Promotion Plan. Develop a plan for the promotion of female staff so they can assume policy and decision making positions at provincial, divisional, and district levels."

"Activity Number: 5.1.12.2: Female Study Tours". Six study tours will be conducted as follows. One female principal of the CEE will go to a Third World country to study teacher training colleges. Two senior CEE staff will visit training centers, one going to the U.S. to see explicit teaching methods being used in primary schools, and one to a Third World country where outcome-based education exists. One senior policy person should take part in a management and training program in the U.S. Two high school or primary school principals should go to a country where they can learn about school management and schools as a community resource.

(4) At the Divisional level, the administrative functions will reside in the Divisional Education Officer and his Deputy Divisional Education Officer (Adm), but, more importantly, the new organization calls for a new deputy who will be exclusively engaged in professional (instructional) pursuits. He will be the key channel for implementing field programs authorized by the directorate; he will also be the key person for energizing the instructional councils which can bring to bear resources from the Bureau of Curriculum and the Directorate of Colleges. Official action will be required to bring into being the Instructional Councils, which the consultants regard as the most important addition to the professionalizing of primary education. These councils, probably chaired by the Deputy Divisional Education Officer/Instruction, should be comprised of field representatives of Curriculum, Colleges and the Textbook Board. They should be empowered to address field problems of an

instructional nature and to make claim on the time and facilities of the various directorates.

(5) The key professional manager will be the Sub-Division Education Officer who will be the immediate superior to the team of supervisors and head teachers, the professional field team having direct contact with the teachers.

(6) The new organization is most distinctive for its conversion of supervisors and learning coordinators from inspectors to supervisory professionals. This will necessitate a new perception of role and an extensive retraining effort for the existing corps of supervisors. Staff development plans include a continuing effort to recruit and train a much enlarged corps of supervisors. In addition the management plan includes the establishment of supervisory head teachers. It is envisioned in this plan that supervisors and head teachers will carry out the program necessary to improve the quality of education throughout the province. The establishment of six field service councils will be an important device for establishing a professional climate for supervisors and teachers. In addition, it is hoped they will become vehicles for assisting in the development and distribution of teaching materials. In each division a field service council should be created, probably under the chairmanship of a senior supervisor, with membership of representatives of head teachers, subject specialists and personnel from the newly created resource centers. Their agenda would be the day-to-day problems encountered by supervisors and teachers as they are engaged in the actual management and instructional processes of the schools.

(7) The establishment of the deputy directorship in research, evaluation and planning is an attempt to highlight the need to broaden the usual planning office to include the evaluation of materials, methods and personnel in the educational enterprise, and to engage the directorate actively in the design and production of facilities, equipment and teaching materials. As the new directorate engages in innovative and demonstration activities purportedly to improve the quality of education, it will be increasingly important to generate research findings which verify effectiveness and efficiency.

It is important to signal at this point that the consultants do not assert that the organization described herein is the only desirable pattern for the directorate of primary education, but its general lines should be used to test the capacity of any organization plan to carry out the required functions of that directorate.

7. Transitional Steps

The consultant team sees five areas in which a program of changes will have to be undertaken in order to realize the creation of a new and effective Directorate of Primary Education:

- A. Recruitment of personnel for the new directorate and field staff levels.
- B. Development of management patterns to handle the new programs of school construction, training and development of new teaching materials.
- C. Conduct of a far-reaching and continuing training program for incumbent and recruited personnel at the directorate and field levels (negotiation and supervision of contracts).
- D. Establish a research, evaluation and planning unit.
- E. Oversee the development of new teaching materials, including the revision of existing curriculum and textbooks (negotiation and supervision of contracts and supervision of Education personnel).

A. In the first instance, the Secretariat, with the effective participation of the new Additional Director/Primary Education Program, must promptly begin the recruitment of key personnel in the new directorate, especially at the Deputy Director, Deputy Division Education Officer, Supervisor and Head Teacher levels. In some instances this recruitment should begin with in-province, in-country, third-country or US training. It could be that some parts of the program may have to be scheduled for initiation in the third or fourth years, waiting for the selection and training of key officers (e.g., the establishment of some resource centers).

B. From a management point of view it will be extremely important that the secretariat establish some new patterns for handling the construction component of the program. In the organization suggested by the consultants it will facilitate matters if the Deputy Director/Research, Evaluation and Planning be delegated the authority to oversee the construction and facilities activities. A team of responsible officers, including SDEO's and Division Education Officers, could be constituted as a construction and facilities board or council which could establish priorities and assist the Deputy Director in the supervision of implementation contracts. Likewise, in the case of the development of teaching materials, the Deputy Director/Educational Services could be empowered to act, with the support and advice of a comparable council or board including field officers. In the training component of the program the Deputy Director/Support Services could be named to manage the continuing effort to train new and incumbent personnel.

C. Staff Development Plan

Since the fully staffed Directorate of Elementary Education will gradually be phased into place over a period of time some lead time will be available to plan and conduct training programs. Training will be crucial to the success of the new Directorate. Personnel assigned to the new Directorate of Elementary Education will need training to sharpen their skills to function as efficient school administrators and professional education technicians. The new Directorate should do everything in its power to place trained teachers in all newly constructed and renovated school buildings. The Directorate should provide orientation training for all personnel joining the New Directorate.

The training needs of personnel in the new Directorate might change as experience is gained but presently several types of training are envisioned: administrative study tours, skills development training, formal training and training for the children's teachers. Careful planning should start immediately, groups and individuals must be selected for training, training agencies must be identified and training programs designed to meet the needs of participants.

Administrative Study Tours

The Additional Director of Elementary Education, Deputy Directors of Educational Planning, Research and Evaluation, Support, and Administrative Services will need administrative training. They must fully realize the magnitude of the mission to be undertaken by the new Directorate of Elementary Education. This could be achieved by sending this group to the United States on a two month educational tour. The group would be taken to a Department of Education at the State level. Here they would see the structure and professional personnel who formulate policy, establish guidelines and provide administrative and technical support services to school districts. The group would study the mission of the Directorate of Elementary Education, the structure and observe personnel at work performing their functions and responsibilities. The group would then move on to a school district and observe the structure as well as its interworkings and close collaboration with the State Department of Education. This brief tour would provide an awareness of the way a Directorate performs its functions and how a group of highly trained professionals work in the interest of providing the best possible education for children.

Skills Development Training

A key to improving the instructional process in the elementary education school classrooms is for the Directorate to

place all schools of four to five teachers under the direct leadership and supervision of a Head Teacher. School leadership and skills development training would be provided to assist them assume complete responsibility for the educational programs of these elementary schools. The training would provide expertise in one of the elementary school subject matter disciplines as well as a comprehensive body of knowledge relative to leadership, management and classroom supervision. The main thrust of training would be to increase the capacity of Head Teachers to provide direct leadership and technical knowledge to elementary school teachers.

Elementary education supervisors need to be provided training in the fundamentals of classroom supervision. Emphasis should be on the broader concept of supervision to include the provision of an array of professional growth activities to teachers in addition to classroom visits and an evaluation of the teacher performance.

Training would be needed for District Elementary Education Officers assigned administrative tasks (See ANNEX XX for Professional, Technical and Administrative skills needed.) There are approximately twenty of these DEEOs. This training would consist of a firm grounding in the philosophic conception of elementary education with consideration of its major aims, issues and convictions of basic values it would seek to achieve. Emphasis would be given to training of personal effectiveness and leadership. These qualities would be demonstrated in both the speaking and writing skills of the DEEOs as well as the way they work with other individuals, with groups, and with the general public. Training would further focus on principles of school finance, techniques of school administration, planning and school evaluation.

A different kind of training would be provided the twenty DEEOs working on the instructional side. They would be given basic skills development training on how to develop a comprehensive supervision program and how to relate it to elementary school teachers. Emphasis would be on ways to assist supervisors carry on the main task of supervision and to support Head Teachers in their schools.

Training For the Children's Teachers

Balochistan is the only Province in Pakistan which permits teachers to teach in elementary school classrooms without a single hour of teacher training. This has created a back log of approximately 7000 untrained teachers. The Directorate must deal with this problem almost immediately. They must offer, as

soon as possible, "catch up" training while at the sametime, make every attempt to phase in pre-service training once again in the Government Elementary Teachers Colleges. It is imperative that the Directorate work itself out of this vicious cycle as quickly as possible.

The love for teaching must be restored in the hearts of elementary school teachers in this province and it can be done by gearing training toward the basics and by connecting performance with reward (See ANNEX XXI for incentives and awards for elementary education school teachers.). The training must provide insights and understandings of the pyschological, historical, social and human development foundations upon which elementary education rests. Teacher trainers who themselves have been great teachers must instill in elementary school teachers the excitment of teaching, a compassion for children and the satisfaction received from helping one achieve. In addition, the training program must provide both general and professional knowledge, for teachers must know what to teach before learning how to teach.

There must be grave concern for the approximately 6000 teachers who have had a sprinkling of training but need refresher courses to assist them maintain and go beyond their skills training and knowledge. Serious thought should be given to the development of a series of demonstration shools where teachers might observe good teaching in action. For some teachers this is a very effective way of learning methodology and classroom management. For some it might be the best form of training.

Needed is a B.ED in elementary education for elementary school teachers. There is need to provide status for elementary school teachers. It will be impossible to create enthusiam and dedication among elementary school teacher until professional upward mobility for teachers as teachers is provided. This possibility should be more fully explored. Hope for acquiring qualified elementary education teachers and future staff members for the Directorate with an elementary education orientation rests with the creation of such a program.

Formal Training

The elementary education system indicates clearly that it is in need of diverse specialists to function in related educational fields. The high dropout and repeater rates would indicate serious deficiencies in the delivery system of elementary education. As enrollment increases so will the problems. This should be anticipated and promising young educators should be selected and sent on for training. There is

an urgent need in the Directorate for trained guidance and counseling specialists. As soon as possible there should be at least one per District. For the time being one per division would be an excellent beginning.

There is a similar need for a school psychologist per division preferably one per district. They would be involved in establishing a testing program which is long overdue in the elementary education system.

The Directorate will have a research and evaluation component. There is a need to select and send at least two worthy candidates in research and two in school evaluation off for training. They would be assigned to the Planning, Research and Evaluation unit to build a strong research and evaluation program.

As the Directorate continues its work other needs for specialized resources will be evident. However, for the present, the challenge for the Directorate is to plan for training and get it on the way as soon as possible (See ANNEX XIX for the staff development plan.) Above all, it must experiment with all kinds of training schemes, searching for the programs which give good results, take less time to administer and have the capacity to reach large numbers.

Cost Estimates

An estimation of training costs was made on an educated guess of actual costs. Whereas local costs might be near going rates, international training costs might be on the high side depending on the universities selected for this type of specialized training.

(a) Administrative Study Tours

1. New Directorate Administrative Staff

Duration = approximately 60 days; Number of groups = 1; participants per group = 5. International travel; approximately \$3000 per participant x 5 = \$15000. Per diem (average of \$100 per day); \$100 x 60 = \$6000; \$6000 x 5 = \$30,000. Domestic travel #300 per participant. \$300 x 5 participants = \$1500. Contribution to universities for programming the educational study tour \$1000 per participant. \$1000 x 5 = \$5000 x two universities = \$10,000. Total cost would be approximately \$56,500.

(b) Skills Development Training**(1). Head Teachers**

Duration = one semester; number of groups = 16, participants per group = 20. Total number of participant days = approximately 60. Cost = Rs 2000 per participant; Rs.2000 x 380 Head Teachers = Rs 760,000.

(2). Supervisors

Duration = 1 semester; Number of groups 10; participants per group = approximately 20. Total number of participant days = 60. Cost Rs 2000 per participant; Rs 2000 x 192 = Rs 384,000.

(3). District Elementary Education Officers

Duration = 1 semester; Number of groups = 2; participants per group 20. Cost Rs 2000 per participant; 40 x Rs 2000 = Rs 80,000.

(4). Elementary Education Teachers

Duration = One full academic year; number of groups = 30; participants per group 20. Cost per participant = Rs 3000. 600 teachers x Rs 3000 = Rs 180,000.

Total cost of Skills Development Training

Rs = 1,404,000..

(c) Formal Training**1. Specialist Staff**

Duration = two academic years + summer sessions.
 Number of participants = 16. International travel = \$3500 per participant; \$3500 x 16 = \$56,000. Per diem costs per year approximately \$12,000 per participant; 2 years = \$24000; \$24,000 x 16 = \$384,000. Book allowances = \$500 per term = \$1500 x 16 = \$24000 x 2 years \$48,000. Thesis preparation allowances = \$400; \$400 x 16 = \$6800. Tuition = \$10,000 per year; \$10,000 x 16 = \$160,000. 160,000 x 2 years = 320,000. Total cost = \$809,800.

Total cost of all types of training = \$930,409.

D. Establishment of a Research, Evaluation and Planning Unit

It is strongly felt that the New Directorate of Elementary Education will need a strong research and evaluation unit if it is to achieve a turnaround in the delivery of elementary

education to the youth of Balochistan Province. It will not be able to justify further an elementary education system which forces students out of the system in the early grades and middle grades. The New Directorate will need to probe deeply for the causes of such high wastage and inefficiency in the system.

An assessment of research needs could be made and a systematic approach devised to carry it forward. Emphasis might be on the problems impinging upon the instructional process at first then a focus on related problems such as curriculum revision, instructional materials relevancy and others. The research staff might encourage supervisors, head teachers and even teachers to engage in ongoing experimentation studies in the classroom. The research unit might try to arouse an interest in educational research at the staff level of the GCET's as well as the Department of Education, the University of Balochistan. This would begin to bring forth the kind and quantity of empirical data needed to plan strategies for elementary education improvement.

There is a strong feeling by educators as well as other interested persons in the Province that the curriculum is not suited to students needs, that textbooks are not an effective tool for teaching and that the teacher education curriculum fails to produce professional teachers. The controlling agencies responsible for the formulation of curriculum and textbooks do their job to the best of their abilities and even do occasional field checks but there is no specific empirical data to show the effectiveness of these essential aspects of the educational program.

It is imperative that the New Directorate take steps to provide research which will examine the relevance of curriculum and instructional materials for presentation to the appropriate agencies in the interest of change and continuous revision. Industrial enterprises maintain a strong research and development component to keep their products on the cutting edge of the competitive markets. It would seem that the Directorate, like industry, will need to engage in continuous research and development to provide the best education possible for its clientele. The hope for Balochistan's youth and the success of the New Directorate will depend on its ability to analyze its weaknesses and to take corrective measures.

There will be a need for evaluative services of different types. The management and instructional delivery systems in the Directorate will need evaluation frequently. The performance of the teacher as well as the supervisor will need to be examined. The evaluation of student progress will especially need to be assessed. The time might be appropriate for a

complete rethinking of student evaluation. It might be time to develop confidence in semester exams based on classroom content. Evaluation procedures for various measurement purposes needed in the elementary education system could be initiated and developed cooperatively through the research and evaluation units.

The New Directorate will need all of the skills possible to begin to restore the elementary education system. Research and evaluation capability will be crucial in assisting this restoration process. If the Directorate realizes the importance of research and its findings and facilitates its work, there is hope for complete recovery of the system.

E. Development of Instructional Materials

The development of instructional materials for use by elementary teachers would contribute greatly to their capacity to impart knowledge and its practical application. In Balochistan Province there is an urgent need for such materials due to the complete lack of pre-service training for beginning teachers. The New Directorate must set up shop to produce an array of useful materials for elementary education teachers. There is a golden opportunity for the support services unit to experiment with teachers and students in the use of such materials. In time others could be asked to assist the development of such materials. The new proposed Resource Units could become engaged in the production of instructional materials and have a continuous display of them for teachers and supervisors to observe. The pedagogical staff of the GCETS could become aware of such a need and begin to produce such materials with their students. This would provide a wide variety of ideas and that is what novice teachers need to build an effective style of teaching.

It is clear that well designed instructional materials supplement textbooks, and the teacher lecture. They are especially effective in assisting the presentation of concepts which are sometimes difficult to get across by just telling. Since teachers in the elementary education system, especially in the rural areas, are assigned a classroom without prior teacher training, they would be in need of a basic teaching kit. The main objective of such a kit would be to assist teachers organize the class, plan for teaching and to learn procedures for the delivery of the lesson. For the early grades the kit could suggest a step by step approach to reading readiness and eventual beginning reading program. Such a kit would give some guidance to an inexperienced teacher, should be prepared, tested, and refined for distribution to all beginning teachers.

There is a need for supplemental reading materials for students at all grade levels to assist teachers meet the wide range of learning abilities. There is a need to assess the utility of present textbooks and supply of instructional materials in terms of content relevancy, level of difficulty, interest and attractiveness to students. This information would form the base for the production of more effective instructional materials.

In addition to home made materials good elementary teachers need an abundance of throw away items and materials in the vicinity of the school environment. Discarded shoe boxes, egg crates, popcycle sticks, soda pop bottle caps and other such items are great teaching aides. For the teachers of science there is a vast arena of natural related science objects from which to choose. Supervisors must encourage teachers to collect and use such aides and must assist them to find sources for the collection of such useful items.

Teachers can also produce instructional materials and should be encouraged to do so. The development of units around interesting themes and topics is a most effective tool for teaching. Teachers in their dialogueing with students might discover their interests and build units around their exciting questions on the subject. Such teacher made units have great interest and appeal to students because learning is real and meaningful to them.

The production of an abundance of instructional materials would lend a new life to teaching in the elementary schools of the Province. Displays of home made instructional materials would be a source of inspiration to teachers and would arouse their interest to use and produce them in their classrooms.

7.

Costs of the Program, Existing and Projected

The Separate Directorate of Elementary Education for the management and administration of elementary education will be gradually integrated into the Department of Education. It is difficult to calculate precisely real costs at this time since further revision and refinement of the organizational plan is underway and the exact staffing pattern is not fully known. The following table, which also appears as ANNEX XIV, is the best estimate the consultants could construct using data from the Additional Director/Primary Education Program. The Department

of Education Officials seem to favor and desire the addition of a new tier of administration officials at the Division level which will require the creation of new posts and costs. Two of the posts for Division Education Officers have already been approved but have not yet been filled. As cost estimates of the New Directorate are more fully studied it might be decided that this tier is not needed and could be cut without jeopardizing the operational effectiveness of the proposed organization. However, in the proposed organizational plan a useful mission of promoting more effective horizontal communication has been assigned to these Division Education Officers.

The Directorate feels that it can effectively provide efficient management and instructional support to the field with the creation of an assistant to the additional director and four deputy directors. Each will be in charge of diverse but needed services the Directorate intends to render to elementary education students and teachers. Functions and responsibilities have been sharply defined to hold down the numbers of administrative staff at this level and to avoid duplication of functions. As operational experience is gained some of the service units may need additional staff but for the present it appears to be adequate for launching the work of the Directorate.

The proposed organization and staffing pattern at the District level is geared to increase the capacity of elementary schools to hold students longer and to provide a more functional education. A balanced approach is envisioned with one set of DEEOs providing the administration while another will provide support services to the instructional side. The District Elementary Education Officers formerly Sub-Division Education Officers will in time be incorporated into the New Directorate without any additional costs. This should be an effective scheme to force change in the system.

To reinforce further, support to the instructional side, 380 Head Teachers will be assigned full time to schools of five teachers. New posts will need to be created. At established low base pay rates for such professional services it shouldn't overburden the budget. Once these Head Teachers are professionalized, placed in schools, immediate impact should be felt. If their effort can plug the leaky system for even a slight bit they will have earned their keep. As time passes, the strategy might be assessed and replicated in schools of four teachers and even clusters of one room schools.

The elementary school supervisors with a ratio of 1:15 schools should find it possible to assist teachers improve instruction. As enrollment increases new posts will need to be created. Supervisors will need to organize their time, plan carefully and

work diligently to meet the New Challenge set forth by the New Directorate of Elementary Education. These supervisors are already in place and should be absorbed as regular staff in the New Directorate in the near future.

Most reorganizational schemes leave recurrent cost obligations. The full implementation of the New Directorate will deal this responsibility to the Department of Education and plans should be made to establish an assumption schedule. If new posts are created and supported by program funds a phasing in schedule by the Department of Education should be planned so that the Directorate remains in tact once the program is finished. In this light an assessment of the elimination or redeployment of the numerous Assistant District Education Officers who apparently are not assigned specific duties would be in the interest of providing additional posts for the New Directorate. The integration of females in the management of elementary education would distribute the work load and provide further economic savings relative to staffing. An assessment of the place of secondary education in relation to the installation of a separate Directorate of Elementary Education would be needed to readjust the work load and role of the education officers assigned to this level of education.

The New Directorate must respond soon to the need of training administrative and instructional staff. It must develop training programs, contract training services and appoint participants to receive training. It is already late and if action is not taken untrained teachers and old programs will be placed in new and renovated school buildings. The Open University, The Academy For Educational Planning, The University of Balochistan (Department of Education) and some private schools have expressed an interest in assisting with training and all of these potential training resources should be more fully explored. Local training costs are reasonable while study outside the country continues to increase. Both are needed and should be planned for as soon as possible.

The greatest investment a nation can make is the provision of good elementary education for its youth. This is what the New Directorate purports to do and what it costs to support a separate Directorate of Elementary Education can be measured only on the impact it will make ten years hence in the numbers of children it graduates from its elementary schools (See ANNEX XVII for the Mission Statement of the New Directorate of Elementary Education.)

8.

