



# E-PARCC

## COLLABORATIVE GOVERNANCE INITIATIVE

Syracuse University

Maxwell School of Citizenship and Public Affairs

Program for the Advancement of Research on Conflict and Collaboration

## **Education Action Plan**

**Ministry of Education**

### Additional Reading for Education in Adlabad Simulation

This simulation was a winner in our 2011-12 “Collaborative Public Management, Collaborative Governance, and Collaborative Problem Solving” teaching case and simulation competition. It was double-blind peer reviewed by a committee of academics and practitioners. It was written by Tina Nabatchi of Syracuse University, with input from Rob Alexander, Alejandro Amezcua, Lynne Hinnant, Vadym Pyrozhenko, and Jeremy Shiffman. This case is intended for classroom discussion and is not intended to suggest either effective or ineffective handling of the situation depicted. It is brought to you by E-PARCC, part of the Maxwell School of Syracuse University’s Collaborative Governance Initiative, a subset of the Program for the Advancement of Research on Conflict and Collaboration (PARCC). This material may be copied as many times as needed as long as the authors are given full credit for their work.

# **Education Action Plan**

## **Introduction**

The aim of the Education Action Plan is to formulate strategies and provide investment priorities for the reconstruction, reform and development of the country's education system in order to make it more relevant and responsive to the present needs of Adlabad society. The Plan is divided into three sections. Section A outlines the main goals strategies and guiding principles, and provides an operational framework that addresses the critical areas for reform. Section B identifies investment priorities and projects for implementation. Section C outlines programme implementation modalities, monitoring and evaluation.

### **Section A**

#### **Goal**

The goal of the Plan is to reconstruct and reform the current education system in order to provide quality education to every child in Adlabad and lay a sustainable foundation for providing educational services and human capital formation for the future.

#### **Strategies**

The strategies for educational reform include:

- Building on the successes of the past and improving the capacity for service delivery by equipping educational institutions and reconstruction of schools throughout the country.
- Establishing a Board of Experts to provide technical support to the Ministry in programme planning, implementation and training.
- Revising pedagogic content and teaching methodologies, and develop a new curriculum and system of assessment.
- Developing a sustainable mechanism for financing education through domestic resource mobilization and external assistance.

#### **Guiding Principles**

Consistent with the National Development Framework, the education investment programme is guided by the following broad principles:

- Provide quality education for all with particular reference to girls' education;

- Improve the average standard of living by providing greater opportunities for gainful employment;
- Develop a professional and skilled labor force;
- Promote national development and democratic participation through the reintegration of returnees and displaced persons in to mainstream society through education and skills development;
- Encourage community participation and private sector investment in the education sector;
- Increase financial efficiency through better management and by reducing duplication in educational investments;
- Strengthen the mechanisms for policy development and programme implementation through capacity building.

### Operational Framework

The Plan will chart a new course for educational development in Adlabad that is relevant to the needs of modern society. The Plan will outline the objectives and immediate and most urgent priorities of educational development as reflected in the proposed investment programme in Section B; identify the policy and institutional framework and including curriculum and student assessment, teacher development, materials and textbook development, non-formal and vocational education and the rehabilitation and rebuilding of schools and educational infrastructure. The Plan will be implemented through a targeted investment programme aimed at meeting the immediate needs over the short term, in order to provide a sustainable basis for future development of education in Adlabad.

### Objectives

The overall objective of education is to create a learning environment that is consistent with the country's culture, values and beliefs and to build the nation's human capital. The current educational system does not promote adequate understanding of contemporary issues in social and ethical development such as peace, national unity and gender equality, which are important for achieving the aspirations for progress and national development. Therefore the specific objectives of the Plan are to:

- (a) Reform the education system by incorporating universalistic values, and providing a sound basis for education that is free and accessible to all regardless of gender, age, location and ethnic background.
- (b) Emphasize the important role of education in character development.
- (c) Develop a social conscience that respects cultural diversity, and promotes peace, equality and national unity.

(d) Rebuild and rehabilitate schools and educational infrastructure that was almost totally destroyed during the years of war and rapidly increase access to education for all.

(e) Develop the country's human resources to meet the challenges of educational reconstruction and national development.

### Policy and Institutional Framework

In line with the new strategy and objectives the future education policy would aim to:

(a) Provide free primary and secondary education to all Adlabads.

(b) Ensure that secondary and tertiary education are available to all qualified students.

(c) Promote the education of girls and marginalized groups and improve educational access.

(d) Develop a new curriculum and promote new methods of teaching that are relevant and meaningful to children and meets the needs of present day Adlabad society.

(e) Increase the efficiency of educational investment through planning and co-ordination between immediate and future needs.

(f) Develop a sustainable mechanism of co-ordination among ministries concerned with education in order to reduce over-lap and duplication, and enhance the efficiency of programme implementation.