ANNEXES

- I. Graded Enrollment, by district.
- II. Kindergarten Enrollment, by sex and by district
- III. Primary Enrollment by sex and by district
- IV. Middle School Enrollment by sex and by district
- V. High School Enrollment by sex and by district
- VI. Schools (Primary, Mosque, Middle, High School) by district
- VII. Teachers,(Primary, Middle, High School) by district
- VIII. GCET's
- IX. Projected Enrollment Growth
- X. Organization Chart of Department of Education (1986)
- XI. Organization Chart of Department (Revised Version, 1986)
- XII. Organization Chart, District Level (1986)
- XIII. Base Pay Scale (Actual and Proposed)
- XIV. Costs, Existing and Projected
- XV. Job Descriptions, Existing Positions
- XVI. Job Descriptions, Suggested Organization
- XVII. Mission Statement for New Directorate
- XVIII. Functions of the new Directorate
- XIX. Staff Development Training Plan
- XX. Professional, Technical, Administrative Skills (New Directorate)
- XXI. Awards, Incentives for Teachers and Supervisors
- XXII. Balochistan Map (Primary Enrollment, Teachers, Schools, Education Officers)
- XXIII. Field Interviews
- XXIV. Contacts
- XXV. Bibliography
- XXVI. Oversize Organization Chart, Department of Education

ANNEX I

Enrollment, Grades 0-10, 1988/89, Balochistan

Grade	Male	Female	Total	Grade as percent Percent previous year			
				Female	Male	Female	Combined
0	164,187	31,016	195,203	16.8%			
1	164,187	31,016	195,203	16.8%			
2	49,930	9,588	59,518	16.0%	30.4%	30.9%	30.4%
3	37,347	7,464	44,811	16.6%	75.0%	78.0%	75.2%
4	28,407	5,689	34,096	16.7%	75.0%	73.0%	75.2%
5	21,468	4,108	25,576	16.0%	75.0%	72.0%	75.0%
6	16,121	4,521	20,642	22.0%	75.0%	110.0%	80.7%
7	12,342	3,221	15,563	21.0%	76.5%	71.2%	75.3%
8	10,100	2,895	12,995	22.2%	81.8%	89.8%	83.4%
9	7,783	1,983	9,766	20.3%	77.0%	68.4%	75.1%
10	6,152	1,312	7,464	17.5%	79.0%	66.1%	76.4%
Totals					as % of Gr 1		
Gr 1-5	301,339	57,865	359,204	16.1%	13.1%		
					Gr 8 as % of Gr 6		
Gr 6-8	38,563	10,637	49,200	22.0%	63.0%		
					Gr 8 as % of Gr 1		
					6.7%		
					Gr 10 as % of Gr 1		
Gr 1-10	353,837	71,797	425,634	16.9%	3.8%		

ANNEX 2

Kindergarten Enrollment by Sex and District
Balochistan, 1989

District	Kachhi	Paccei	Totals	Grand Total
1. Quetta				
Male	13331	6333	19664	
Female	9586	4288	13874	33538
2. Pishin				
Male	14285	7956	22241	
Female	1185	630	1775	24016
3. Chagai				
Male	4551	2061	6612	
Female	824	1566	1390	8002
4. Lorolai				
Male	8422	4128	12550	
Female	621	1370	1991	14541
5. Zhob				
male	3823	2735	6567	
Female	554	208	762	7329
6. Killa				
Male	2554	827	3381	
Female	340	221	561	3942
7. Sibi				
Male	2468	1441	3909	
Female	758	361	1119	5028
8. Ziarat				
Male	1408	659	2067	
Female	137	95	232	2299
9. Kohlu				
Male	842	378	1220	
Female	374	237	611	1831
10. Dera Bugti				
Male	2494	986	3480	
Female	280	146	426	3906
11. Kachhi				
Male	8022	3481	11503	
Female	871	409	1280	11542
12. Jaffarabad				
Male	7942	3715	11503	
Female	350	182	532	12035
13. Tamboo				
Male	3313	2366	5679	
Female	195	124	319	5998
14. Kalat				
Male	6425	2822	9247	
Female	1352	779	2131	11378
15. Khuzdar				
Male	8350	4029	12379	
Female	355	184	539	12918
16. Kharan				
Male	1588	1242	2830	

Female	225	160	385	3215
17. Las Bela				
Male	5952	2934	8886	
Female	640	412	1052	9938
18. Turbat				
Male	6959	4232	11191	
Female	745	497	1242	12433
19. Panjgoor				
Male	3032	2438	5470	
Female	630	479	1109	6579
20. Gawadnr				
Male	3106	1854	4960	
Female	265	216	481	5441
Total Males	108876	56617	165493	
Total Females	20277	11164	31441	196934
Combined Total	129153	67781	196934	196934

ANNEX III

PRIMARY ENROLLMENT BY SEX AND DISTRICT 1988/89

DISTRICT	I	II	III	IV	V	TOTALS
1. QUETTA.						
M	19664	8358	6511	5294	4147	43974
F	14474	4748	3975	3294	2445	28936
2. PISHIN.						
M	22241	7288	4913	3572	2428	40442
F	1805	417	347	218	137	2924
3. CHAGAI.						
M	6562	1722	1368	1044	869	11565
F	1390	390	218	161	118	2277
4. LORALAI.						
M	12464	2832	2055	1515	1181	20047
F	991	279	243	160	150	1823
5. ZHOB.						
M	6567	1732	1242	954	669	11164
F	762	177	137	89	66	1231
6. KILLA.						
M	3381	902	661	454	349	5747
F	561	154	111	45	39	910
7. SIBI.						
M	3909	1731	1548	1370	1151	9709
F	356	292	260	208	167	1283
8. ZIARAT.						
M	2067	618	528	413	328	3954
F	232	52	37	102	17	440
9. KOHLU.						
M	1220	375	274	294	94	2257
F	611	108	54	39	23	224
10. DERA BUG						
M	2660	1830	1453	1026	394	4603
F	426	96	66	55	27	670

ANNEX III

PRIMARY ENROLLMENT BY SEX AND DISTRICT 1988/89

DISTRICT	I	II	III	IV	V	TOTALS
11. KACHHI.						
M	11511	3255	2007	1368	1062	19167
F	1280	450	314	214	150	1558
12. JAFFARABA						
M	11657	2975	2100	1606	1419	19757
F	535	177	130	86	27	955
13. TAMBOO.						
M	5919	2174	1593	1166	750	5683
F	319	63	41	40	27	490
14. KALAT.						
M	9247	2175	1920	1486	1403	16231
F	2131	779	550	329	439	4228
15. KHUZDAR.						
M	11960	3721	2654	1827	1594	21756
F	494	212	140	139	115	1100
16. KHARAN.						
M	10230	578	463	398	417	12086
F	383	89	53	30	31	586
17. LASBELA.						
M	8708	2017	1600	1176	1120	14621
F	1031	396	264	205	65	1961
18. TURBAT.						
M	10664	2799	2126	1802	1718	19109
F	1154	277	246	139	194	2070
19. PANJGOOR.						
M	5314	2000	1387	1115	897	10716
F	1015	332	200	151	113	1811
20. GAWADAR.						
M	4841	1048	944	609	710	8152
F	466	155	79	67	58	825
TOTAL:-						
M	170967	49647	37347	27121	22368	307450
F	30416	10209	7265	5771	4368	58029
GRAND TOTAL	201383	59856	44612	32892	26936	365679

ANNEX IV

ENROLLMENT IN MIDDLE SCHOOL BY SEX AND DISTRICT 1988/89

DISTRICT	VI	VII	VIII	TOTALS
1. QUETTA.				
M	4522	4120	3588	12230
F	3422	2429	2338	8189
2. PISHIN.				
M	1057	914	742	2713
F	116	97	53	266
3. CHAGAI.				
M	529	373	297	1198
F	66	49	26	141
4. LORALAI.				
M	703	597	474	1774
F	114	70	57	247
5. ZHOB.				
M	335	257	208	600
F	53	33	27	113
6. KILLA.				
M	268	141	119	528
F	29	22	19	70
7. SIBI.				
M	485	333	306	1124
F	158	123	101	382
8. ZIARAT.				
M	202	141	99	440
F	3	2	1	6
9. KOHLU.				
M	114	61	73	248
F	10	8	7	25
10. DERA BUGT				
M	300	228	196	724
F	8	8	6	20

ANNEX IV

ENROLLMENT IN MIDDLE SCHOOL BY SEX AND DISTRICT 1988/89

DISTRICT	VI	VII	VIII	TOTALS
11. KACHHI.				
M	719	562	426	1707
F	39	26	25	70
12. JAFFARABA				
M	919	684	560	2163
F	95	49	52	196
13. TAMBOO.				
M	745	430	244	1419
F	34	85	5	124
14. KALAT.				
M	871	603	447	1921
F	125	107	63	275
15. KHUZDAR.				
M	842	690	461	1993
F	36	28	21	85
16. KHARAN.				
M	350	227	183	760
F	9	10	6	25
17. BELA.				
M	739	519	361	1619
F	75	43	26	144
18. TURBAT.				
M	1138	815	631	2584
F	42	16	12	70
19. PANJGOOR.				
M	627	447	362	1436
F	68	30	22	120
20. GAWADAR.				
M	376	294	221	891
F	18	13	6	37
TOTAL:-	20352	15659	12868	48879

ANNEX V

High School Students by District and by Sex
Balochistan 1988-89

District	Grade IX	Grade X	Totals	Grand Total
1. Quetta				
Male	2815	1929	4744	
Female	1570	1010	2580	7324
2. Pishin				
Male	593	446	1039	
Female	37	27	64	1103
3. Chagai				
Male	246	228	474	
Female	20	15	35	509
4. Lorolai				
Male	271	434	705	
Female	41	37	78	783
5. Ztob				
Male	155	142	297	
Female	26	18	44	341
6. Killa				
Male	74	91	165	
Female	10	11	21	186
7. Sibi				
male	245	248	493	
Female	77	59	136	629
8. Ziarat				
Male	74	73	147	
Female	0	0	0	147
9. Kohlu				
Male	11	10	21	
Female	4	4	8	29
10. Dera Bugti				
Male	137	124	261	
Female	0	0	0	261
11. Kachhi				
Male	379	258	637	
Female	29	17	46	683
12. Jaffarabad				
Male	459	312	771	
Female	32	18	50	821
13. Tamboo				
Male	101	58	159	
Female	5	4	9	168
14. Kalat				
Male	359	342	701	
Female	53	29	82	783

15. Kuzdar				
Male	485	154	639	
Female	14	15	29	668
16. Kharan				
Male	151	145	296	
Female	3	1	4	300
17. Las Bela				
Male	286	253	539	
Female	34	29	63	602
18. Turbat				
Male	508	459	967	
Female	9	6	15	982
19. Panjgoor				
Male	237	240	477	
Female	19	10	29	506
20. Gawadar				
Male	197	206	403	
Female	0	2	2	405
Totals	9766	7464	17230	17230

ANNEX VI

BALUCHISTAN PROVINCE
Number of Primary, Mosque, Middle and High Schools
1988

Name of District	Primary			Mosque			Middle			High School			Grand Tot
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Quetta	166	101	267	127	0	127	23	18	41	23	19	42	477
Pishin	287	47	334	230	0	230	52	4	56	21	5	26	646
Chagai	113	17	130	72	0	72	22	5	27	7	2	9	238
Loralai	361	51	412	269	0	269	43	5	48	16	4	20	749
Zhob	205	43	352	119	0	119	22	1	23	3	1	4	394
Killa	104	See Note	See Note	88	0	88	19	1	20	4	2	6	218
Sibi	78	21	99	55	0	55	9	5	14	11	3	14	182
Ziarat	40	19	59	35	0	35	11	1	12	2	0	2	108
Kohlu	122	11	133	41	0	41	11	0	11	3	1	4	189
Dera Bugti	70	11	81	75	0	75	22	1	23	9	1	10	189
Jaffarabad	194	0	194	186	0	186	15	3	18	15	2	17	415
Tamboor	103	31	134	70	0	70	23	0	23	7	1	8	235
Kachhi	229	34	263	181	0	181	34	6	40	18	4	22	506
Kalat	214	39	253	120	0	120	36	10	46	14	4	18	437
Khuzdar	229	20	249	185	0	185	30	3	33	18	1	19	486
Kharan	111	10	121	88	0	88	27	1	28	5	1	6	243
Lasbela	186	21	207	112	0	112	25	1	26	11	3	14	359
Turbat	157	20	177	116	0	116	29	2	31	17	1	18	342
Panjgour	61	11	72	87	0	87	16	1	17	7	2	9	185
Gawadar	61	8	69	55	0	55	10	2	12	6	1	7	143
Total	3091	515	3606	2311	0	2311	479	70	549	217	58	275	6741

Note: Zhob and Killa are combined for girls.

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TEACHERS

PRIMARY, MIDDLE, HIGH
SCHOOL

DISTRICT	PRIMARY	QURAN	MIDDLE			HIGH SCHOOL			TOTAL
			ARAB TEACHERS	GENERAL	DRAWING	GENERAL	PHYSICAL EDUCATION	TECHNICAL	
QUETTA									
M	1012	156	53	190	69	269	65	11	1825
F	728	45	34	124	41	128	28		399
PISHIN									
M	1246	79	61	115	70	164	45	7	1787
F	138	8	7	31	7	20	5	1	217
CHAGAI									
M	348	48	33	71	27	59	23	2	611
F	122	7	7	21	8	17	5	2	189
LORALAI									
M	1012	99	34	125	59	124	56	6	1515
F	111	8	10	35	12	24	13		213
ZHOB									
M	508	58	25	57	22	50	25	6	751
F	123	5	4	14	4	9	1		37
KILLA									
M	377	21	20	45	18	40	19	2	165
F	12	1	1	1	1	1	1		6
SIBI									
M	295	20	23	60	11	65	20	5	542
ZIARAT									
M	227	31	14	31	27	27	20	7	384
F	49	2	3	3	1	6	4	1	70
KOHLU									
M	308	24	20	33	16	41	17		439
F	25	2		3	1	3	1		35
DERA BUGTI									
M	359	35	36	76	28	58	27		619
F	22	1		3	1	3	1		31
KACIIIH									
M	858	72	51	127	49	84	43	2	1286
F	105	9	6	20	12	20	6	2	180
JAFFARABAD									
M	679	69	83	79	33	64	35		1042
F		4	2	11	4	7	2		29
TAMBOO									
M	379	20	21	41	14	37	15		517
F	85	1		1		3	1		91
KALAT									
M	737	79	49	116	45	116	46	6	1194
F	56	12	6	28	9	21	8	1	141
KHUZDAR									
M	878	78	50	109	44	90	46	4	1341
F	29	4	2	8	3	8	3		57

KIHARAN									
M	878	49	32	160	51	47	56		1273
F	29	1	1	6	2	3	2		44
LASBELA									
M	593	56	39	76	52	86	35	7	944
F	38	5	1	8	4	10	3		69
TURBAT									
M	507	62	45	71	59	91	29	3	817
F	43	5	3	7	3	7	3		71
PANJOOR									
M	349	39	23	42	16	55	17	2	543
F	25	2	4	5	2	4	1		43
GAWADAR									
M	213	27	19	31	15	49	16	1	386
F	13	2	3	4	1	2	1		26
TOTAL	13709	1855	830	1996	784	1991	785	181	19412

ANNEX VIII

Balochistan Province
The Government Colleges For Elementary Teachers

Name of College	Intake Capacity	Category	Enrollment	Catchment Area
GCET Quetta (M)	345	PTC	215	Quetta, Pishin, Zhob Loralai, Chagai, Sibi Dera Bugti
		CT	30	
		DMS	100	
GCET Mastung (M)	190	PTC	130	Kalat, Khuadar, Kharan Nasirabad,
		CT	60	
GCET Quetta (F)	150	PTC	100	All Districts
		CT	40	
		H. EC.	10	
GCET Punjgoor (M)	130	PTC	80	Turbat, Gawadar, Punjgoor
		PTC	50	
GCET Uthal (M)	130	PTC	80	Las Bela, Khuzdar
		CT	50	
GCET Kalat (M)	200	PTC	150	Kalat, Khuzdar, Kharan
		CT	50	
Agro Technical Training Center Quetta (M)	40	Ind. Arts	28	All Districts Twenty JET (Tech)
		Agr. Group	12	
Totals	1185		1185.00	

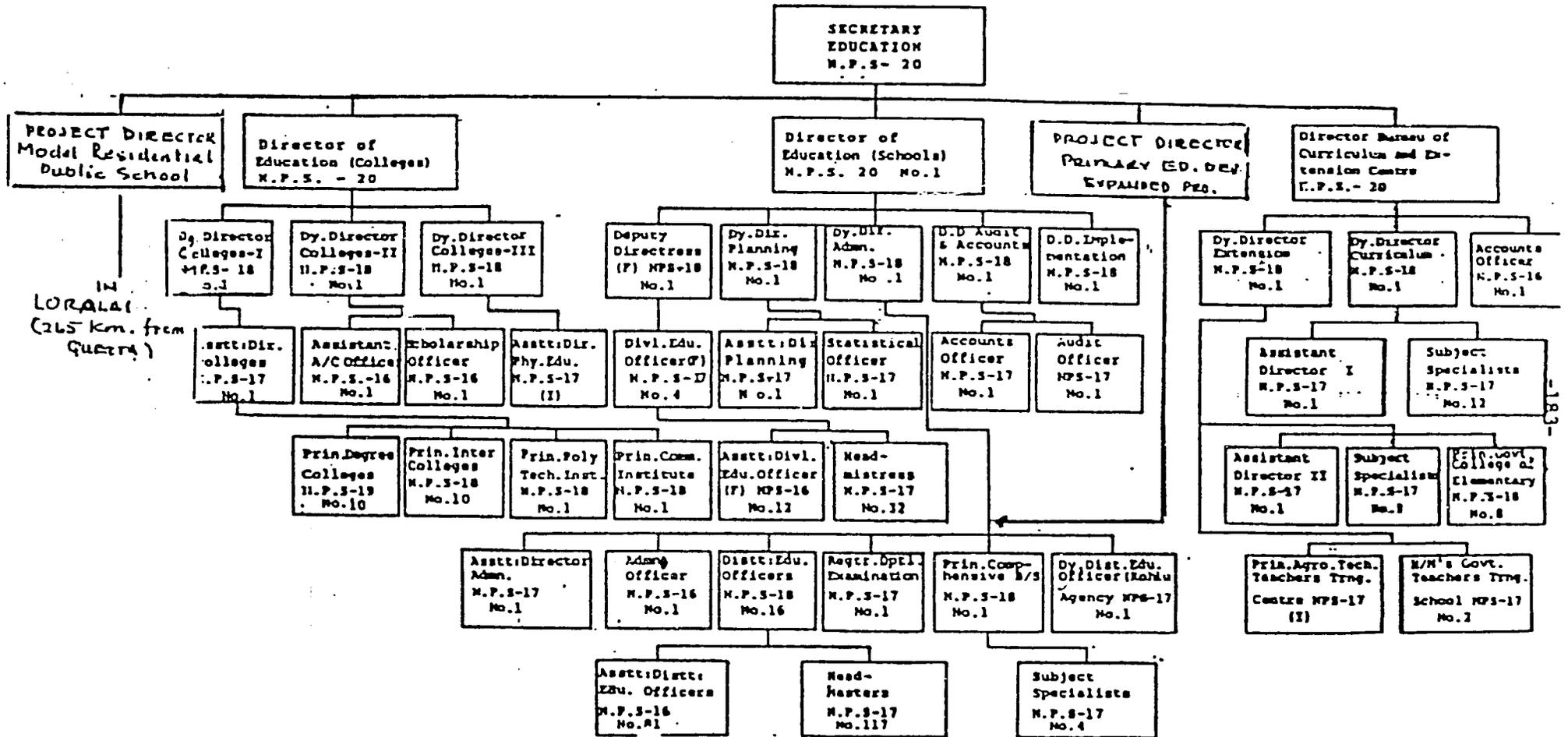
ANNEX IX

PED Program Enrollment Targets (1990-1999)

Location	Years		Enrollments		Participation Rates		Increase %
	1989	1999	Number	Increase %	1989	1999	
Balochistan							
Boys	262,000	564,000	302,000	115.3	61.8	93.6	31.8
Girls	56,000	193,000	137,000	244.6	14.6	35.8	21.2
Total	318,000	757,000	439,000	238	39.3	66.3	27

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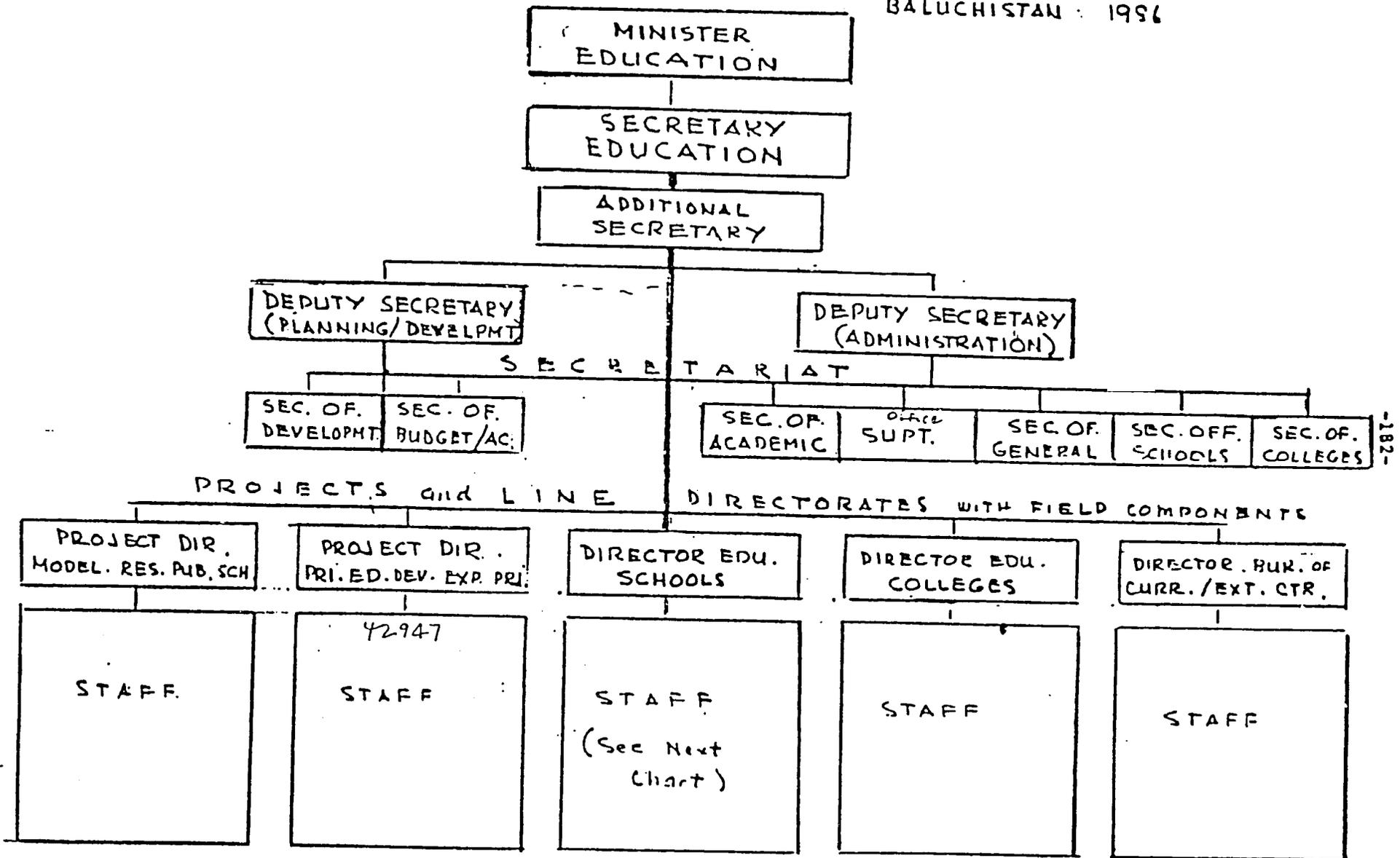
CHART NO. 14: ORGANIZATIONAL STRUCTURES OF THE LINE DIRECTORATES IN THE EDUCATION DEPARTMENT, BALUCHISTAN PROVINCE, 1984



ANNEX I

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CHART 13. ORGANIZATION OF THE EDUCATION DEPARTMENT
BALUCHISTAN: 1986

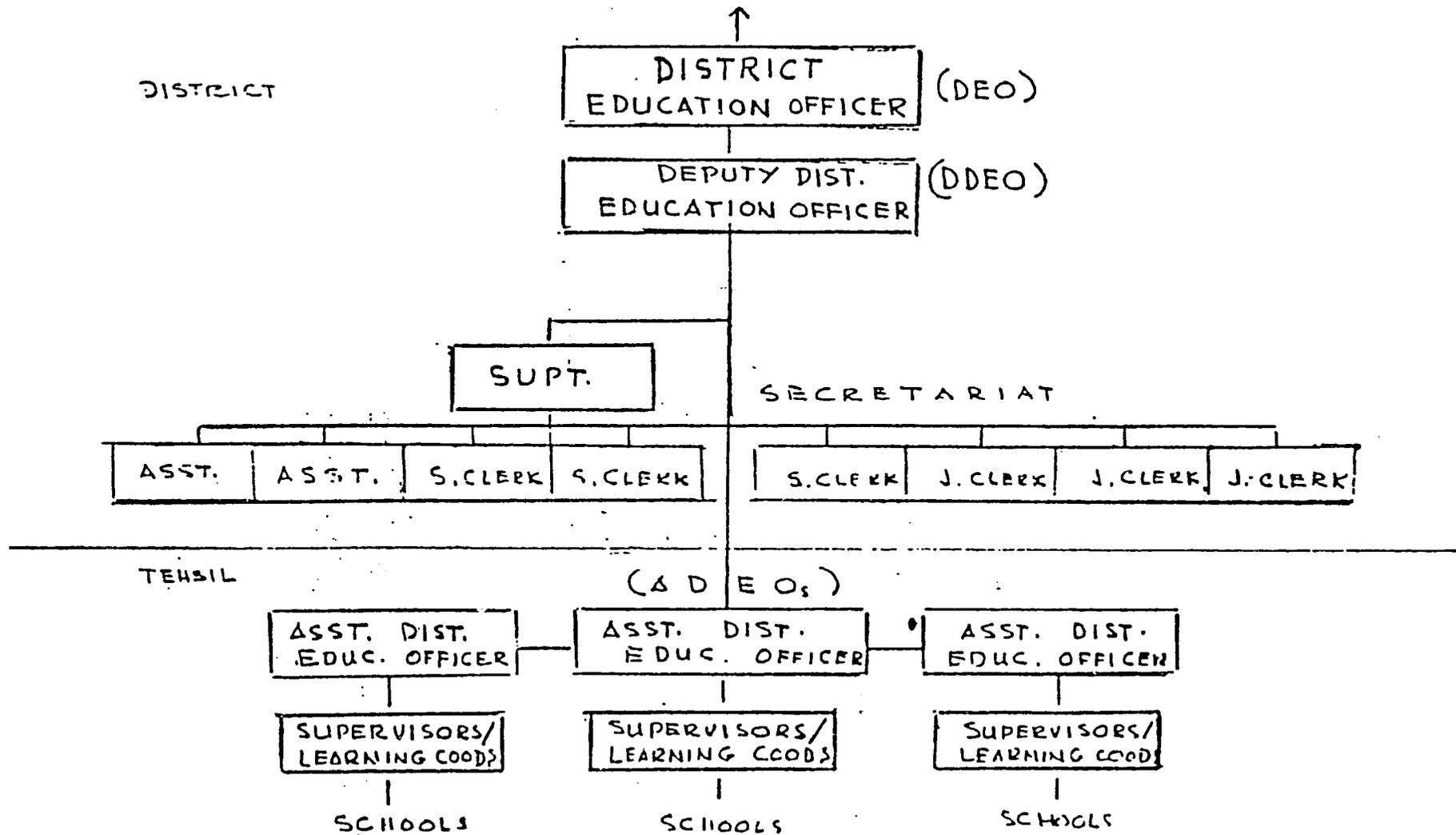


ANNEX XI

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CHART 15. ORGANIZATION OF A DISTRICT-TEHSIL EDUCATION OFFICE, BALUCHISTAN, 1986



ANNEX XII
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ANNEX XIII

PAY SCALE BALOCHISTAN PROVINCE

BPS	Existing Scale	New Scale
1	440-10-640	601-13-860
2	460-12-700	625-16-945
3	480-14-760	650-19-1030
4	500-16-830	675-22-1115
5	520-18-880	700-25-1200
6	540-20-940	725-28-1285
7	560-23-1020	750-31-1370
8	590-26-1110	790-34-1470
9	620-29-1200	830-38-1590
10	660-32-1300	870-42-1710
11	700-35-1400	910-46-1830
12	750-40-1550	970-52-2010
13	800-45-1700	1035-58-2195
14	850-50-1850	1100-64-2380
15	900-55-2000	1165-71-2585
16	1050-80-2250	1350-105-2925
17	1600-120-3040	2065-155-3925
18	2100-150-3600	2710-195-4660
19	3200-160-4480	4130-205-5770
20	3800-180-5240	4900-235-6780
21	4200-225-6000	5420-290-7740
22	4500-250-6500	5800-325-8400

ANNEX XIV

Existing Annual Cost

Position Title	Salary Grade	Salary	Total
1 Dpty. Div. Dir. (F)	BPS 18	44,220	44,220
2 Div. Dirs.	19	59,400	118,800
36 Sub-Div. Ed. Offrs.	17	35,940	1,293,840
192 Supervisors	11	16,770	3,219,840
13,000 Teachers	7	12,720	165,360,000
Total			170,036,700

Projected Annual Program Cost (Year 2000)

1 Additional Director	BPS 19	59,400	59,400
1 Asst. Director	17	35,940	35,940
1 Stenographer	12	17,890	17,890
2 Senior Clerks	11	16,770	33,540
2 Junior Clerks	7	12,720	25,440
4 Drivers		8,100	32,400
2 Peons		7,200	14,400
4 Dpty. Directors	18	44,220	176,880
3 Asst. Directors	17	35,940	107,820
4 Divisional Dirs.	19	59,400	237,600
12 Dpty. Div. Ed. Offrs.	18	44,220	530,640
4 Sub. Div. Ed. Offrs.	17	35,940	143,760
380 Head Teachers	11	16,770	6,372,600
508 Elem. Ed. Sups.	11	16,770	8,519,160
11 Superintendents	8	13,620	149,820
5 Stenographers	12	17,890	89,450
17 Office Assts.	11	16,770	285,090
22 Senior Clerks	11	16,770	368,940
22 Junior Clerks	7	12,720	279,840
22 Drivers		8,100	178,200
17 Peons		7,200	108,000
13000 Teachers	7	12,720	165,360,000
Total			183,126,810
Combined Annual Total			353,163,510

In US \$ 16,126,188
Per Pupil Cost in US \$ 23

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District Education Officer

1. The District Education Officer (DEO)

A Notification document from the Education Department of the Government of Baluchistan (and confirmed by interviews during the field survey) classifies "the duties and powers" of District Education Officers into (1) Academic Activities, (2) Budget/Account Planning and Drawing and Disbursing Powers and (3) Service Matters.

Deputy District Ed Officer

2. The Deputy District Education Officer (DDEO)

The duties and functions of the DDEO are contained in a Notification document issued by the Education Department of the Government of Baluchistan on May 1, 1984. The DDEO has academic, administrative, supervisory and developmental responsibilities. The details are as follows:

a. Academic Responsibilities

- i. He/She will ensure that the courses of study are completed and the terminal examinations are conducted in middle, primary and mosque schools in accordance with the schedule.
- ii. He/She will be responsible for the improvement of standard of Education in primary/mosque/middle schools and literacy centers.
- iii. He/She will guide the teachers in improving the quality of their teaching and overcome difficulties in teaching-learning process.
- iv. He/She will promote curricular, co-curricular, extra-curricular and sports activities in middle schools.

b. Administrative Responsibilities

- i. All the files will be routed through him/her when present at the headquarters.
- ii. Annual Confidential Reports in respect of the teachers working in middle schools will be initiated by him/her. He/She will countersign the ACRs of the primary and mosque school teachers.

c. Supervisory Responsibilities

- i. He/She will be responsible for regular extensive inspection and supervision and smooth running of primary/mosque schools and literacy centers.
- ii. He/She will supervise and coordinate the activities of Assistant District Education Officers, Supervisors and Learning Coordinators.
- iii. He/She will be responsible to establish interaction between the community and the school at middle/primary /mosque school and literacy center levels.

d. Developmental Responsibilities

- i. He/She will assist the District/Divisional Education Officers in preparation of Annual Development Programme and will submit report to the District/Divisional Education Officer of the development schemes pertaining to middle, primary and mosque schools.
- ii. He/She will propose the opening of new primary and mosque schools and literacy centers.
- iii. All the equipment and textbooks in primary, mosque and middle schools will be applied through him/her.
- iv. He/She will be responsible for the collection, compilation and consolidation of all educational statistics in the district.

Assistant District Ed. Officers

Assistant District Education Officer (ADEO)

The duties and functions of the ADEO are similarly classified into academic, administrative, supervisory and development responsibilities. They are as follows:

Academic Responsibilities

- i. He/She will be responsible for the improvement of quality of education.
- ii. He/She will promote curricular, co-curricular, extra-curricular and sports activities in primary and mosque schools.
- iii. He/She will help primary/mosque school teachers, improve the quality of teaching and overcome problems faced in the teaching and learning process.
- iv. He/She will ensure that the courses of study are completed according to the time schedule.

Administrative Responsibilities

- i. He/She will initiate proposals for the adjustments and transfers of primary and mosque school teachers.
- ii. He/She will initiate the Annual Confidential Reports of primary and mosque school teachers.

Supervisory Responsibilities

- i. He/She will carry-out extensive regular inspection and supervision of primary and mosque schools and will furnish reports to the Deputy District Education Officer.
- ii. He/She will ensure that the primary/mosque schools are kept clean and tidy.

Development Responsibilities

- i. He/She will help the Deputy District Education Officer select suitable locations for the opening of new primary/mosque schools and adult literacy centers.
- ii. He/She will submit progress reports to the Deputy District Education Officer on the developmental schemes of the area.
- iii. He/She will collect, compile and consolidate the educational statistics of the area and submit them to the Deputy District Education Officer.

Sub-Divisional Ed Officer

The Sub-Divisional Education Officer

a. Office Administration

- i. Appropriate delegation of powers and scheduling of work for the staff of the Sub-Divisional office.
- ii. Direct supervision of all the ministerial, clerical and other junior staff in the Sub-Divisional office.
- iii. Handling of all correspondence matters.
- iv. Collection and compilation of all sorts of educational data and statistics from the schools in his/her Sub-Division.
- v. Purchase and/or receipt of materials for the schools in the Sub-Division in accordance with the powers delegated to him/her.

b. Instructional Supervisory Duties

- i. That the curriculum content and programmes in the schools in his/her area are in accordance with the policies and objectives of education.
- ii. That the timetable, workplan, teachers' lesson notes, diaries and schemes of work or other approved documents showing the day-to-day schedule of instructional activities are properly kept and appropriately used by the teachers.
- iii. That the pupils have a good classroom climate for their work including pupil-pupil and pupil-teacher relationships and interactions.
- iv. Checking school examinations and countersigning certificates.
- v. Check the records of pupil progress and recommending ways of assisting the low achievers or late developers among the pupils.
- vi. Checking the general school conditions including the conditions of the classrooms and the school instructional facilities (e.g. desks, blackboards, etc).
- vii. Guiding and counselling the weaker or newer teachers.

c. Staff Supervision

(The SDEO will:)

- i. Go through the list of staff to determine whether they are adequate for the number, class or age of the pupils, and whether the right teachers are teaching the right classes or subjects.

SDEO (Cont'd)

- ii. Observe the teachers in action to determine those that need guidance, or further training.
- iii. Discuss with each teacher his/her merits and demerits and highlight with the teachers areas that need improvement in his/her performance.
- iv. Discuss with the Headmaster/Headmistress on the matters of staff performance, discipline, morale, development and staff interpersonal relations.
- v. Arrange (with the agreement of the Headmasters and the DEO) short courses or seminars for selected teachers on issues related to improvement of programmes or improvement of instructions.
- vi. Occasionally organize short inservice courses and workshops for groups of teachers in the Sub-Division on selected aspects of their work. Excellent Headmasters and experienced teachers may be asked to serve as additional resource persons at such short courses.
- vii. Identify without prejudice, teachers that need promotion, discipline, further training, etc., and recommending such teachers to the appropriate authorities.

d. Financial Duties

- i. Execution of budget received from the Finance Department through the Director of School Education.
- ii. Auditing the accounts of the Sub-Divisional Education Office and the school before forwarding them through the DEO to the Accounts Branch.
- iii. Carrying out other financial duties as the District Education Officer may delegate.

e. Developmental Powers of the SDEO

- i. Preparation of ADP schemes for the development of schools in the Sub-Division, as directed by the DEO.
- ii. Attending review meetings at the Sub-Divisional level and meetings with the Social Welfare and local communities.
- iii. Collection and preparation of all kinds of data and information (through supervisors, Headmasters/Headmistresses, Taluka masters, etc.) for development planning and decision-making. Ensuring that these information are updated regularly and making copies available to the DEO's office and other planning agencies.
- iv. Making monthly, quarterly and annual reports and returns on the development programmes concerning the schools in the Sub-Division.
- v. Responsible for the supervision and inspection of building works for schools in his/her area of authority, including:
 - Selection of adequate sites for buildings.
 - Supervising work while the buildings are being constructed, and
 - Inspection of the construction and other formalities required for the completion of and handing over of the buildings.

Supervisors

2. The Supervisors, Primary Education

- a. Regular visits to schools for collection of required data.
- b. Maintain a record of the qualifications of teachers in his/her beat.
- c. Maintain a record of the list of schools and their addresses.
- d. Maintain a record of number of teachers in his/her jurisdiction.
- e. Inform SDEO about the shortage of teachers in any school.
- f. Keep a record of enrollment in each school and in all the schools.
- g. Inform the SDEO regarding absenteeism of teachers regularly.
- h. Maintain a record of furniture available in each school.
- i. Maintain a record of physical facilities available to each school in his beat.
- j. Maintain examination records of pupils appeared and passed each year for each school separately and also maintain cumulative record.
- k. Collect admission data during the month of April regarding each school and send it to the SDEO.
- l. Grant casual leave application of teachers.
- m. Forward cases for transfer of teachers, GPF advance, joining reports of new teachers to appropriate SDEOs.
- n. Verify materials with the entry in Dead Stock register of the school.
- o. Verify attendance of teachers from Teacher Muster Roll and attendance of pupils from class attendance register.
- p. Send proposals for meeting the shortage of teachers, furniture, buildings and teaching materials to appropriate SDEOs.

Supervisors (cont'd)

- q. Keep a record of the teachers who are trained, those who are untrained, those who have undergone an inservice course and plan for inservice training of teachers on a no cost basis.
- r. Conduct and prepare reports on enquiry matters assigned by SDEO.
- s. Contact SDEO and other authorities for academic support.
- t. Supervise the work of Learning Coordinators, assist them by visiting troubled schools for extra support and organize local level training for primary teachers through Learning Coordinators.
- u. Organize process evaluation and synthesize results on an ongoing basis for decision making.

Academic

- a. Visit each primary school on turn basis.
- b. Check the availability of curriculum reports on each subject, national teaching kits, a set of teachers' guides, prescribed textbooks.
- c. Ensure/verify the use of teaching kits in the actual classroom teaching.
- d. Possess a list of prescribed books for each subject at the primary level.
- e. Bring on notice the use of unauthorized books and ensure their removal from the school after use.
- f. Help teachers in planning their scheme of work on monthly or on full academic year basis.
- g. Assess the pupils on course content taught by the teachers.
- h. Observe teachers while they are teaching in actual classroom situations; discuss the presentation of topics with teachers observed; identify sources from where teachers might obtain professional support.
- i. Devise the plan of examination for the schools within his/her jurisdiction and notify the same to each school; constitute a committee/committees for holding exams and ensure the conduct of examinations for each school during the scheduled programme.

Community Involvement

- a. Identify the needs of the community where the schools are situated.
- b. Prepare a case study for each school, including a description of its vicinity, type of villagers, customs and estimates on current and future enrollment.
- c. Contact community members of villages during visits to the schools and attend parent-teachers meetings organized by the schools to help build good community relations.
- d. Help teachers in obtaining community support for solving problems.
- e. Organize meetings of heads of schools.

Supervisors (Cont'd)

3. The Supervisors

The same document defining the duties of the ADEOs enumerates the duties of the supervisors as follows:

- a. He/She will guide the primary and mosque school teachers in the improvement of the quality of education.
- b. He/She will keep a guard against absenteeism in primary/mosque schools.
- c. He/She, along with the teacher, will be responsible for increasing the student enrollment in the school.
- d. He/She will establish good relationships with the community and Councillors for the betterment of the schools in his/her jurisdiction.
- e. He/She will record impressions in the log book of the school and report to the Assistant District Education Officer.

A concluding portion of the document summarizes the minimum number of visits that all supervisory staff, including the supervisor, should make to schools. The Directive is quoted below:

Tours: The Supervisory staff should frequently and extensively inspect and visit schools of their responsibility but not less than the following minimum number in any case.

Name of Officer	Number of Visits				
	High School	Middle School	Primary School	Mosque School	Adult Literacy Center
Dist./Div. Ed. Officer	4	2	twice	twice	twice
Deputy Dist. Ed. Officer	--	4	thrice	thrice	thrice
Asst. Dist. Ed. Officer	--	6	4	4	4
Supervisor	--	--	12	12	12

Headmaster / Headmistress

4. The Headmaster/Headmistress

- a. Effective school management.
- b. Efficient pupil and staff supervision.
- c. Effective supervision and delivery of instruction.
- d. Boost the morale and capacity of teachers and other staff working in the schools.
- e. Realistic and adequate achievement of goals of school education.
- f. Promote the understanding, harnessing and facilitation of pupil growth and development.
- g. Enhance good school climate.

Supervision of Staff

- a. Provide induction/orientation talks or discussions for new teachers.
- b. Supervise the teachers at work, and give them guidance or advice on how to improve their performance.
- c. Encourage the hard-working teachers and advising such teachers to guide others.
- d. Settling disputes, grievances, etc. among the teachers; showing personal concerns for the grievances and problems of individual teachers.
- e. Holding regular, intimate discussions with the "problem" teacher/s.

Headmaster/Headmistress (Cont'd)

- f. Participating (and in some cases initiating) inservice workshops for teachers on school, sub-divisional, district or regional basis.
- g. Attending to the teachers' confidential and other personal assessment reports very promptly and justly.
- h. Demonstrating willingness to recommend for promotion, study leave, inservice training, etc., any staff member needing such facilities.
- i. Holding staff meetings as frank, cordial and open as possible.

Co-Curricular Activities

- a. Organize school sports and games at both the intra- and inter-school levels.
- b. Organize Scouting, Girls Guide, Red Crescent and other societies aimed at proper discipline and personality development of the pupils.
- c. Organize occasional educational excursions, visits or field demonstrations at different places of educational, historical or cultural interests, both within the district and the province.
- d. Organize drama, debates and other competitive or participative societies.

Financial Duties

- a. Filling and maintaining all financial records, including the school budget, records on contingencies, poor students funds, honoraria, pensions, TA/DA.

Submit the following items to the DEO every month:

- Monthly expenditure statements; reconciliation of expenditure and receipts; special expenditures; audit reports; budget estimates; 1st and 2nd lists of excesses and surrenders; ADP and SNE reports.
- Report on any development projects as well as other essential statistics and data concerning the school.
- Pay bills, bills for MRC TA/AA, contingencies, liveries and other claims, scholarships, etc.
- Report on scholarship facilities and programmes within the school, including Middle School scholarships, Merit and Charity-based scholarships.

Minister of Education, Secretary/Education
Additional Secretary, Deputy Secretary (P and D)
Section Officer/Development, Section Officer/Budget & Acc
Deputy Secretary/Adm + Section Officers, Superintendent

The Minister of Education and the Education Secretary are, respectively, the spokesman and chief executive on educational policy, planning and guidance. The Additional Secretary is operationally the overseer of the Secretariat staff. The Deputy Secretary for Planning and Development and the Section Officer on Development are in charge of planning and development matters (e.g., preparation of PC-Is, etc), while the Section Officer on Budget and Accounts deals with expenditures and balances. The Deputy Secretary (Administration) and the Section Officers below him deal with academic affairs (e.g., curriculum, implementation of educational policies, teacher training institutes), general administration (e.g. personnel cases, procurement and supply services, selection of students), colleges, (e.g. administration of colleges) and administration of schools. The Superintendent oversees clerical support and maintenance services.

DEVELOPMENT ASSOCIATES, INC.

Director did
not add, change
delete

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DUTIES AND FUNCTIONS

4. Secretary—(i) The Secretary is the official head of the Department and is responsible for its efficient administration and discipline, and for the proper conduct of business assigned to the Department.
- (ii) The duties and functions of the Secretary shall be as laid down in Rule 4 (2) & (3) of the Rules of Business, 1976.
- (iii) (a) The Secretary shall allocate the business of his Department to the various wings sections and branches by means of standing orders and shall also issue clear directions with regard to the distribution of work among the officers in his Department and the channel of submission of cases.
- (b) When an officer is absent on leave or is otherwise away and no substitute is appointed, the Secretary shall issue instructions for the disposal of work of such officer during his absence.
- (iv) Subject to such general policy, orders etc. on the subject and in conformity with the same, the Secretary shall determine the maximum extent of delegation of powers to each officer in the Department and issue clear standing orders specifying these powers as also the manner of disposal of cases and shall ensure that the distribution of work is fair and equitable.
- (v) It shall be the duty of the Secretary to ensure that cases submitted to the Minister, and where the Rules of Business so provide to the Governor, the Chief Minister or the Cabinet are complete in all respects.

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Additional, Joint, Deputy Secretary

5. Additional/Joint/Deputy Secretary—(i) The duties and functions of Additional/Joint/Deputy Secretaries shall be such as may be assigned to them by the Secretary.

(ii) A Deputy Secretary shall normally have at least 4 Sections under him. The Deputy Secretary Administration (in some Departments Deputy Secretary General) will have under him a Section Officer (General), who is incharge of the Establishment and Accounts and Receipt and Issue Branches and acts as Drawing and Disbursing Officer.

(iii) He shall dispose of all cases of Sections in his charge in which no questions of policy are involved or which, under the rules or standing orders, he is competent to deal with at his level

Section Officer

6. Section Officer—(i) A Section Officer will be incharge of a Section and may also be the controlling officer of Branches headed by Superintendents. He will normally be assisted by a nucleus ministerial staff such as an Assistant, a Clerk-cum-Record Keeper and a Stenographer/Stenotypist. He will be responsible for the efficient administration and discipline of his Section and for the proper conduct of business assigned to it.

(ii) Subject to the time limits fixed for the disposal of various categories of cases (Appendix-II) a Section Officer is expected to deal with most of the communications received in his Section within a week of their receipt. Immediate/Urgent cases are to be disposed of within 24 hours/3 days of their receipt. For further instructions see para 49.

Under Secretary

UNDER SECRETARY (COLLEGES) FROM ~~MASUD RAZA JAFFARI~~

1. Establishment cases of Colleges/College Directorate/
Polytechnic/Commercial Institutes.
2. Technical Education/Vocational Training.
3. College Affairs/Problems.
4. Tour notes of Director(Colleges).
5. Lecturers Associations/Demands.
6. Inter Provincial Transfers of Professor/Lecturers.
7. Inland training of Lecturer/Asstt.Professor/Professors.
8. Miscellaneous matters pertaining to Colleges/Polytechnic
and Commercial Institutes.
9. Universities/Syndicate meetings.
10. Higher Education, Manpower etc.
11. Cases of Unfairness in Examinations(Colleges).
12. CRs of B-19 and above of Education Department.
13. CRs of B-17 and B-18 of College Cadre.

Under Secretary

UNDER SECRETARY (GENERAL) SYED NIAZ ALI SHAH

1. Provincial Council (Assembly).
2. Government Inspection Team.
3. Admission in Professional Institutions, Cadet Colleges, Engineering Colleges.
4. Sports, Boy Scouts, Girls Guides.
5. Seminars/Workshops (NIPA) etc.
6. Women Guard, Mujahid and NCC training.
7. Coordination cases.
8. Cabinet meetings etc.
9. President/Governor's Directives.
0. Museum.
1. Service Rules.
2. Function of D.D.O.
3. National Book Foundation/Libraries.
4. Arts Council/Regional Language Academies.
5. Social Work Education.
6. BISE ordinance's composition of its board and Committee.

Deputy Secretary

DEPUTY SECRETARY (ADMIN)

SECTION OFFICER (SCHOOLS) MN. ANWAR HANISAU KHAN

1. School Establishment cases.
2. Tour Notes of Director Schools.
3. Cases pertaining to D.F.Os.
4. School Affairs/Problems.
5. Ministerial Establishment (Colleges/Schools).
6. Teachers Association/Teachers Demands.
7. Baluchistan Text Book Board (Establishment Cases);
8. Board of Intermediate & Secondary Education (Establishment cases).
9. Inter Provincial Transfers of Teachers.
10. Service matters of Mosque School teachers.
11. Service matters of Afghan Refugees teachers.
12. CRs of B-17 and 18 of Education Department (Schools).
13. School Uniforms.
14. Cases of Unfairness in examination (Schools).

Superintendent

ADMN SECTION(SUPERINTENDENT) HAJI ABDUL JABBAR.

Administration of the office.
Establishment cases of the office.
Civil defence training.
Inland training of teachers etc. in other
than Education, Institution.
Secretaries monthly meetings.
Census (all types)
Purchase/Issue of Stationery.
Diary/Despatch work of all Sections

Superintendent

7. Superintendent—A Superintendent in the Secretariat is an Officer and normally heads a Branch under the control of a Section Officer. He is responsible for ensuring that the work is conducted by his staff properly and that there is tidiness and discipline in his Branch.

Superintendent/Receipt & Issue Branch

8. The Superintendent of the Receipt and Issue Branch is personally responsible for the accurate sorting of dak section-wise, and should ensure further:—

- (i) that the Receipt Clerk submits the receipts once daily to the appropriate Section Officer along with the Diary;
- (ii) that letters are despatched on the date of receipt and office copies returned promptly to the sections concerned; and
- (iii) Confidential/secret communications are despatched under his personal supervision in the manner prescribed in paras 134–141.

9. The Superintendent should open all covers, other than those sealed or addressed by name to any particular Officer in the department, and

- (i) make sure that each envelope is completely emptied;
- (ii) check enclosures and make note of any omission in the margin of the communications;
- (iii) separate receipts section-wise, and place them in labelled compartments; and
- (iv) in case of disputed receipts, orders of the respective Administrative Secretary may be obtained or of an officer authorized by him in this behalf

Section Officers

SECTION OFFICER (DEV: SCHOOLS) MR. NOOR AHMED MIRZA

1. Preparation finalization all Implementation of ADP Scheme relating to schools, training institutes and Women Division Programmes.
2. Release of funds to the executing agencies.
3. Improvement of Colleges Project 3rd Education Project and Primary Education Project.
4. Repair of Education Institutions.
5. ADP review meetings.
6. Afghan Refugees Schemes.
7. Nationalisation of Schools.
8. Supply of Education equipment.
9. Afghan Refugees Education.

SECTION OFFICER (DEV: COLLEGES) MR. RAHIM BASH.

1. Development affairs relating to Colleges.
2. Education including scrutinizing of Development Schemes.
3. Processing and disposal of applications relating to Development particularly affairs of Colleges Education.
4. Student Affairs.

SECTION OFFICER (BUDGET) MR. ABDUL MAJID DURRANI

1. Non-Development Budget of Education Department.
2. Budget (Continued/New Schemes) and related problems.
3. Accounts matters and its related correspondances.
4. Grant in aid to Deeni Madaries and various organizations.
5. Foreign training abroad nomination for training abroad and its correspondance.
6. Scholarships.
7. Fees/Fines in the Education Institutions.
8. Re
9. Study tours of teachers/students.

Section officer

-: 3 :-

SECTION OFFICER (ACADEMIC) MR. MUHAMMAD AIWAR

1. Education Policy.
2. Curriculum/Tour notes of Director, Bureau of Curriculum.
3. Examinations (General).
4. Academic Assistance through International agencies.
5. Adult Education.
6. Preparation of Text Books.
7. Literacy cases.
8. Provincial Education Council/Mass Education.
9. Education of Handicapped.
10. Education Statistics.
11. Teachers Training.

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Section Assistant

10. Section Assistant—The Section Assistant shall perform the following duties in his Section:—

- (i) He will maintain reference books and keep them upto date by getting the correction slips pasted.
- (ii) He is personally responsible for adding to a case any precedent, policy, rules, or regulations relating to it, and for flagging them properly and making references in the margin of the case before its submission to the Section Officer.
- (iii) He should undertake reference and research work i.e. acquaint himself with the rules and regulations pertaining to the subjects dealt with in his Section, maintain such statistics as are required by the Section Officer (e.g. in a Service Branch, maintain lists of officers belonging to a specific cadre, showing their latest postings, etc.), and while examining old records, take extracts of important policy decisions etc.
- (iv) He will record advice tendered by the Services, Law and Finance Departments on any important matters referred to these Departments in a note book and also keep with him a separate reference collection of important decisions.
- (v) He will prepare such statements and returns and collect such material and statistics as may be required by the Section Officer.

(Cont'd)

under the guidance of the Section Officer and submit a half yearly certificate of compliance to the Deputy Secretary concerned through the Section Officer by the end of June and December each year.

- (ix) He will compare typing work with the Section Stenographer/Clerk, when necessary.
- (x) He will generally instruct and guide the Section Clerk and supervise his work. In the temporary absence of the Section Clerk, he will attend to any urgent references or cases that may require immediate attention.
- (xi) He will put up reminders for signature of the concerned Section Officer on due dates.
- (xii) He will do such other office work as may be entrusted to him by the Section Officer.
- (xiii) To submit cases to the S.O. concerned after ensuring that all the previous papers, precedents, Rules and Regulations etc. have been made available and duly flagged.
- (xiv) To undertake reference, research work and maintain such statistics which are required by the Section Officer and to take extracts of important policy/decisions etc.
- (xv) To prepare such statements as required by the S.O.
- (xvi) To record the advices given by the Finance/Law Department etc. in important matters.
- (xvii) To compare the typing work with the Stenographer, if so required.
- (xviii) General supervision of the work of Section Clerk. In the cases of temporary absence of the S.O. to submit urgent cases to the Deputy Secy. concerned direct.
- (xix) To undertake classification of files of the Section under the guidance of the S.O.
- (xx) To make oral presentation of cases to be entrusted to him by the Section Officer.
- (xxi) To prepare notes in routine cases to be disposed of at the level of the Section Officer.
- (xxii) To maintain separate running summary of each case giving history, background of cases and the stage of disposal.
- (xxiii) To draft communications after final orders have been passed in the cases.
- (xxiv) Follow-up action of issuing of reminders on due date collect information from agencies concerned.

Director / Schools

1. Director of Education (Schools), ~~W.P.B.~~

To provide guidance, supervision and control of the main directorate and all subordinate offices and institutions in the province concerning school instruction, budgetary matters, both developmental and non-developmental; control over the training of teachers, both pre-service and in-service, organized by the Provincial Bureau of Curriculum; to represent the Department in various meetings, such as those of the Departmental Accounts Committee, BISE, Planning and Development, Textbook Board, etc. The Director is also the transferring authority of personnel from grades 17 to 19 and the appointing authority for BPS-16. Concurrently, he is the appellant authority of personnel from O6 to B-16.

Deputy Director / Schools

2. Deputy Director (Schools), ~~W.P.B.~~

Assists the Director of Education in his tasks; ~~acts as drawing and disbursing officer of the Directorate~~, supervises the staff and employees, and handles general correspondence as well as budgetary matters.

Deputy Director/Planning + Dev

3. Deputy Director, Planning and Development

Assists the Director of Education (S) in developmental cases; prepares annual development plans and other schemes and oversees their implementation; deals with supply of equipment under development schemes, repairs of buildings of the education department and controls the planning cases of all the divisions in the province.

Additional or Deputy Directress / F

4. Additional Directress (F)

Assists the Director of Education (S) in all cases pertaining to female education, e.g. establishment and preparation of Annual Confidential Reports (ACRs), gradation lists B-8 to 17, disciplinary cases and general correspondence on the female side.

Deputy Divisional Directress

2. Deputy Divisional Directress of Education (Schools)

Deals with cases of all categories concerning female offices and institutions in the Division after approval by the Divisional Director of Education and follow-up of what is required by higher authorities from subordinate offices.

5. Assistant Directors (AD)

The areas designated after each Assistant Director denote the duties and functions of these functionaries. Thus, the Assistant Director for Establishment is in charge of cases and problems pertaining to the maintenance and supplies of the establishment. The AD (Physical - Women) assists the Additional Directress in cases regarding physical education and sports. The AD (Agro-Technical) deals with agro-technical subjects. A document adds that he is also in charge of helping the registry of birth dates of students and deals with the tour notes of Divisional Directors of Education and District Education Officers. The Administration Officer is directly in charge of personnel records and other administrative duties. The AD on Budget and Accounts assist the Deputy Director of Schools in matters pertaining to accounts, including those of the divisional directors of education, D.C. bills, expenditures and reconciliations, G. P. Funds of all sorts of advances, and preparation of working papers for the Departmental Accounts Committee. The AD (Audit), a recently added post, is in charge of auditing budget and accounts and cases relevant thereto. The AD (Extension and Training) deals with in-service courses; general correspondence courses; merit scholarships; stipends for trainees; foreign scholarship cases; nomination of all sorts of Establishment cases from BPS 5 to 12, inter-division and provincial transfers of teachers, preparation of gradation lists, conformation lists and selection grade of BPS

Nos. 7 to 9 of all categories of teachers; BPS rules and pension cases of gazetted offices. The AD (Physical Education - Male) is in charge of physical education and sports for male education. In addition, he deals with tree planting projects, civil defence courses and celebration of national holidays and important days.

The AD (Private Schools) assists the Deputy Director of Schools in cases relating to private schools, as well as rules, regulations and establishment cases of BPS 15 to 19 and Annual Confidential Reports (ACRs) on gazetted offices. The AD (General) is in charge of cases pertaining to MUST (Management Unit for Study and Training), Textbook Board, pre-service training, AIOU (Open University) and NIPA (National Institute of Public Administration) training programs and general correspondence concerning curriculum, textbooks, etc. The Registrar, Departmental Examinations is in charge of the control of departmental examinations (e.g., middle, PTC), appointment of examiners, tabulation and declaration of results and related duties including the issuance of certificates. The AD (Planning) assists the Deputy Director (P&D) and, in addition, prepares quarterly reports on educational policy and progress. The rest of the functionaries relate to duties and responsibilities within the scope of planning and development matters.

Divisional Director

1. The Divisional Director of Education (S)

A. Administration and Inspection

Responsible for the organization of public instruction in the division (which encompasses districts, tehsils, union councils, schools); appointment (in schools and offices of the division) of Senior English Teachers (SETs), Workshop Instructors (WI), Certificate of Teaching (CT), Assistant Workshop Instructors (AWIs), Senior Vernacular/Oriental Language/Arabic Teacher (SV/OT/AT), Drawing Masters (DMs), Physical Education Teachers (PETs), senior and junior clerks, and steno-typists; appellate authority in cases of punishment by District Education officers; has authority to punish a person in the Directorate and write confidential reports on the Deputy Director, Deputy Directress and District Education Officer, countersigns annual confidential reports and recommends a proposed action or transfer or against Deputy Director/Directress and DEOs in the division.

B. Planning and Development

Coordination of the work of DEOs in the division regarding planning and development and statistics; receives and conveys information requested by the provincial directorate to and from the DEOs; represents the division in the Divisional Development Committee; inspects construction work and repair of buildings; and provides over-all supervision of planning and development work in the division.

C. Audit Functions

Supervision and finalization of audit paras, internal audit observations and settlement of audit paras; supervision and recommendations on annotated reply to decide the audit observations; comments and recommendations on advance paras of audit objection; supervision and grant of sanction of up to Rs. 200 to gazetted staff of offices and institutions; grant of ex post facto sanction of cases of various nature in accordance with the rules of delegation of powers; and supervision and recommendation pertaining to condonation of irregularities.

D. Financial Powers

Controls the utilization of the annual budget at the division level; has power to sanction the incurrence of expenditure up to limits provided by the NWFP Delegation of Power rules of 1981.

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Deputy Divisional Director

3. Deputy Divisional Director of Education (Schools)

Serves as drawing and disbursing officer for all incumbents of the local directorate; follows-up what is required by higher authorities from subordinate offices; signs each and every information/case issued either to higher or subordinate offices after approval of the DDE with respect to establishment and general matters, budget and accounts, and audit; writes Annual Confidential Reports on Grade 17 officers of the local directorate and countersigns ACRs on 17 selection grade teaching staff, as authorized by the DDE.

Assistant Divisional Directors

Assistant Divisional Directors of Education (ADDEO)

These functionaries assist the above officers in the areas designated after their titles. One of them deals with administration and school affairs. The ADDEO (Planning and Development) assists in the planning and development tasks of the division. The other two deal with budget/accounts and audit respectively.

Academic Duties

- i. Smooth conduct of education processes in the district.
- ii. Inspection of High, Middle and Primary Schools (by himself or through Assistant District Education Officers) in the district.
- iii. Proper maintenance and up-keep of educational institutions.
- iv. Maintenance of statistics.
- v. Extra-curricular duties/activities.
- vi. Sports and games.
- vii. Secretary, District Education Council.
- viii. Award of Scholarship. The DEO will conduct the scholarship exam of V Class and award Middle School Scholarships, both in respect of boys and girls. He will be in charge of all matters pertaining to scholarship in his district and will submit an annual report thereof to the Director of Education (Schools).

b. Budget/Accounts Planning and Drawing and Disbursing Powers

The DEO will be the drawing and disbursing officer in regard to all Establishment Travel Allowance (T.A.) contingencies of primary and middle schools, as well as his own office. Disbursements of pay will be made, however, through Headmasters/ADEOs. He will be responsible for the maintenance of accounts. In addition, he will be in charge of the preparation of budget estimates, annual development plans (ADPs) and project director of all small works in the district relating to education.

Service Matters

- i. Appointment: the DEO will be the appointing authority in respect of the teaching staff. The appointments will be made through respective selection boards. Likewise, his is the appointing authority for junior clerks and Class IV government servants.
- ii. Transferring Authority: He will be the transferring authority in respect of all non-gazetted teaching staff in the district. He will propose the transfer of Headmasters of High Schools within and out of the district to the Director of Education. Likewise, the DEO has the transferring authority over all ministerial staff in the district.
- iii. Controlling Officer and Other Matters: The DEO will be the controlling authority for travel allowances in respect of all gazetted and non-gazetted staff and for sanctioning of leaves, including casual leaves. He also has the authority to suspend in ranks, compulsory retire, remove or dismiss from the service in respect of non-gazetted teaching staff. Likewise, his permission is necessary to appear in examinations, to work as superintendent, deputy superintendent and as invigilators in examinations. Lastly, he has authority over pension cases and in the nomination and selection for inservice training.

ANNEX XVI

Balochistan Province Directorate of Primary Education

Job Description

- 1.0 Job Title : Supervisor of Elementary Education
- 2.0 Salary Range : BPS II
- 3.0 Job Location : In one of the twenty Districts.
- 4.0 Supervisor : District Elementary Education Officer.
- 5.0 Job Description, Responsibilities and Duties.

The supervisor of elementary education is responsible for assisting the elementary teacher improve the instructional process. The supervisor will develop a comprehensive supervision program to include frequent visits to the classroom, observation of the teacher performance and the development of a plan for teacher improvement with the teacher. The elementary supervisor will assist the teacher grow professionally by providing professional reading materials, newsletters, intervisitations to other elementary schools to observe teachers at work, frequent meetings where educational problems and issues are discussed, seminars, workshops, demonstration lessons, and other professional growth activities. The supervisor must find ways to recognize the work of the teacher and to find ways of rewarding dedication to the profession. The supervisor must assist the teacher gain the support and confidence of students and the community. The supervisor will assist the teacher in the development of daily lesson plans, grouping of students for instruction, class management techniques, the use of textbooks and instructional materials, testing and measurement procedures and student promotion decisions. The supervisor will, in cooperation with the DEEO, evaluate the performance of the teacher. The supervisor will assist the teacher devise ways to collect data as requested by the office of the DEEO. The supervisor will pass along to the DEEOs input from the teachers relative to instructional improvement as well as personal matters of teachers. The supervisor will assist the provision of in-service training of teachers and will assist the teacher in every way to become an effective elementary teacher.

6.0 Persons Directly Supervised:

- * Elementary Classroom Teachers.
- * Cooperative relationships with Head Teachers.

7.0 Job Qualifications:

- * Successful completion of 10th Grade Matric
- * Successful completion of PTC or TC.
- * Ten years of experience as a successful elementary education teacher.
- * Successful completion of special training course to be provided.
- * A willingness to continue participation in professional growth activities.

8.0 Terms of Service

The Supervisor of Elementary Education is a regular position in the Directorate of Elementary Education and appointment will be for a term of three years. A performance review will be conducted frequently to assess the Supervisor's contribution to the Directorate.

9.0 Recruitment, Application and Selection Process:

- * Vacancies will be advertised for a period of thirty days.
- * Application forms and instructions are available at the Directorate of Elementary Education. Office of the Assistant Director of Elementary Education, along with instructions, filing deadlines, interview schedules and date for final selection.
- * Selection will be made in three phases; one, the candidate's credentials will be reviewed by the Additional Director of Elementary Education, two, an interview will be held with the candidate by the Additional Director of Elementary Education and, three, the final selection will be made by the Secretary of Education.

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Balochistan Province
Directorate of Primary Education

Job Description

- 1.0 Job Title : Head Teacher, One per five-teacher schools.
- 2.0 Salary Range : BPS II
- 3.0 Job Location : In one of the twenty Districts.
- 4.0 Supervisor : The District Elementary Education Officer.
- 5.0 Job Description, Responsibilities and Duties.

The Head Teacher of a five-teacher elementary school will be responsible for the organization, development and implementation of the elementary school program. The head teacher is responsible for the provision of leadership, efficient management and supervision of all teachers and school employees. He/she is responsible for the cleanliness and maintenance of the school. He/she is responsible for the continuous academic progress of students. He/she is responsible to assist teachers with decisions relative to student promotion. He/she is responsible to assist teachers improve the instructional process. He/she is responsible for the collection of data about students, teachers and community as requested by the Office of the DEEO. He/she is responsible for close relationships between school and community. He/she is responsible for assessing the performance of the teacher with the cooperation of the DEEO. He/she is responsible for cooperatively planning a program for the improvement of the teacher. He/she is responsible for the provision of in-service training and professional growth activities for elementary education teachers. He/she is responsible to assist teachers with personal matters. He/she is responsible for recognizing the work of the classroom teacher.

6.0 Persons Directly Supervised:

- * Elementary school teachers in the schools.
- * Close relationships with supervisors of elementary education.

7.0 Job Qualifications

- * Successful completion of the 10th grade matric.
- * Successful completion of the PTC or TC.
- * Ten years of experience as a successful elementary school teacher.

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- * Successful completion of training course for head teachers.
- * A willingness to continue participation in professional growth activities.

8.0 Terms of Service

The Head Teacher is a regular position in the Directorate of Elementary Education and appointment will be for a term of three years. A performance review will be conducted frequently to assess the Head Teacher's contribution to the Directorate.

9.0 Recruitment, Application and Selection Process

- * Vacancies will be advertised for a period of thirty days.
- * Application forms and instructions are available at the Directorate of Elementary Education Office of the Assistant Director of Elementary Education, along with instructions, filing deadlines, interview schedules and date for final selection.
- * Selection will be made in three phases; one, the candidates credentials will be reviewed by the Additional Director of Elementary Education, two, an interview will be held with the candidate by the Additional Director of Elementary Education and, three, the final selection will be made by the Secretary of Education.

Balochistan Province
Directorate of Elementary Education

Job Description

- 1.0 Job Title : Reading Specialist (one per District)
2.0 Salary Range : BPS II
3.0 Job Location : In one of the twenty Districts.
4.0 Supervisor : District Elementary Education Officer.
5.0 Job Description, Responsibilities and Duties.

The reading specialist will assist teachers in the District with students having difficulty with reading. The reading specialist will be on call by other supervisors or teachers and will assist the teacher identify the reading problem as well as suggest corrective measures. He/she is responsible for the development of effective reading programs in the elementary schools. He/she is responsible to assist teachers measure student progress in reading. He/she is responsible to identify problems in the field of teaching reading for research and to report it to the research unit. He/she is responsible for assisting teachers read about new developments in the teaching of reading. He/she is responsible for training activities on the teaching of reading. He/she is responsible for assisting the teacher evaluate the effectiveness of the reading program. He/she is responsible to assist teachers effectively use reading textbooks, instructional and supplementary reading materials. He/she is responsible to assist teachers with methodologies of teaching reading. He/she is responsible for informing the Director of Elementary Education of the effectiveness of the reading programs in the District.

6.0 Persons Directly Supervised.

* None. Attached to the District Elementary Education Office on call to teachers or schools needing assistance in the teaching of reading.

7.0 Job Qualifications

- * Successful completion of 10th Grade Matric.
- * Successful completion of the PTC or TC
- * Ten years of experience as a successful elementary school teacher.
- * Completion of the specialized course on the teaching of reading which will be given to a select group of elementary school supervisors.
- * An interest in the teaching of reading.

- * A willingness to continue participation in professional growth activities.

8.0 Terms of Service

The Reading Specialist is an Elementary Education Supervisor and that is a regular position in the Directorate of Elementary Education and appointment will be for a term of three years. A performance review will be conducted frequently to assess the Reading Specialist's contribution to the Directorate.

9.0 Recruitment, Application and Selection Process:

- * Vacancies will be advertised for a period of thirty days.
- * Application forms and instructions are available at the Directorate of Elementary Education Office of the Assistant Director of Elementary Education, along with instructions, filing deadlines, interview schedules and date for final selection.
- * Selection will be made in three phases; one, the candidates credentials will be reviewed by the Additional Director of Elementary Education, two, an interview will be held with the candidate by the Additional Director of Elementary Education and three, the final selection will be made by the Secretary of Education.

Balochistan Province
Directorate of Elementary Education

Job Description

- 1.0 Job Title : Specialist in the Teaching of Mathematics.
- 2.0 Salary Range : BPS II
- 3.0 Job Location : In the DEEOs Office in one of the twenty Districts.
- 4.0 Supervisor : The DEEO
- 5.0 Job Description, Responsibilities and Duties.

The specialist in the teaching of mathematics will be part of the special resource staff of the DEEO's Office for use by elementary teachers who have problem learners in elementary school mathematics. He/she is responsible to assist elementary teachers develop an effective program of mathematics in the elementary school. He/she is responsible for assisting teachers with effective techniques of teaching elementary school mathematics. He/she is responsible for assisting teachers with measurement procedures of student progress. He/she is responsible to assist teachers become informed of recent developments in the teaching of elementary school mathematics. He/she is responsible for assisting teachers participate in professional growth activities. He/she is responsible for informing the Director of Elementary Education of the status of the teaching of mathematics in the elementary school. He/she is responsible to identify and inform the research unit of needed research in the teaching of elementary school mathematics.

6.0 Persons Directly Supervised

None. Assigned to the DEEO's Office on call to other supervisors, Head Teachers and elementary school teachers.

7.0 Job Qualifications

- * Successful completion of the 10th Grade Matric.
- * Successful completion of the PTC or TC
- * Ten years experience as a successful elementary school teacher.
- * Successful completion of specialized training program offered to a select group of supervisors.
- * An interest in the teaching of elementary school mathematics.

- * A willingness to continue to participate in professional growth activities.

8.0 Terms of Service

The Specialist in Mathematics is an Elementary Education Supervisor and it is a regular position in the Directorate of Elementary Education and appointment will be for a term of three years. A performance review will be conducted frequently to assess the Mathematics Specialist's contribution to the Directorate.

9.0 Recruitment, Application and Selection Process

- * Vacancies will be advertised for a period of thirty days.
- * Application forms and instructions are available at Directorate of Elementary Education Office of the Assistant Director of Elementary Education, along with instructions, filing deadlines, interview schedules and date for final selection.
- * Selection will be made in three phases; one, the candidates credentials will be reviewed by the Additional Director of Elementary Education, two, an interview will be held with the candidate by the Additional Director of Elementary Education and three, the final selection will be made by the Secretary of Education.

- * Ten years experience as a successful elementary school teacher.
- * Successful completion of the specialized training program projected for a select of supervisors.
- * An interest in the teaching of science.
- * A willingness to continue to participate in professional growth activities.

8.0 Terms of Service

The Specialist in the Teaching of Science is an Elementary Education Supervisor and it is a regular position in the Directorate of Elementary Education and appointment will be for a term of three years. A performance review will be conducted frequently to assess the Science Teaching Specialist's contribution to the Directorate.

9.0 Recruitment, Application and Selection Process:

- * Vacancies will be advertised for a period of thirty days.
- * Application forms and instructions are available at the Directorate of Elementary Education Office of the Assistant Director of Elementary Education, along with instructions, filing deadlines, interview schedules and date for final selection.
- * Selection will be made in three phases; one, the candidates credentials will be reviewed by the Additional Director of Elementary Education, two, an interview will be held with the candidate by the Additional Director of Elementary Education and three, the final selection will be made by the Secretary of Education.

Balochistan Province
Directorate of Primary Education

Job Description

- 1.0 Job Title : Specialist in the Teaching of Elementary School Science.
- 2.0 Salary Range : BPS II
- 3.0 Job Location : In the office of the DEEO on call to other supervisors, head teachers and teachers for the improvement of the teaching of elementary school science.
- 4.0 Supervisor : The DEEO
- 5.0 Job Description, Responsibilities and Duties.

The specialist in the teaching of science will be part of the specialized resources in the DEEO's Office for improvement of the teaching of science in the elementary schools. He/she is responsible to assist teachers with problems in the teaching of elementary school science. He/she is responsible to assist teachers and students develop a good attitude toward science learning in the elementary school. He/she is responsible to assist teachers use texts, instructional materials, simple experiments and especially science related objects from the local environment in the teaching of science. He/she is responsible to identify and inform the research unit of research needs in the teaching of science. He/she is responsible to assist teachers become informed of the latest developments in the teaching of science. He/she is responsible to assist teachers with student evaluation procedures. He/she is responsible to assist teachers develop related science activities such as science fairs, science projects, nature study and other similar activities. He/she is responsible to report the status of science teaching to the Director of Elementary School science. He/she is responsible for assisting the teacher receive in-service training on the teaching of science. He/she is responsible for the recognition of the good science teaching on the part of elementary school teachers.

6.0 Persons Directly Supervised.

None. Must have cooperative relationships with other supervisors and head teachers in the interest of improving the teaching of science in the elementary schools of the District.

7.0 Job Qualifications

- * Successful completion of Grade 10 Matric
- * Successful completion of the PTC or TC.

Balochistan Province
Directorate of Elementary Education

Job Description

- 1.0 Job Title : Specialist in the Teaching of Elementary School Social Studies.
- 2.0 Salary Range : BPS II
- 3.0 Job Location : Assigned to the DEEOs Office on call to other supervisors and head teachers to assist the improvement of the teaching of elementary school social studies.
- 4.0 Supervisor : The DEEO
- 5.0 Job Description, Responsibilities and Duties.

The specialist in the teaching of the social studies will be assigned as part of the specialized resources of the DEEO's Office to assist teachers improve the teaching of social studies at the elementary school level. He/she is responsible to assist teachers and students develop a good attitude toward the social studies content. He/she is responsible to assist teachers develop a good program of social studies in the elementary school. He/she is responsible to assist teachers develop good teaching techniques in the social studies program. He/she is responsible to assist teachers use effectively texts and instructional materials. He/she is responsible to assist teachers use other resources to teach the social studies such as maps, charts, newspapers, magazines, current events, etc. He/she is responsible to assist teachers with special problems in the teaching of social studies. He/she is responsible to assist teachers develop evaluation procedures to check student progress. He/she is responsible to assist teachers become aware of new developments in the teaching of the social studies. He/she is responsible to identify research needs in the teaching of social studies. He/she is responsible to assist teachers acquire in-service training and other professional growth activities. He/she is responsible to report to the Director of Elementary Education the status of the teaching of the social studies in the elementary schools of the District.

6.0 Persons Supervised

None. Assigned to the DEEO's Office but must relate with other supervisors and head teachers in the interest of improving the teaching of the social studies.

7.0 Job Qualifications

- * Successful completion of the 10th Grade Matric
- * Successful completion of the PTC or TC.
- * Ten years of experience as a successful elementary school teacher.
- * At least five years experience as a successful elementary school supervisor.
- * An interest in the teaching of social studies.
- * Successful completion of the specialized training course which will be offered a select group of elementary school supervisors.
- * A willingness to continue participation in professional growth activities.

8.0 Terms of Service

The Specialist in the Teaching of Social Studies is an Elementary School Supervisor and it is a regular position in the Directorate of Elementary Education and appointment is for a term of three years. A performance review will be conducted frequently to assess the Social Studies specialist's contribution to the Directorate.

9.0 Recruitment, Application and Selection Process :

- * Vacancies will be advertised for a period of thirty days
- * Application forms and instructions are available at the Directorate of Elementary Education Office of the Assistant Director of Elementary Education, along with instructions, filing deadlines, interview schedules and date for final selection.
- * Selection will be made in three phases; one, the candidates credentials will be reviewed by the Additional Director of Elementary Education, two, an interview will be held with the candidate by the Additional Director of Elementary Education, and three, the final selection will be made by the Secretary of Education.

Balochistan Province
Directorate of Elementary Education

Job Description

- 1.0 Job Title : Specialist In Special Education
- 2.0 Salary Range : BPS II
- 3.0 Job Location : Assigned to the DEEO's Office as part of specialized resources for assisting teachers manage special problem learners in the elementary schools.
- 4.0 Supervisor : The DEEO
- 5.0 Job Description, Responsibilities and Duties.

The specialist in special education will be assigned to the DEEO's Office on call to other supervisors, head teachers and teachers who need assistance with problem learners. He/she is responsible to assist teachers to identify students with learning problems. He/she is responsible to assist teachers refer more serious cases to specialists. He/she is responsible to assist teachers adjust the elementary school program to meet the needs and capabilities of problem learners. He/she is responsible to assist teachers find appropriate texts, and instructional materials to meet the needs of problem learners. He/she is responsible to assist teachers to devise evaluation procedures to assess progress of problem learners. He/she is responsible to assist teachers become aware of recent developments in the teaching of special education students. He/she is responsible to identify and to inform the research unit of research needs in the field of special education. He/she is responsible to inform the Director of Elementary Education of the efforts made by elementary school teachers to meet the needs of special education students. He/she is responsible to assist teachers create an acceptance of special education children in the school and community.

6.0 Persons Directly Supervised.

None: Assigned to the DEEO's Office. Must work cooperatively with other supervisors and Head Teachers in caring for special education students.

7.0 Job Qualifications

- * Successful completion of the 10th Grade Matric.
- * Successful completion of the PTC or TC.
- * Ten years experience as a successful elementary school teacher.

- * Five years experience as a successful elementary school supervisor.
- * Successful completion of the specialized training course to be offered a select group of supervisors.
- * A special interest in the field of Special Education.
- * A willingness to continue to participate in professional growth activities.

8.0 Terms of Service.

The Specialist of Special Education is an Elementary Education Supervisor and it is a regular position in the Directorate of Elementary Education and appointment is for a term of three years. A performance review will be conducted frequently to assess the Special Education Specialist's contribution to the Directorate.

9.0 Recruitment, Application and Selection Process :

- * Vacancies will be advertised for a period of thirty days.
- * Application forms and instructions are available at the Directorate of Elementary Education Office of the Assistant Director of Elementary Education, along with instructions, filing deadlines, interview schedules and date for final selection.
- * Selection will be made in three phases; one, the candidates credentials will be reviewed by the Additional Director of Elementary Education, two, an interview will be held with the candidate by the Additional Director of Elementary Education, and three, the final selection will be made by the Secretary of Education.

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Balochistan Province
Directorate of Primary Education

Job Description

- 1.0 Job Title : Specialist In The Teaching of Religious Studies.
- 2.0 Salary Range : BPS 11
- 3.0 Job Location : Assigned to the DEEO's office as part of specialized resources on call to supervisors head teachers and teachers to improve the teaching of religious studies.
- 4.0 Supervisor : DEEO
- 5.0 Job Description, Responsibilities and Duties.

The specialist in religious studies would be assigned to the DEEO's Office to assist teachers develop an effective program of religious studies. He/she would be responsible to assist teachers prepare daily as well as long range plans for the teaching of religious studies. He/she is responsible to assist teachers in the use of texts and instructional materials distributed for the teaching of religious studies. He/she is responsible to assist teachers relate religious studies to the rest of the curriculum. He/she is responsible to assist teachers measure student progress in religious studies. He/she is responsible to assist teachers identify research needs in the teaching of religious studies. He/she is responsible to assist teacher create good attitudes among students relative to morality and good values in their daily lives. He/she is responsible inform the Director of Elementary Education of the status of the teaching of religious studies in the elementary schools.

6.0 Persons Directly Supervised.

None. Assigned to the specialized staff of the DEEO's Office to assist teachers improve the teaching of religious studies in the elementary schools.

7.0 Job Qualifications.

- * Successful completion of the 10th Grade Matric.
- * Successful completion of the PTC or TC.
- * Ten years experience as an elementary school teacher.
- * Five years of experience as a successful elementary school supervisor.
- * An interest in the teaching of religious studies.

- * A willingness to continue participation in professional growth activities.

8.0 Terms of Service.

The Specialist in the Teaching of Religious Studies is an Elementary School Supervisor and it is a regular position in the Directorate of Elementary Education and appointment is for a term of three years. A performance review will be conducted frequently to assess the Religious Studies Specialist's contribution to the Directorate.

9.0 Recruitment, Application and Selection Process.

- * Vacancies will be advertised for a period of thirty days.
- * Application forms and instructions are available at the Directorate of Elementary Education Office of the Assistant Director of Elementary Education, along with instructions, filing deadlines, interview schedules and date for final selection.
- * Selection will be made in three phases; one, the candidates credentials will be reviewed by the Additional Director of Elementary Education, two, an interview will be held with the candidate by the Additional Director of Elementary Education and three, the final selection will be made by the Secretary of Education.

Balochistan Province
Directorate of Elementary Education

Job Description

- 1.0 Job Title : Specialist in the Teaching of Languages.
- 2.0 Salary Range : BPS 11
- 3.0 Job Location : One of the Twenty Districts
- 4.0 Supervised : DEEO
- 5.0 Job Description, Responsibilities and Duties.

The specialist in the teaching of languages must assist teachers who are teaching a second language in the elementary school. He/she must assist the teacher with the methodology of teaching a second language. He/she must assist the teacher learn to use the textbooks and instructional materials already prepared for use in the teaching of a second language. He/she must assist the teacher prepare instructional materials for the teaching of a second language. He/she must assist the teacher with pre-testing, testing for progress and end of academic year testing in the use of the second language. He/she must assist teachers identify problems in the teaching of the second language. He/she must assist teachers with solutions to problems encountered in the teaching of a second language. He/she must assist teachers evaluate the student in the learning of a second language. He/she must identify needed research and inform the research unit on such problems. He/she must assist teachers become aware of the newest developments and research in the teaching of a second language. He/she must assist teachers to evaluate the performance in the teaching of a second language.

6.0 Persons Directly Supervised

None

7.0 Job Qualifications

- * Completion of the PTC or TC
- * Ten years successful experience as an elementary school teacher.
- * Successful completion of the training which will be provided in this specialized area.
- * An interest in the teaching of a second language.
- * A willingness to continue participation in professional growth activities.

8.0 Terms of Service

The Specialist in the teaching of languages is an elementary school supervisor and a regular position in the Directorate of Elementary Education and appointment is for a term of three years. A performance review will be conducted frequently to assess the Specialist in the Teaching of Language's contribution to the Directorate.

9.0 Recruitment, Application and Selection Process

- * Vacancies will be advertised for a period of thirty days.
- * Application forms and instructions are available at the Directorate of Elementary Education Office of the Assistant Director of Elementary Education, along with instructions, filing deadlines, interview schedules and date for final selection.
- * Selection will be made in three phases, one, the candidates credentials will be reviewed by the Additional Director of Elementary Education, two, an interview will be held with the candidate by the Additional Director of Elementary Education and three, the final selection will be made by the Secretary of Education.

Balochistan Province
Directorate of Primary Education

Job Description

- 1.0 Job Title : Additional Director of Elementary Education.
- 2.0 Salary Range : BPS 20
- 3.0 Job Location : Department of Education, Directorate of Elementary Education, Quetta
- 4.0 Supervisor : Secretary of Education, Department of Education, Quetta.
- 5.0 Job Description, Responsibilities and Duties.

The Additional Director of Elementary Education is the chief officer in charge of the New Directorate of Elementary Education. He/she is responsible for the organization, development and operation of this new educational structure. H/she is responsible for the management, administration, supervision and evaluation of elementary education in Balochistan Province. He/she is responsible for the delegation of responsibilities to subordinates to provide time for the director to develop strong linkages with support services units, training agencies, construction and maintenance units, Department of Education officials, the public, councils and coordinating agencies. He/she must assign duties and responsibilities to subordinates and to monitor and frequently evaluate their performance. He/she must meet frequently with key personnel to assess level of management efficiency and effectiveness of the instructional program. He/she is responsible for the development of a research and development component to gather empirical data on the interworkings of the Directorate as well as its programs. He/she is responsible for the restoration and maintenance of the physical environment for learning. He/she is responsible for the provision of learning materials and tools for teaching to all elementary schools in the Province. He/she is responsible for the personal welfare of staff, teachers and elementary school personnel. He/she is responsible for the evaluation of the performance of DEEO's, supervisors, Head Teachers and elementary school teachers. He/she is responsible for accountability to the public, political leaders, Government Officials and interested persons in the elementary education school program. He/she is responsible for the formulation and efficient execution of established educational policy. He/she is responsible for the collection of data for planning and the formulation of development plans for elementary education. He/she is responsible for the in-service training of management as well as instructional staff. He/she is responsible for occasional on-site visits to observe the work of DEEO's, supervisors, head teachers and to observe first hand the instructional process in action.

6.0 Persons Directly Supervised

Assistant Director of Elementary Education
Six Divisional Education Officers
Five Deputy Directors of Education
Office Staff
Field Staff

7.0 Job Qualifications

- * Successful completion of the B.ED and M.Ed. The PHD or DEd desirable.
- * Ten years experience as a successful elementary school teacher.
- * Experience in the management of a sizeable educational unit.
- * Evidence of frequent participation in professional growth activities.
- * A dedicated professional who could motivate a staff of professionals to restore and move an elementary educational system to greater heights.

8.0 Terms of Service

The Additional Director of Elementary Education is a regular position in the Directorate of Elementary Education and appointment is for a term of three years. A performance review will be conducted frequently to assess the Additional Director's contribution to the Directorate.

9.0 Recruitment, Application and Selection Process

- * Vacancies will be advertised for a period of thirty days.
- * Application forms and instructions are available at the Directorate of Elementary Education Office of the Assistant Director of Elementary Education, along with instructions, filing deadlines, interview schedules and date for final selection.
- * Selection will be in three phases : one, an eligibility roster will be made by an independent committee; two, a committee will conduct interviews and site visits where appropriate, rank candidates and submit the three top candidates to the Secretary of Education; and three, the final selection will be the most worthy of candidates applying for the position.

Balochistan Province
Director of Elementary Education

Job Description

- 1.0 Job Title : Twenty District Elementary Education Administrative Officers (DEEOs)
- 2.0 Salary Range : BPS 17
- 3.0 Job Location : One of the Twenty Districts
- 4.0 Supervisor : Division Education Officer
- 5.0 Job Description, Responsibilities and Duties.

The twenty District Education Officers represent middle level administrative and management staff responsible for the efficient operation of elementary education in the various Districts. He/she is responsible to draw and disburse funds for travel allowances, contingencies of primary and middle elementary schools as well as his own office. He/she is responsible for accountability of these funds. He/she will assist DEO's in the preparation of ADPs and act as the project director of all small education works in the District. He/she is responsible for the disbursement of teachers salaries. He/she will be the controlling authority for travel allowances for all gazetted and non gazetted staff, as well as the sanctioning of leaves. He/she is responsible for removals or dismissals from service of non gazetted teaching staff. He/she is responsible for pension cases and the nomination and selection of teachers for in-service training He/she is responsible for the collection of data relative to teachers, students and community. He/she is responsible for the maintenance and repair of physical plants. In this respect he/she should spend half time on inspection tours of elementary schools under his jurisdiction. He/she is responsible for the welfare of teachers, supervisors and Head Teachers. He/she is responsible for administering the exam of the fifth grade class and to award the middle school scholarships. He/she is responsible to keep the Director of Elementary Education informed of the operation of the elementary school system.

6.0 Persons Directly Supervised

- * Supervisors of elementary education.
- * Head Teachers.

7.0 Job Qualifications

- * Completion of the B.ED degree M.ED (desirable)

- * Ten years of successful teaching in the elementary school.
- * Ten years experience as an SDEO in the Office of the DEO working in the interest of Elementary Education.
- * Evidence of managerial skills.
- * A willingness to continue participation in professional growth activities.

8.0 Terms of Service.

The District Elementary Education Officer is a regular position in the Directorate of Elementary Education and appointment is for a term of three years. A performance review will be conducted frequently to assess the District Elementary Education Officer's contribution to the Directorate.

9.0 Recruitment, Application and Selection Process :

- * Vacancies will be advertised for a period of thirty days.
- * Application forms and instructions are available at the Directorate of Elementary Education Office of the Assistant Director of Elementary Education, along with instructions, filing deadlines, interview schedules and date for final selection.
- * Selection will be made in three phases, one, the candidates credentials will be reviewed by the Additional Director of Elementary Education, two, an interview will be held with the candidate by the Additional Director of Elementary Education and three, the final selection will be made by the Secretary of Education.

Balochistan Province
Directorate of Elementary Education

Job Description

- 1.0 Job Title : Twenty District Elementary Education Officers (DEEOs)/Instruction
- 2.0 Salary Range : BPS 17
- 3.0 Job Location : In one of the twenty Districts.
- 4.0 Supervisor : Division Education Officer.
- 5.0 Job Description, Responsibilities and Duties.

The District Elementary Education Officers on the instruction side are responsible for the smooth operation of the instructional process. He/she is responsible to assist the supervisors and Head Teachers prepare a comprehensive supervisory program for the improvement of instruction. He/she is responsible for providing the supervisor with transportation and travel allowances to visit elementary teachers in the classroom. He/she is responsible to support the supervisors in their work with teachers and community. He/she is responsible to support the supervisors in their work with teachers and community. He/she is responsible to provide professional growth activities for the supervisors so that they can increase their capacity to assist teachers in their work. He/she is responsible to assist supervisors evaluate the performance of the teacher and to prepare a plan for improvement of the teaching process. He/she is responsible to identify problems of research for the research unit. He/she is responsible for the evaluation of the supervisory performance of the supervisors. He/she is responsible to inform the Director of Elementary Education of the progress in the improvement of elementary education. He/she is responsible for assisting the improvement of school/community relationships. He/she is responsible to recognize the outstanding work of the supervisors and classroom teachers. He/she is responsible to enlist the support of the community, especially the District Councils. He/she with the DEEO administrative staff would attend District Council meetings as members. The administrative and instructional DEEOs would fully brief the District Council members on all aspects of elementary education development.

6.0 Persons Directly Supervised.

- * Supervisor and Head Teachers.

7.0 Job Qualifications

- * Completion of the B.ED degree M.ED (desirable).

- * Ten years experience as a successful elementary education teacher.
- * Seven years experience working in the Office of the DEO in the interest of elementary education.
- * Evidence of pedagogical skills.
- * A willingness to participate in professional growth activities.

8.0 Terms of Service.

The District Elementary Educating Officer is a regular position in the Directorate of Elementary of Education and appointment is for a term of three years. A performance review will be conducted frequently to assess the District Elementary Education Officer's contribution to the Directorate.

9.0 * Vacancies will be advertised for a period of thirty days.

* Application forms and instructions are available at the Directorate of Elementary Education Office of the Assistant Director of Elementary Education, along with instructions, filing deadlines, interview schedules and date for final selection.

* Selection will be made in three phases; one, the candidates credentials will be reviewed by the Additional Director of Elementary Education, two, an interview will be held with the candidate by the Additional Director of Elementary Education and three, the final selection will be made by the Secretary of Education.

Balochistan Province
Directorate of Elementary Education

Job Description

- 1.0 Job Title : Assistant Director of Elementary Education.
- 2.0 Salary Range : BPS 16
- 3.0 Job Location : Directorate of Elementary Education, Department of Education, Quetta.
- 4.0 Supervisor : Director of Elementary Education.
- 5.0 Job Description, Responsibilities and Duties.

The Assistant Director of Elementary Education is responsible for management and administrative tasks entrusted to him by the Additional Director of Elementary Education. He/she is responsible for freeing the Additional Director's time to plan for the future direction of the Directorate. He/she is responsible to meet with parents, public officials and community leaders who wish to discuss educational problems. He/she is responsible for the provision of information and appointments for visiting consultants from international agencies. He/she is responsible for informing the Additional Director of happenings which may be of concern to the program. He/she is responsible for sitting in meetings and attending public events when the presence of the Additional Director is not possible. He/she is responsible for the coordination of all visitors who need to discuss problems with the Additional Director. He/she is responsible for a continuous communication flow throughout the system for input. The Assistant Director of Elementary Education must be fully briefed of all development plans of the Directorate so that sound decisions can be made in the absence of the Director of Elementary Education.

6.0 Persons Directly Supervised.

Office Staff.

7.0 Job Qualifications

- * Successful completion of the B.Ed, M.ED (desirable).
- * Ten years experience as a successful elementary school teacher (desirable).
- * At least five years experience as a school administrator..
- * Evidence of management skills.

- * A willingness to continue to participate in professional growth activities.

8.0 Terms of Service

The Assistant Director of Elementary Education is a regular position in the Directorate of Elementary of Education and appointment is for a term of three years. A performance review will be conducted frequently to assess the Assistant Director's contribution to the Directorate.

9.0 Recruitment, Application and Selection Process

- * Vacancies will be advertised for a period of thirty days.
- * Application forms and instructions are available at the Directorate of Elementary Education Office of the Assistant Director of Elementary Education, along with instructions, filing deadlines, interview schedules and date for final selection.
- * Selection will be made in three phases; one, the candidates credentials will be reviewed by the Additional Director of elementary Education, two, an interview will be held with the candidate by the Additional Director of Elementary Education, and three, the final selection will be made by the Secretary of Education.

Balochistan Province
Directorate of Elementary Education

Job Description

- 1.0 Job Title : Deputy Director Planning, Research and Evaluation.
- 2.0 Salary Range : BPS 17
- 3.0 Job Location : Directorate of Elementary Education
- 4.0 Supervisor : Additional Director of Elementary Education.
- 5.0 Job Description, Responsibilities and Duties.

The Deputy for Planning, Research and Evaluation will assist the Directorate move forward with the construction of new school buildings, renovation of present buildings, and school maintenance and repair. He/she is responsible for the development of a research and development unit to gather empirical data and information relative to the operation of the system of elementary education. He/she is responsible to collaborate with the DEEOs, supervisors, Head Teachers and elementary teachers on evaluative schemes pertaining to the instructional side of elementary education. He/she is responsible for cooperating with the management side to conduct frequent assessments of management efficiency. He/she is responsible for coordinating school site planning and construction of school plants with civil works for the Director of Elementary School Education. He/she is responsible to collect data from the field staff, analyze it and prepare it for publication. He/she is responsible for supervising the initiation and development of the EMIS operation in the Directorate. He/she is responsible for assisting the formulation of the ADPs. He/she is responsible to develop a research and evaluation unit to generate data and information about the operation of the elementary school system. He/she is responsible for informing the Director of Elementary Education of the status of planning, research and development and evaluation in the elementary school system.

6.0 Persons Directly Supervised.

Planning, Research and Evaluation Staff.

7.0 Job Qualifications

- * Successful completion of B.ED, MED(desirable)
- * Ten years experience as a successful elementary school teacher.
- * Seven years experience as an educational planner.

- * Evidence of managerial skills
- * Some experience as an educational researcher and school evaluator.

8.0 The Deputy Director for Planning, Research and Evaluation is a regular position in the Directorate of Elementary Education and appointment will be for a term of three years. A performance review will be conducted frequently to assess the Deputy Director's contribution to the Directorate.

9.0 Recruitment, Application and Selection Process :

- * Vacancies will advertised for a period of thirty days.
- * Application forms and instructions are available at the Directorate of Elementary Education Office of the Assistant Director of Elementary Education, along with instructions, filing deadlines, interview schedules and date for final selection.
- * Selection will be made in three phases : one, the candidates credentials will be reviewed by the Director of Elementary Education; two, an interview will be held with the candidate by the Director of Elementary Education; and three, the final selection will made by the Secretary of Education.

Balochistan Province
Directorate of Elementary Education

Job Description

- 1.0 Job Title : Deputy Director for Administrative Services.
- 2.0 Salary Range : BPS 17
- 3.0 Job Location : Directorate of Elementary Education
- 4.0 Supervisor : Additional Director of Elementary Education.
- 5.0 Job Description, Responsibilities and Duties.

The Deputy Director for administrative services is responsible for facilitating the smooth operation of the elementary school system. He/she is responsible for the provision of textbooks, instructional materials, school supplies, school furniture and equipment to the elementary schools of the Province. He/she is responsible for the distribution and accountability of such school materials. He/she is responsible for the establishment of a communications flow system up and down the line to enlist input from staff and teachers. He/she is responsible for the management and control of school property. He/she is responsible to initiate the establishment of policy relative to school calendar, vacations, and holidays. He/she is responsible for the organizational pattern of one room, multi-grade and conventional five teacher schools. He/she is responsible for the establishment of policy relative to professional expectations of teachers. He/she is responsible for the conduction of formative and summative evaluations of the performance of the administrative and management system. He/she is responsible to assist in the formulation of ADPs. He/she is responsible for occasional visits to the field to better understand the situation and to get feedback for the improvement of the administrative effort. He/she is responsible to inform the Director of Elementary Education on the Management staff's capacity to serve the needs of the instructional staff of the elementary education system.

6.0 Persons Directly Supervised.

Administrative Services Staff.

7.0 Job Qualifications

- * Successful completion of the B.ED, M.ED (desirable).
- * Ten years of experience as a successful elementary school teacher.
- * Evidence of management skills.

- * A willingness to continue participation in professional growth activities.

8.0 Terms of Service

The Deputy Director of Administrative Services is a regular position in the Directorate of Elementary Education and appointment will be for a term of three years. A performance review will be conducted frequently to assess the Deputy Director's contribution to the Directorate.

9.0 Recruitment, Application and Selection Process.

- * Vacancies will be advertised for a period of thirty days.
- * Application forms and instructions are available at the Directorate of Elementary Education Office of the Assistant Director of Elementary Education, along with instructions, filing deadlines, interview schedules and date for final selection.
- * Selection will be made in three phases; one, the candidates credentials will be reviewed by the Additional Director of Elementary Education, two, an interview will be held with the candidate by the Additional Director of Elementary Education and three, the final selection will be made by the Secretary of Education.

Balochistan Province
Directorate of Elementary Education

Job Description

- 1.0 Job Title : Deputy Director for Education Services
- 2.0 Salary Range : PPS 17
- 3.0 Job Location : Directorate of Elementary Education.
- 4.0 Supervisor : Additional Director of Elementary Education.
- 5.0 Job Description, Responsibilities and Duties.

The Deputy Director for Education Services is responsible for the efficient operation of the instructional program in the elementary school. He/she is responsible to assist the cooperative development of a philosophy, goals and objectives for elementary school education. He/she must orient staff and teachers of established goals and approaches to achieve them. He/she is responsible for enforcing the curriculum, use of adopted textbooks and instructional materials, and rules and regulations prescribed for elementary education schools. He/she is responsible for establishing policies relative to instructional grouping procedures, class management procedures and teaching methodologies. He/she is responsible for policies relative to the care and use of textbooks. He/she is responsible for establishing policy relative to class size, approximate instructional time for diverse curricular offerings, attendance regulations and behavioral expectations. He/she is responsible to assist the identification of research problems in the area of classroom instruction. He/she is responsible to inform frequently the Director of Elementary Education of the status of the instructional programs in the elementary schools of the Province.

6.0 Persons Directly Supervised.

The Education Services Staff

7.0 Job Qualifications

- * Successful completion of the B.ED, M.ED (desirable).
- * Ten years experience as a successful elementary school teacher.
- * Seven years of successful service in an administrative or management position
- * Evidence of sound management skills.

- 100

- * A willingness to continue participation in professional growth activities.

8.0 The Deputy Director for Educational Services is a regular position in the Directorate of Elementary Education and appointment will be for a term of three years. A performance review will be conducted frequently to assess the Deputy Director's contribution to the Directorate.

9.0 Recruitment, Application and Selection Process.

- * Vacancies will be advertised for a period of thirty days.
- * Application forms and instructions are available at the Directorate of Elementary Education Office of the Assistant Director of Elementary Education, along with instructions, filing deadlines, interview schedules and date for final selection.
- * Selection will be made in three phases ; one, the candidates credentials will be reviewed by the Additional Director of Elementary Education, two, an interview will be held with the candidate by the Additional Director of Elementary Education, and three, the final selection will be made by the Secretary of Education.

Balochistan Province
Directorate of Elementary Education

Job Description

- 1.0 Job Title : Deputy Director of Support Services.
- 2.0 Salary Range : BPS 17
- 3.0 Job Location : Directorate of Elementary Education.
- 4.0 Supervisor : Additional Director of Elementary Education.

5.0 Job Description, Responsibilities and Duties

The Deputy Director of Support Services is responsible for the provision of support services to the elementary schools in the Province. He/she is responsible for conducting an assessment of training needs in each District. He/she is responsible for developing the content of the training programs for DEEOs, supervisors, Head Teachers and teachers. He/she is responsible for initiating such training with appropriate training agencies. He/she is responsible for the scheduling, selecting of candidates, providing appropriate travel and per diem allowances and other details of a successful training operation. He/she is responsible for assisting schools provide for the disadvantaged and poor rural students. He/she is responsible for assisting with lunch programs in schools, the provision of clothing to the poor, and other similar contributions. He/she is responsible to conduct community surveys to assess the possibilities for assistance to teachers in elementary schools. He/she is responsible for the provision of extracurricular activities for elementary school children. He/she is responsible for the provision of special resource personnel such as reading specialists, special education specialists and others to supervisors, Head Teachers and teachers. He/she is responsible for informing the Director of Elementary Education of progress in the provision of support services to the elementary schools in the Province.

6.0 Persons Directly Supervised

Support Services Staff

7.0 Job Qualifications

- * Successful completion of B.ED, M.ED (desirable).
- * Ten years experience as a successful elementary school teacher.
- * Seven years experience in a management or administrative position.

- * Evidence of good management skills.
- * A willingness to continue participation in professional growth activities.

8.0 Terms of Service

The Deputy Director for Support Services is a regular position in the Directorate of Elementary Education, and appointment will be for a term of three years. A performance review will be conducted frequently to assess the Deputy Director's contribution to the Directorate.

9.0 Recruitment, Application and Selection Process

- * Vacancies will be advertised for a period of thirty days.
- * Application forms and instructions are available at Directorate of Elementary Education Office of the Assistant Director of Elementary Education, along with instructions, filing deadlines, interview schedules and date for final selection.
- * Selection will be made in three phases; one, the candidates credentials will be reviewed by the Additional Director of Elementary Education, two, an interview will be held with the candidate by the Additional Director of Elementary Education and three, the final selection will be made by the Secretary of Education.

Balochistan Province
Directorate of Elementary Education

Job Descriptions

- 1.0 Job Title : Division Education Officer
- 2.0 Salary Range : BPS 18
- 3.0 Job Location : In one of the six Divisions.
- 4.0 Supervisor : Additional Director of Elementary Education.
- 5.0 Job Description, Responsibilities and Duties.

The Division Education Officer will provide the coordination between the Instructional field operation and the implementation staff of the Directorate. The Division Education Officer will provide horizontal coordination with the Curriculum Bureau, Teacher Training Colleges, and textbook board through the assistance of the Deputy Division Directors for administration and instruction. The Division Education Officer will be responsible for monitoring the work of the DEEOs; The Division Education Officer will make frequent field visits to evaluate the performance of the DEEOs. The Division Education Officer will be responsible to develop a strong public relations program to gain support for effective elementary education. The Division Education Officer will inform other units of the Department of Education on the progress of the New Directorate of Elementary Education. The Division Education Officer will keep the Additional Director of Elementary Education briefed of the operational activities of the Directorate.

6.0 Persons Directly Supervised

Deputy Directors of Instruction and Administration.
Approximately forty DEEOs.

7.0 Job Qualifications

- * Completion of B.ED, M.ED (desirable)
- * Ten years experience as a successful elementary education teacher.
- * Seven years experience in a management or administrative position.
- * Evidence of management skills.
- * A willingness to participate in professional growth activities.

8.0 Terms of Service

The Division Education Officer is a regular position in the Directorate of Elementary Education and appointment will be for a term of three years. A performance review will be conducted frequently to assess the Division education Officer's contribution to the Directorate.

9.0 Recruitment, Application and Selection Process.

- * Vacancies will be advertised for a period of thirty days.
- * Application forms and instructions are available at Directorate of Elementary Education Office of the Assistant Director of Elementary Education, along with instructions, filing deadlines, interview schedules and date for final selection.
- * Selection will be made in three phases; one, the candidates credentials will be reviewed by the Additional Director of Elementary Education; two, an interview will be held with the candidate by the Additional Director of Elementary Education and three, the final selection will be made by the Secretary of Education.

Balochistan Province
Directorate of Elementary Education,

Job Description

- 1.0 Job Title : Deputy Division Director for Administration.
- 2.0 Salary Range : BPS 17
- 3.0 Job Location : Directorate of Elementary Education.
- 4.0 Supervised : Additional Director of Elementary Education.
- 5.0 Job Description, Responsibilities and Duties.

The Deputy Division Director for Administration will be responsible for the coordination of administrative activities from the Directorate to the field staff. The Deputy Division Director for Administration must make frequent needs assessment to determine what services are being rendered to the field staff. The Deputy Director must visit service agencies from time to time to expedite services to the Directorate. The Deputy Division Director must develop a communications flow from the bottom up and top down to invite input from teachers and field staff. The Deputy must develop schemes for more accurate and precise data collection from the field on students, teachers and physical plants. The Deputy must find ways to enlist the support of community organizations and political leaders. The Deputy must keep the Director of Elementary Education informed of the administrative operation of the Directorate. The Deputy must initiate evaluative procedures for frequent assessments of administrative efficiency.

6.0 Persons Directly Supervised.

None

7.0 Job Qualifications.

- * Completion of B.ED, M.ED (desirable).
- * Ten years experience as a successful elementary education teacher.
- * Seven years experience in a management or administrative position.
- * Evidence of management skills.
- * A willingness to continue participation in professional growth activities.

8.0 Terms of Service.

The Deputy Division Director is a regular position in the Directorate of Elementary Education and appointment will be for a term of three years. A performance review will be conducted frequently to assess the Deputy Division Director's contribution to the Directorate.

9.0 Recruitment, Application and Selection Process.

- * Vacancies will be advertised for a period of thirty days.
- * Application forms and instructions are available at the Directorate of Elementary Education at the Assistant Director of Elementary Education, along with instructions, filing deadlines, interview schedules and date for final selection.
- * Selection will be made in three phases; one, the candidates' credentials will be reviewed by the Additional Director of Elementary Education, two, an interview will be held with the candidate by the Additional Director of Elementary Education and three, the final selection will be made by the Secretary of Education.

**Balochistan Province
Directorate of Elementary Education**

Job Description

- 1.0 Job Title : Deputy Division Director for Instruction.
- 2.0 Salary Range : BPS 17
- 3.0 Job Location : Directorate of Elementary Education.
- 4.0 Supervised : Additional Director of Elementary Education.
- 5.0 Job Description, Responsibilities and Duties.

The Deputy Division Director for Instruction must coordinate the flow of services to the instructional staff. The Deputy must conduct an assessment study to determine what services are needed by the educational staff. The Deputy must make frequent on-site visits to the field to observe first hand the needs of teachers and students. The Deputy must work closely with such service agencies as the Curriculum Bureau, Textbook Board and Teacher Education Colleges to provide needed services to the field instructional staff. The Deputy must coordinate studies and research relative to problems affecting the instructional process. The Deputy must assist the supervisors acquire needed academic resources needed in the supervisory process. The Deputy must monitor the work of the DEEOs for instruction. The Deputy must represent the Directorate on established advisory education councils. The Deputy must inform the Director of Elementary Education of progress on the improvement of instruction in elementary education in the Province.

6.0 Person Directly Supervised

The District Elementary Education Officers for instruction (approximately twenty).

7.0 Job Qualifications

- * Completion of the B.ED, M.ED (desirable).
- * Ten years of experience as an Elementary Education Teacher.
- * Seven years experience in a management or administrative position.
- * Evidence of good management skills.
- * A willingness to continue participation in professional activities.

8.0 Terms of Service.

The Deputy Division Director for Instruction is a regular position in the Directorate of Elementary Education and appointment will be for a term of three years. A performance review will be conducted frequently to assess the Deputy Division Director's contribution to the Directorate.

9.0 Recruitment, Application and Selection Process.

- * Vacancies will be advertised for a period of thirty days.
- * Application forms and instructions are available at the Directorate of Elementary Education, along with instructions, filing deadlines, interview schedules and date for final selection.
- * Selection will be made in three phases; one, the candidates credentials will be reviewed by the Additional Director of Elementary Education, two, an interview will be held with the candidate by the Additional Director of Elementary Education, and three, the final selection will be made by the Secretary of Education.

ANNEX XVII

The New Directorate of Primary Education

Mission Statement

There has been a long tradition of neglect of elementary education in Balochistan Province. The creation of a separate structure for the management and administration of elementary education is, therefore, timely and appropriate. A separate Directorate for elementary education would hopefully make it possible to focus on the improvement of the instructional process, thereby providing greater success for larger numbers of students to pass through the system, and to provide increased access for those out of the system. A well organized separate Directorate would hopefully provide greater leverage for more financial support in terms of needed posts for the provision of supervisory assistance to teachers, more varied and relevant instructional materials for students, and effective in-service training for teachers.

The New Directorate would provide education, special programs, support services, research and evaluation, planning and development, financial and budgetary services to primary education for grades 1-8 regardless of where the elementary grades are located.

Goal 1 - Achievement of Excellence in Elementary School Education.

The Directorate of Elementary Education obviously will assist in the expansion of elementary education, but in addition, must provide high quality instruction at all educational levels of the elementary system. This would bring curriculum, instruction and assessment into alignment so that elementary school education has a focus and is more effective. It would encourage better models of instruction. It would measure more of the curriculum. It would encourage higher level thinking skills and ability of students to apply skills.

The new Directorate should aspire to the achievement of the highest possible standards in the development of essential skills attainable by more students. In the elementary grades this would refer to essential skills in language arts, mathematics, science, social studies, and Islamic studies.

The New Directorate's responsibility in the achievement of such a goal would include:

1. The development of a high quality broad-based assessment system which measures;

- (a) Performance on essential skills assessments.
- (b) Performance on teacher-made and external examinations.
- (c) Achievement-related indicators (curriculum related factors, conditions for learning).
- (d) Completion of curriculum requirements.

2. Development of a elementary school completion-rate tracking system for the purpose of providing accurate data of Balochistan's elementary education completion rate at Division, Sub-Division and Tehsil levels.

- (a) Measurement of the elementary education system's holding power.
- (b) Assemble data from Balochistan Province on completion rates compatible with data gathered by other Provinces.
- (c) Development of a post elementary education tracking system which would:
 - (i) Determine the success failure at higher levels of Balochistan's elementary school graduates and
 - (ii) Determine the extent to which Balochistan's elementary school graduates continue their education and achieve success.

In addition, the New Directorate of Elementary Education should develop an essential skills achievement reporting plan which would:

- (a) Give elementary education focus by aligning what teachers teach with how they teach it and how what they teach is assessed.
- (b) Provide more than one indicator of achievement, including information on factors that affect achievement.
- (c) Report achievement and achievement related factors in a logical, comprehensive manner, perhaps within EMIS.
- (d) Measure more of the curriculum which is presently being measured.
- (e) Encourage responsible instruction, measurement and accountability during the years leading up to grades 5,8 and 10, the grades at which key decisions are made about students.

Goal 2 - Providing for Individual Differences In the Elementary Education System.

1. The educationally disadvantaged children who have been limited due to the lack of less than normal level of learning development.
2. The gifted child who due to superior intellect, advanced learning ability, or both, is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs special instruction at levels commensurate with his intellect and capacity.
3. The hearing impaired (different from deaf) who have a hearing condition different from normal, as determined by evaluation, which impedes their educational progress in the regular classroom. Through

special-services classes these students would be capable of being educated through a modified instructional environment.

4. The child who has a speech handicap or communications disorder.
5. The child who has a vision deviation (different from blindness)
6. The emotionally disturbed child who has a social or behavioral handicap.
7. The mentally retarded or slow learner who has difficulty learning at the normal rate and fails to keep pace with other students.

The New Directorate's mission must seek to deliver elementary education for all students regardless of their capacity for learning. In addition, the elementary education system must identify the special talents of elementary school students for special consideration and the fullest achievement of their talents and abilities.

Goal 3 - Increasing the Capacity of Elementary Teachers to Deliver Effective Elementary School Education.

The New Directorate will need to focus on ways to continuously assist the children's elementary education school teachers to improve. To achieve this essential goal a teacher performance assessment plan would be needed to include:

- (a) A reliable evaluation instrument, including specific criteria, to measure teacher performance in each area of classroom teaching.
- (b) Actual classroom observation of teachers
- (c) Specific and reasonable plans for the improvement of teacher performance.
- (d) Appeal arrangements for teachers who are in disagreement with the teaching performance evaluation.

The teacher performance evaluation would be conducted by the DEEO's with the cooperation of the supervisors. Likewise, a plan for teacher improvement would be drawn up by the supervisor and DEEO's.

Goal 4 - Provision of the Tools for Effective Elementary School Teaching.

In order for elementary teachers to perform effectively in the classroom, textbooks in sufficient numbers would needed to be supplied. Teacher guides, supplementary reading materials, instructional materials, learning modules, teaching units and other teaching support items would need to be furnished by the New Directorate if changes in the teaching process are expected.

Goal 5 - Provision of a Support System for Supervisors of Elementary Education.

The supervisory corps of elementary education need a support system to facilitate their work with elementary school teachers. The supervision program must be comprehensive and broad based for the achievement of short and long range outcomes. Therefore, in-service training would be needed soon for supervisors who must render assistance to the large cadre of untrained teachers awaiting training as well as those with PTC training who are in need of additional training. Resource centers would be needed for the provision of initial and continuous training of teachers and supervisors. The DEEO's would need to play an important role in the supervisory process by evaluating the performance of supervisors.

Goal 6 - Improvement of the Elementary Education System through the Findings of Research and Experimentation.

The New Directorate would need to develop a comprehensive research program relative to problems such as:

- (a) Instructional process.
- (b) Curriculum needs.
- (c) Social and economic needs of students
- (d) Physical environment for learning.
- (e) Personnel concerns and problems.
- (f) Management and administration problems.
- (g) Other problems related to primary schooling and environment.

Supervisors and teachers must be encouraged to experiment with teaching methodologies, student grouping variations, classroom management styles and other similar classroom procedures. The findings of these experiments could be assembled, published and distributed to other elementary school teachers.

Goal 7 The Facilitation of the Work of Teachers, Supervisors and DEEO's through Efficient Management and Supervision at the Directorate Level.

The New Directorate would need to organize and train its administrative and management staff for efficient delivery of services to field staff and teachers. The New Director of elementary education would need to set the tone for efficient management and administration through careful consideration of the following:

- (1) An effective communication flow system to enlist input from all field officers, teachers, students and community. Such a system from top down to bottom up must be drawn up and its operation made clear to persons up and down the line for continuous input.

- (2) A delegation of in-house tasks to subordinates holding them responsible for efficient implementation. Above all, the Director must be free to establish strong linkages with support services, to monitor progress (especially on the instructional side) and to plan for the future direction of elementary education in Balochistan.
- (3) The establishment of formative evaluation procedures for steering the direction of elementary education. The New Directorate should monitor its forward progress frequently. A monitoring scheme which would feed continuous progress data and information (through EMIS system) would enable the Directorate to stay on proper course.
- (4) The establishment of specific goals and objectives for elementary school education and orientation of staff, teachers, students and community of expectations, and a concerted effort in established goals achievement.
- (5) The New Directorate must depend on other service units for training, construction, school supplies, and other related services. Needed would be strong linkages between the Directorate and service units. Continuous contact must be maintained to sustain these linkages and to keep key persons informed of elementary education activity in progress and state of achievement realized.
- (6) The New Directorate cannot effectively operate in isolation of the community. Active involvement must be initiated by the New Directorate. The field staff must be assisted in reaching out for this essential input. In this regard the Directorate would need to develop a comprehensive and attractive public relations scheme to inform high officials, community leaders, political membership, and other interested clientele of the new and vital program of elementary education for Balochistan's youth.
- (7) The New Directorate must engage in short and long range planning and development to meet construction goals, training needs, personnel appointments, and operational plans. the Directorate must begin at once to negotiate training contracts, complete groundwork for school construction and plan for office and field staff to meet the management and instructional demands of its established mission.
- (8) The New Directorate must assist the initiation of an effective EMIS system which would provide data and information relative to students and teachers. The New Directorate must train personnel to operate the equipment and to establish programs for the expected flow of information. At the same time, EMIS programmers should explore the instructional services possibilities for supervisors, teachers and students. Most of all, the Directorate should provide EMIS processed data to essential personnel and units within and closely related to the primary school Directorate. Lastly, EMIS possibilities must be explored for instructional purposes for teachers as well as students.
- (10) The New Directorate should establish accountability procedures for reporting

progress on academic gains achieved by students at all grade levels of elementary school education.

- (II) The New Directorate should consider a careful documentation of all events and activities of the elementary education expansion program. It should present problems encountered as well as highlights of successes achieved.

Goal 8 - Provide for Financial and Budgetary Support to Sustain Progress Achieved by the New Directorate.

The Directorate should sharpen its budget preparation skills to sustain needed budget support and to provide for increased costs. Elementary school education will have to compete for funding with other educational levels of education and therefore should maintain a sound base of data and information to argue its case for funding.

The New Directorate takes seriously its mission of delivering the best possible elementary school education to all elementary school children in Balochistan Province. It will continuously assess its operation and make adjustments as needed to assure success in this effort. The Directorate will reach out to all supporting units to assure support services and to Councils, community groups, and other interested agencies for cooperation and assistance. The Directorate feels confident that as the Directorate gains experience and some measure of success, it will prevail.

ANNEX XVIII

Balochistan Province Directorate of Elementary Education

Units and Functions

A. Administrative Services Unit

1. Manage administrative tasks for the effective operation of the elementary education system.
 - (a) Posting of elementary education teachers.
 - (b) Admission and assignments of students to schools and classrooms.
 - (c) Assist the grouping of students for instructional purposes.
 - (d) Distribution of textbooks, instructional materials, equipment and school furniture.
 - (e) Enforce maintenance of school register and other data collection forms and information for educational planning.
 - (f) Management and control of school property.
 - (g) Management of personnel matters.
 - (h) The development of a comprehensive public relations program.
 - (i) Comprehensive procedures for the restoration and maintenance of the physical environment for learning.
 - (j) Collection, processing and analysis of data and information on primary students and teachers.
 - (k) The formulation of short and long range development plans on the bases of an analysis of data and research findings.
 - (l) The development of procedures for the Management Information System as well as EMIS assisted instructional programs.
 - (n) Develop a communication flow from the top down and from bottom up to provide input in the system by staff and teachers.

B. Education Services Unit

1. Cooperatively develop a philosophy and goals and objectives for elementary school education.
2. Orient the teachers and staff of expectations and set the tone for concerted efforts for the achievement of established goals.
3. Develop an evaluation system so that frequent checks can be made on goal achievement progress.
4. Establish a monitoring system to check management as well as academic efficiency in the system.
5. Enforce the curriculum, use of adopted books, rules and regulations prescribed for primary schools.
6. Hold students to strict accounting for daily attendance and comportment.

7. Develop policies relative to promotional procedures for students at all grade levels.
8. Develop diverse pupil assessment procedures.
9. Provide educational programs for the special education categories of children.
10. Develop a plan for parental participation in the schools which is designed to improve parent and teacher cooperation in such areas as homework, attendance and discipline.
11. Develop activities whereby parents may learn about primary education curricula and review learning procedures and materials.
12. Provide procedures for an evaluation of teacher performance and a prescribed program for improvement.
13. Provision of supervision to assist teachers improve the instruction process:
 - (a) School visitation by the supervisor to observe and assess the performance of the teacher.
 - (b) Cooperative effort on the part of teacher and supervisor to improve the instructional process.
 - (c) The provision of professional reading materials for teachers to assist professional growth.
 - (d) Provision of inter-visitation opportunities for teachers to observe good teaching practices.
 - (e) Provision of demonstration lessons so that teachers might observe new teaching techniques.
 - (f) Provision of in-service training activities for elementary teachers.
 - (g) Provision of a professional newsletter including articles of elementary school teacher's experiences with children.
 - (h) Provide resource persons to teachers in in-service activities for the presentation of new ideas in teaching.
 - (i) Recognizing the work of the teacher through awards, prizes, citations, or letters of appreciation.
 - (j) Provide opportunities for teachers to participate in professional growth activities.
 - (k) Provide occasional films, videos and even slide presentations to teachers on pedagogical issues.
 - (l) Organize reading and sharing groups among teachers to arouse their interest in literature and research on pedagogical themes and topics.
 - (m) Assist teachers become aware of new developments and research in primary school education.
 - (n) Assist teachers attend education lectures, seminars, conferences, and other similar activities.
14. Provide for the careful articulation of the school curriculum through grades 1-10.
15. Work closely with the academic councils for the coordination of needs and services of the curriculum bureau, textbook board, teacher education and other resource units.

C. Planning, Research and Evaluation Services Unit

1. Work cooperatively with the Department of Planning in the formulation of annual development plan.
2. Maintain strong linkages with the Civil Works unit for the construction and maintenance of old as well as new schools and classrooms.
3. Engage in planning exercises:
 - (a) Educational forecasting
 - (b) School Mapping
 - (c) EMIS procedures (Planning and Instruction)
 - (d) Demographic Projections
 - (e) Project monitoring
 - (f) Elementary education instruction improvement monitoring
 - (g) Evaluation (school, organization)
 - (h) Cost effectiveness studies
 - (i) Tracer studies
 - (j) Data processing and analysis
4. Assist the SDEO's in the formulation of annual development plans.
5. Assist DEEOs, supervisors and teachers improve their capacity for the collection of data and information.

Research Services

1. The organization of staff for sophisticated research as well as ongoing research at the classroom level by classroom teachers and supervisors.
2. The identification of problems for research such as:
 - Perception Studies
 - (a) Teachers perception of the role of the supervisor.
 - (b) Supervisors perception of the teachers role.
 - (c) Teachers perception of the teaching profession.
 - (d) Community perception of the role of the teacher.
 - (e) Other perception studies.
 - Efficiency Studies
 - (a) Causes of high drop out rates
 - (b) Causes of high repetition rates
 - (c) Causes of poor student attendance at school.
 - (d) Affect of instructional time on pupil achievement
 - (e) Affect of teacher/student ratio on pupil achievement.
 - (f) Other crucial studies on factors affecting pupil achievement.
3. The dissemination and publication of research.
4. The development of programs based on findings of research.
5. Provide training in research methodologies for supervisors as well as teachers
6. Elicit feedback from supervisors and teachers on needed research in the instructional process as well as curriculum.

Evaluation

1. Develop evaluation instruments for an assessment of the management and academic efficiency and effectiveness of elementary education schools.

2. Develop a battery of tests to assess student achievement in the development of essentials skills.
3. Develop instruments to evaluate the effectiveness of the new Directorate of elementary education.
4. Develop instruments to assess the condition of the physical plants.

D. Support Services Unit

1. The provision of school food programs for poor rural youth.
2. The provision of school texts and uniforms for poor rural youth
3. Incentive programs for female students.
4. The participation of community in the maintenance and repair of the school.
5. The development of a teacher's kit on classroom management, step by step reading readiness program, pupil reading development checks, identification of reading problem schemes, and checklists for effective teaching practices.
6. The development of six divisional resource centers to provide training, develop instructional materials, and for the provision of professional reading materials for teacher.
7. The completion of a community assessment study for the provision of resource persons from the community to assist in school lunch programs, as teacher aides, and as resource persons to enrich the academic program.
8. Provision of special considerations in the academic program for children with unique learning problems.
9. The provision of referral services to children with special education problems.
10. Provision of extracurricular activities for students to enrich their total education.
11. Special training for elementary teachers in the teaching of a second language.
12. The establishment of a series of elementary schools for purposes of observation by classroom teachers. These schools would focus on demonstrating one room school teaching strategies for the improvement of one room primary school teachers.
13. The establishment, in cooperation with the elementary education teachers colleges, a series of primary schools within reasonable distance of the colleges for practice teaching and observation.

ANNEX XIX

Staff Development Plans

The Additional Director for Elementary Education will need one to two years to get the personnel of the proposed elementary education Directorate in place. In order that personnel selected and those inherited from the old structure might effectively function in a new organization, training will be needed. If this training is provided, and those selected for training are competent professionals as a result of this experience, there is hope that the new Directorate might achieve its mission. Some considerations for such a training plan might be as follows

1. Train twenty District Primary Education Officers (DEEOs) with a concentration of content related to administration and management. These Education Officers would provide the administrative support for the successful operation of the elementary education system. Since DEEO's would be expected to visit elementary schools for purposes of physical plant inspections and to collect data and information, some training should be directed toward physical plant inspection, data collection techniques, formulation of development plans, and a general orientation of primary school education.

The remaining sixteen DEEO's might be given training in the area of elementary school supervision. These Education Officers would assist the DEEO's with administrative tasks but would also be support staff to the supervisory corps. The supervisors (192) under the old Department of Education structure would be responsible for the supervision (not inspection) of teachers in the elementary school system. The DEEO's would support and evaluate the work of the supervisors and head teachers.

2. Within one or two years approximately (192) supervisors will be under the leadership of the new Directorate of Elementary Education. In this group will rest the hope for the achievement of some measure of quality education at the elementary level. Therefore, staff development must be effective, yet imaginative. In planning for the training of this supervisory group it would be well to note that as the school population increases so will the problems these large numbers of students will bring. The staffing pattern will need to prepare itself for the challenge. It is envisioned that many specialists will be needed in the new Directorate and expanded elementary education system. It would be wise to train a number of the supervisors to fit these roles. These specialists would be needed in the fields of reading, mathematics, science, social studies, Islamiat, Special education and languages. The training strategy might be as follows:

Trainees				Specialties
Twenty supervisors (one per District)				Supervision and teaching of Reading
Twenty supervisors of Science	"	"	"	Supervision and Teaching
Twenty Supervisors	"	"	"	Supervision and Teaching of Social Studies
Twenty Supervisors	"	"	"	Supervision and Teaching of Islamiat
Twenty Supervisors	"	"	"	Supervision and Special Education
Twenty Supervisors of Languages	"	"	"	Supervision and Teaching

In this manner all supervisors would be trained for the main task of assisting the teacher improve the instructional process. In addition, it would provide the elementary education system the pedagogical expertise to manage problems which are sure to arise in each of the disciplines in which training was rendered.

It is recommended that the Directorate select head teachers in all schools with four teachers or more. This would require the appointment of approximately 380 head teachers. It would assure direct supervision and administration of these elementary schools and a more direct path to quality education. Training would be needed for these head teachers and it would be wise to use the same training scheme with them hence providing an abundance of expertise for the improvement of elementary school education.

The success of the new Directorate will depend upon the kind of specialized expertise available to solve diverse educational problems that arise. It would be far better if trained specialists in the various needed categories could be employed in each District but financial constraints would not permit such a luxury. Therefore, the plan suggested is to try and provide for such needed expertise by training personnel already in the system.

Suggested Training for DEEO's in District Elementary Education Offices

Numbers: Approximately twenty DEEO's presently inservice and any new DEEO's that become posted in the New Directorate of Elementary Education.

Goals:

- (1) To increase the capacity of present DEEO's to provide efficient management and administration for elementary school teachers and students.
- (2) To teach DEEO's good principles and techniques of school management and school administration.

- (3) To assist DEEO's evaluate their school management and school administration practices and to make frequent adjustments as needed.

Content: Course or equivalents

- A. Management information systems (EMIS) for planning and instructional purposes.
- B. Leadership and decision making techniques.
- C. Group dynamics.
- D. Collection of data and information techniques and statistical analysis in elementary education.
- E. Personnel management
- F. Financial management.
- G. Organizational evaluation.
- H. Research theory, application and practice.
- I. Educational facilities planning.

Suggested Training Program for some DEEO's,
Supervisors and Learning Coordinators

Numbers: Approximately 210 DEEO's, Supervisors and Learning Coordinators.

Goals:

- (1) Gain knowledge of essentials in successful elementary classroom teacher supervision.
- (2) Learn about school organization and essentials of coordination of various aspects of the elementary school program.
- (3) Gain supervisory competence through practice carefully assessed by an experienced supervisor.

Contents: Courses or equivalents.

- A. Introduction to supervision in the elementary school.

- B. Supervision theory, application and practice.
- C. Techniques of supervision with elementary school teachers.
- D. Development of a comprehensive program of supervision for elementary school teachers.
- E. Research theory, application and practice.
- F. Management concepts.
- G. Dynamics of individual and group behavior.
- H. Evaluation of pupil progress in the elementary school.
- I. Practicum under the guidance of an experienced supervisor.

Suggested Training Program For Head Teachers
Of Schools of Five Teachers

Numbers: Approximately 380 Head Teachers.

Goals: Expected specialty area competencies.

- (1) Policy determination.
- (2) Program development and instructional design.
- (3) Staff development.
- (4) Program and instruction development.

Content: Required Courses or equivalents.

- A. Curriculum theory, Design and Development.
- B. Psychology of Learning.
- C. Instructional theory, application and practice.
- D. The elementary school reading program.
- E. Supervisory theory, application and practice.
- F. Research and evaluation theory and techniques.

G. Dynamics of Individual and group behavior.

H. Introduction to school administration.

I. Practicum under the guidance of an experienced head teacher or school principal.

Suggested Training Program for Supervisors
On the Teaching of Reading

Number: Twenty Supervisors one per each district.

Goals:

- (1) Assist at least one supervisor per district to be knowledgeable about the teaching of reading in the elementary school. These supervisors would be available to work with groups of teachers on solutions to reading problems encountered in elementary schools.
- (2) The provision of expertise in each district to assist the improvement of reading instruction.
- (3) The provision of a person to motivate research and to conduct experimentation projects on the teaching of reading in the elementary schools.

Content: Required courses or equivalents.

- A. The organization, development and implementation of the elementary school reading program.
- B. The reading readiness program in the elementary school program.
- C. The teaching of reading and writing in the elementary school.
- D. The use of textbooks, instruction and supplementary reading materials in the elementary school.
- E. The identification of reading problems in the elementary school.
- F. Reading skills in other elementary school subjects.
- G. Evaluation of student progress in the various reading and writing skills.
- H. Research and new developments in the teaching of reading in the elementary schools.

I. Reading for interpretation and understanding in the elementary school program.

Suggested Training Program for Supervisors
On The Teaching of Science

Numbers: Approximately twenty supervisors. At least one per district to motivate and assist the improvement of teaching science in the elementary school.

Goals:

- (1) The provision of elementary school science teaching expertise for the district to assist teachers develop a viable science program at all grade levels in the elementary schools.
- (2) The provision of a qualified person to assist the identification of student learning problems in the elementary schools.
- (3) The provision of expertise to assist the improvement of student attitudes toward learning of the sciences.

Content: Courses or equivalents.

- A. The elementary school science program, organization, content and teaching of science in the elementary schools.
- B. Techniques and practices of good science teaching in the elementary school.
- C. Problems of teaching science in the elementary schools.
- D. Elementary school science texts, instructional materials and supplementary reading materials.
- E. Evaluation of pupil progress in elementary school science programs.
- F. The use of simple science experiments in the elementary school science program.
- G. Research and new developments on the teaching of science in the elementary schools.

Suggested Training Program in the Teaching
Of Social Studies For Selected Supervisors

Numbers: Approximately twenty supervisors one per district. Each supervisor given specialized training in this field would assist teachers develop an effective social studies program in the elementary school of the district.

Goals:

- (1) Develop some expertise in each district to assist teachers improve the teaching of the social studies.
- (2) Provide assistance to elementary teachers to develop instructional materials for use in the social studies in the elementary schools.
- (3) Provide assistance to elementary teachers for the evaluation of pupil progress in the social studies.

Content: Course requirements or equivalents.

- A. The organization and development of the elementary social studies school program.
- B. The texts, instructional and supplemental reading materials in the social studies.
- C. Techniques and practices of teaching the social studies in the elementary schools.
- D. The teaching of related skills in the social studies in the elementary schools.
- E. The evaluation of pupil progress in the social studies in the elementary schools.
- F. Problems of the teaching of the social studies in the elementary school.
- G. Research and new developments in the social studies in the elementary schools.

Suggested Training Program For Supervisors On the Teaching of Mathematics

Numbers: Approximately twenty supervisors one per district.

Goals:

- (1) To provide each district with some mathematics teaching expertise to improve elementary school mathematics at all grade levels.
- (2) To provide elementary school teachers assistance in the identification and solutions to learning problems in the elementary school.
- (3) To provide elementary school teachers develop a positive attitude the pursuit of mathematical learning with the hope that they will impart this good attitude to elementary school students.

Content: Course requirements or equivalents.

- A. Organization and development of an elementary school mathematics program.
- B. Teaching techniques and practices in elementary school mathematics.
- C. Problems of teaching elementary school mathematics.
- D. Textbooks, instructional and supplemental materials in the elementary school mathematics program.
- E. Testing procedures to determine student progress in elementary school mathematics.
- F. Research and new developments in the teaching of elementary school mathematics.

Suggested Training Program For Supervisors
In The Field of Special Education

Numbers: Approximately twenty supervisors one per district. To assist teachers in the identification, referral of special education cases in the elementary schools and to assist teachers make adjustments in the school program to accommodate their particular learning problem.

Goals:

- (1) To provide expertise in the district to assist teachers identify problem learners in the elementary schools.
- (2) To assist teachers plan their school programs to accommodate the wide range of abilities of special education students.
- (3) To assist teachers refer such cases to specialists for further diagnosis.

Content: Course requirements or equivalents.

- A. An introduction to the field of special education.
- B. Need to identify special education cases in the elementary schools.
- C. Techniques and practices in the teaching of special education students.
- D. Procedures for evaluating the progress of special education students.
- E. Research and new developments in special education.
- F. Procedures to assist elementary school teachers identify special education cases.

G. Techniques in enlisting the cooperation of parents and community in the management and caring for special education cases.

Suggestions For A Training Program
In The Teaching of Religious Studies

Numbers: Approximately twenty supervisors one per district to assist teachers in the teaching of religious studies in the elementary schools.

Goals:

- (1) To provide some expertise in each district to assist teachers teach religious studies more effectively.
- (2) To provide elementary teachers with assistance in developing a good religious studies program.
- (3) To provide elementary teachers with assistance in the teaching of religious studies.

Content: Course requirements or equivalents.

- A. The development of a religious education program for the elementary school programs.
- B. Techniques and practices in teaching religious studies in the elementary schools.
- C. Textbooks, instructional materials and supplemental reading materials in religious studies in the elementary school programs.
- D. Evaluation of student progress in religious studies in the elementary schools.
- E. Research and new development in the teaching of religious studies in the elementary schools.
- F. The integration of religious studies with the rest of the curriculum.

A Suggested Training Program for the
Additional Director of Elementary
Education, Asst. Director, and Four
Deputy Directors of Elementary Education.

Numbers: Approximately five Administrative Education Officers from the New Directorate of Elementary Education.

Duration: Approximately two Months

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Training Site: To several State Departments of Education in the United States. The five education officers would observe the interworkings of a State Department of Education with a special emphasis on its administration and management of elementary education.

Goals:

- (1) To provide actual observation of an elementary school directorate in action with the hope that it might provide knowledge, motivation and guidance for the initiation and operational development of the newly created Directorate of elementary education in the Balochistan Province.
- (2) To provide insight into some of the problems that occur and some solutions to these problems.
- (3) To provide the opportunity to observe and ask questions of personnel at work in a comparable position in a Directorate of Elementary Education.

Content:

- A. The structure and organizational pattern of a Department of Education at the State level. A look into how it is organized to provide management and administrative as well as instructional services to provide an effective program for the State's elementary school children.
- B. The mission and goals of elementary education and how programs are developed to assist the achievement of established goals.
- C. The operational style of a Department of Education and its coordination with School Districts and other local agencies.
- D. The operation of school districts under the State Departments of Education.
- E. The duties and responsibilities of the superintendent of schools in a school district.
- F. The work of the elementary school supervisor, the school principal and head teachers in the supervision of primary school teachers.
- G. The elementary school program:
 - (1) Curriculum revision and development.
 - (2) Instructional Material.
 - (3) Classroom management and organization.
 - (4) Teaching methodologies.
 - (5) Evaluation of Pupil Progress.
 - (6) Organizational Evaluation.
 - (7) Parent and Community Relationships.

ANNEX XX

Professional Skills

1. The ability to lead a professional staff who are seeking to improve primary school programs.
2. The ability to identify and systematically study educational problems, including the designing of appropriate evaluation and reporting procedures.
3. An understanding of the foundation disciplines that are applied in the teaching-learning process.
4. A. Federal, Provincial and District perspective on primary school curriculum and instructional problems.
5. The ability to keep the public informed of educational progress at all educational levels in the school system.
6. The ability to negotiate with staff in instances where differences exist.
7. The ability to maintain professional integrity during periods of incessant political pressures.
8. The ability to allocate routine tasks to subordinates to allow free time to lead the organization toward the path of established goals.

Technical Skills

1. A competency in statistics including an understanding of the mathematical foundations of statistics and application of statistical concepts to problems in primary education.
2. A competency in computer science and technology including an understanding of how computers function and how they can be applied in the solution of primary education.
3. The ability to assess primary school and community needs in the region or area assigned.
4. The ability to provide leadership in the development and construction of appropriate primary school academic offerings.

5. The ability to diagnose, demonstrate, and assess successful instruction performance.
6. The ability to apply appropriate techniques in the evaluation of the program to be supervised.
7. The ability to interpret and apply law and school policies to the professional behavior of teachers and school employees.
8. The ability to organize key personnel (i.e., teachers, head teachers, supervisors, and learning coordinators) to assist in the development and performance of a successful supervisory program.
9. The ability to elicit positive supervisory morale, morale which creates a high degree of productivity.
10. The ability to establish competence in the area of primary education, setting objectives, relating objectives to program, structuring appropriate substance and designing techniques of measurement and evaluation.

Administrative Skills

1. The ability to comprehend management and administrative procedures with emphasis on recent research and new developments.
2. The ability to comprehend the principles and practice in curriculum development and competence to interpret this development to others.
3. The ability to understand school organization and essentials of coordination of various aspects of the primary school program.
4. The ability to develop a disciplined inquiry in the principles and application of primary school administration within the context of the broader field and discipline, in primary education leadership and other particular specialties.
5. The ability to assist the preparation and formation of administrative staff who are engaged in administrative tasks within a multiplicity of primary education settings.
6. The ability to understand the social and institutional forces which shape the Pakistani primary education system and determine National, Provincial, and local educational policy.
7. The ability to use systematic analysis, methodologies and techniques to aid in the decision making process.

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8. The ability to understand theory and practice of program evaluation using economic tools and policy applications.
9. The ability to practice and understand the theory of personnel supervision, including grievance handling.
10. The ability to conduct educational facilities planning, including use of demographic, curriculum, resource, energy data and Provincial construction guidelines.
11. The ability to understand and interpret the legal bases for education, rights and responsibilities of District and Divisional Council Members, administrators, teachers, students and parents.
12. The ability to apply business management practices to primary school management problems: budgeting, accounting, purchasing, school equipment, salaries, personnel management, and auxiliary and coordinate.
13. The ability to use empirical evaluation methods and procedures for assessing primary education as an organization.

ANNEX XXI

Awards and Incentives

Teachers, school administrators, and supervisors respond to recognition of their diligent pursuit of teaching, supervisory and administrative tasks. To this end it would be most profitable to suggest some ways to improve teaching techniques of teachers, work and attendance habits of teachers and to increase the initiative and enthusiasm of supervisors. Some awards, prizes and special recognition of these key persons might motivate these key persons in the primary school system to make a greater professional effort.

Teachers

Each District might award one teacher the honor of being selected "teacher of the year" as judged by a panel of supervisors, peer teachers, students, and community members.

Each District might award a prize to a teacher who writes the most creative children's story as judged by a panel of peer teachers, students, supervisors and community members.

Each District might develop a newsletter for teachers inviting teachers to edit the newsletter as well as submit articles relative to their teaching experiences with children. The newsletter would then be distributed to all District primary teachers.

Each District might select a teacher for special recognition for outstanding work in the community.

Each District might select and sponsor a teacher with talent and promise for further professional study.

The Department of Education might initiate a policy of compensation for teachers who participate in professional growth activities such as attendance at workshops, seminars, courses, conferences and similar activities.

Local political officers, community organizations, associations, women's groups and other community agencies might call upon teachers to lead discussions, give lectures or participate in exchanges of opinions on educational issues and other similar topics.

The Department of Education might invite teachers with ability to participate in curriculum development activities, textbook writing and other similar activities and give them special recognition and a citation for their participation.

The media might be asked to write and publish articles about the work of teachers with children in the classroom.

Introduce an award to teachers whose students show outstanding scholarship in the classroom.

Supervisors might select outstanding teachers for other teachers to visit in an intervisitation program.

The Department of Education might provide lodging for teachers in unattractive posts.

The Department of Education might grant incentive pay for teachers in posts in difficult rural areas.

The Department of Education might provide a yearly book allowance for primary teachers who show an interest in professional growth.

Create a cadre of head teachers for the administration and supervision of schools with five teachers to provide leadership in these schools as well as providing upward mobility for primary teachers.

District Primary Education Officers and Supervisors.

A committee of teachers, community members and representatives from the Directorate of Primary might select the "outstanding supervisor or school administrator", each year.

The Department of Education might compensate and recognize the work of DPEO's and supervisors for participation in professional growth activities.

The Department of Education might select promising supervisors and DPEO's for further study and training with full financial sponsorship.

Community groups might acknowledge the work of the school administrators and supervisors through special citations and special public ceremonies in their honor.

Letters or citations of appreciation might be given to outstanding DPEO's as well as supervisors by District or Union Councils.

The provision of physical facilities such as a home, or a lodging facility for supervisors while they are on tour of inspection and supervision.

The provision of vehicles plus petrol and maintenance for carrying out the work of supervision would create a good feeling among DPEO's and supervisors.

The Department of Education might establish a professional library located in each division for supervisors and DPEO's with reading materials as well as literature in related fields of knowledge.

EDUCATION OFFICERS
PRIMARY SCHOOL ENROLLMENT
NUMBER OF SCHOOLS

3 DIST. ED OFF. } 15%
5 SUB DIV ED OFF }

32,742 + 1,12838 = 45,580
20,221 + 1,1224 = 31,445
1348 + 1,958 = 3,306
(28%) 105 Sch.

(22%)
1 DIV. ED. OFF
8 SUB. ED. OFF
3 DIST. ED. OFF.
15372 + 1,670 = 16,242
8661 + 640 = 9201
3712 + 426 = 4138
(7%) 175 Sch.
21% 76

QUETTA

LORALAI

SIBI

4 SUB DIV ED OFF } (15%)
4 DIST ED OFF }

1073 + 291 = 1364
2721 + 260 = 2981
1315 + 699 = 2014
5640 + 180 = 5820
(8%) 1820 Sch.
(10%) 372 Sch.

20% { 4 DIST ED OFF
7 SUB DIV ED OFF

10266 + 1537 = 11803
135201 = 158721
14141 + 269 = 1643
10455 + 521 = 11476
(18%) 40778
23% 820 Sch.

2903 + 230 = 9153
12915 + 200 = 13115
1731 + 212 = 13943
(16%) 36681
20% 785 Sch.

NASIRABAD

3 DIST ED OFF } 15%
5 SUB DIV ED OFF }

KALAT

6 Districts = 141, 24:
(63%)

55 Div./Div Officers

15% { 1 DIV. ED. OFF.
3 DIST ED OFF
4 SUB DIV ED OFF

9721 + 792 = 10713
6119 + 1102 = 7221
42871 + 309 = 43180
(10%) 2985
8% 318 Sch.

MAKRAN

ANNEX XXIII

Field Interviews

This is a reference annex to the work of Jorge Valdes, of the HIID project in Balochistan. Mr. Valdes is in the process of interviewing education officers throughout the province for purposes of ascertaining the flow of information through the educational system and developing a design for an educational management information system. This system will be used within the Primary Education Development Program. For the purposes of this consultancy it was important to read the transcripts of Mr. Valdes' interviews with key officers at the district level.

The consultants have chosen the following interviews as useful to the resident technical assistance team as they select sites for various strategies regarding personnel training, development of teaching materials and improvement of instructional supervision:

1. Sibi.....Interview 24
2. Ziarat.....Interview 26
3. Turbat.....Interview 32
4. Pishin.....Interview 28
5. Uthal.....Interview 30
6. Loralai.....Interview 29
7. Kalat.....Interview 27
8. Dera Murad Jamali....Interview 25
9. Kachhi.....Interview 23

ANNEX XXIV

CONSULTANCY CONTACTS

Personal Contacts made by Consultant Team, Primary Education Program, Balochistan
March-May 1990.

Dr. Fazal Ahmed, USAID Coordinator, Quetta

Prof. Iqbal Kazi, Secretary of Education, Department of Education

Prof. Anwer Kethran, Secretary, Planning and Development, Department of Education

Mr. Azam Kasi, Chief of Education Section, Planning and Development, Department of Education

Ms. Zahida Babar, Divisional Education Officer(Female), Department of Education, Quetta

Jorge Valdes, Consultant, Harvard Institute for International Development, BRIDGES, Balochistan

Director of World Bank Primary Education Development Expanded Program.

M. Naser Khawaja, Deputy Director, World Bank Project.

Muhammad Hasan, Deputy Director, Administration, Primary Education Project II

Heik Muhammad, Subdivisional Education Officer, Primary Education Project II

Muhammad Javed Qukreshi, Associate (Data Management) Primary Education Project II, Quetta

Mahmood Atiq Khan, Acting Director, Curriculum and Extension

Raja Nisar Ahmed, Deputy Director/Extension, Curriculum and Extension

Jamshed Ahmed, Subject Specialist, Curriculum and Extension

Anis Iqbal, Subject Specialist, Curriculum and Extension

Jamil Ahmed Kirmani, Subject Specialist, Curriculum and Extension

Ashad Sayeed, Director/Civil Works, Department of Education

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Rashid Anjam, District Education Officer, Quetta

Atta Muhammad, Subdivisional Education Officer, Quetta

Tamkeen Ahmed Abassi, Director/Schools, Department of Education

Thomas LeBlanc, Consultant, HIID, Bridges, Primary Education EMIS, Peshawar

Syed Sarwar Ali Bukkhari, Division of Statistics, Planning and Development, GOB

Abdul Qaseem Mian, Joint Education kAdviser, Curriculum Wing, Ministry of Education, Islamabad

Dr. Tanwir Gorgani, Head, Faculty of Education, University of Baluchistan, Quetta

Yussuf Niazi, Secretary/Finance, GOB, Quetta

Sarwar Mengal, Deputy Secretary/ Education, Development, Quetta

Sarfraz Khawaja, Director of Research, Academy of Educational Management, Islamabad

Mohammed Akbar, Secretary, Textbook Board, Education Department, Quetta

Atta Mohammed Jaffar, Additional Chief Secretary, Planning, GOB, Quetta

Steering Committee, Primary Education Program, Atta Mohammed Jaffar, Chairman (23 April 1990)

Dr. James Last, Principal, Beaconhouse Public School, Quetta

Malik Abdul Latif, Chairman, District Council, Quetta

Mohammad Ayub, Member, District Council, Quetta

Ismat Ullah Khan, Retired Joint Director, Local Government, Quetta

Mohmas Usman Kas, Assistant Director, Local Government, Rural Development Department, GOB

Jarar Haider Rizvi, Development Officer, Local Government, Quetta, GOB

Principal and Faculty, Government Agro-Technical Institute and Teacher Training Center

ANNEX XXV

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