(g) Improve programme planning, implementation, management, and monitoring and evaluation including the development of an Education Management Information System (EMIS).

(h) Reduce gaps in the provision of educational services, by developing school mapping and strengthening long-term educational planning.

### Educational Approach

Conventional teaching methodologies emphasize a teacher-centered approach where the teacher provides all learning materials and students rote-learn lessons. The new perspective would emphasize a student-centered approach, where the students are encouraged to develop learning activities and conduct group work in the class-room. The teachers would be facilitators and moderators. In this way, in addition to subject learning, students would be encouraged to learn how to learn. The main advantages of a student-centered approach are:

- Creation of an interactive learning environment that is open and free
- Building self-confidence and improve learning ability
- Learning to research and discover knowledge
- Learning to collaborate and work together
- Learning to be creative and imaginative

### Curriculum and Student Assessment

The existing curriculum is out-dated and does not address many issues that are important and relevant to the needs of present day Adlabad society. In order to bring about a positive change in the current curriculum it is important to undertake the following measures over the short and medium term.

In the short-term;

- (a) Review the existing curriculum and incorporate appropriate new content including; drug abuse, child rights, gender equality, peace education, promotion of national unity and computer education.
- (b) Classification of schools into secular and religious schools, and introduce a system of subject streaming, where general education is available beyond Grade 10; religious education from Grade 7 onwards and vocational education is available through middle school. This would provide a greater range of opportunity and choice for students.
- (c) Introduce guidance and counseling in schools to help students cope with social and academic pressures, and assist them in choosing future career paths.

Over the medium term;

- (a) Introduce a foreign language in Grade 4, provide opportunities for all students to learn their mother tongue.
- (b) Introduce a new student evaluation system based on monthly exams and continuous assessment including a system of compensation and encouragement, in place of the existing system of failure based on annual examinations that tend to reduce educational opportunities and the vocational options available to students.

### Teacher Development

The main issues of teacher development relate to (a) shortage of teachers, (b) low qualifications and (c) living conditions. Short and long-term strategies for each of these categories are outlined below.

(a) Shortage of Teachers

At present there is an acute shortage of qualified and trained teachers at all levels of the education system.

Short-term strategies:

- (a) Attract qualified teachers from outside the education sector.
- (b) Introduce a ‘national service of teaching’, for university graduates from all the faculties of the university to serve as teachers for a period of time.
- (c) Attract university graduates into the teaching profession.
- (d) Motivate teachers who had left the country to return.
- (e) Institute measures to prevent attrition and retain teachers through compensatory packages of material benefits and career development opportunities, including national recognition and awards.

Long-term strategies:

- (a) Strengthen teacher training in national universities and teacher training institutes.
- (b) Institute a system of recruiting teacher-trainees in Grades 10, 11 and 12.
- (c) Establish and equip teacher-training colleges in all provinces.
- (d) Provide overseas fellowships for teachers.
- (e) Establish a National Academy of Education to develop new models of teaching excellence, curriculum, and methods of teaching that would be disseminated nationally through Teachers Colleges in each province.

(b) Teacher qualifications

In order to upgrade the qualifications of teachers it is important to first review existing teacher qualifications at all levels of the education system, and then undertake appropriate in-service training across the country, emphasizing the new student-centered approach to teaching and learning. The proposed Education Investment Programme aims to rehabilitate 10 Teacher Training Colleges, build an additional 22 new Teacher Training Colleges, and provide in-service training to teachers.

Short and long-term measures are needed to upgrade teacher qualifications.

Short-term strategies:

- (a) Provide in-service education directly at the colleges and using open education and distance modes, during summer and winter vacations.
- (b) Initiate the self-development of teachers through interactive learning and by establishing resource centers, where they are able to discuss and hold seminars on teaching methodologies and subject areas, and develop appropriate teaching materials for classroom use.
- (c) Introduce new teaching and learning methods and pedagogy to reorient teaching approaches.

Long-term strategies

- (a) Establish new Teacher Training Colleges to train and provide continuing education and upgrading of qualifications.
  - (b) Transform the curriculum for teacher education to reflect the new standards for teacher quality.
  - (c) Prepare mentor teachers to prepare more high quality teachers through in-service and pre-service programs in each district and province.
- (c) Improving living conditions of teachers

A large number of teachers live in poor housing conditions. Many of them do not receive adequate salaries and wages to sustain a basic standard of living. It is therefore important improve the living conditions in order to attract and retain teachers in their profession.

Short and medium-term strategies;

- (a) Establish cooperatives for teachers.
- (b) Undertake health surveys and provide medical benefits.
- (c) Provide housing and accommodation arrangements for teachers.

#### Materials and Textbook Development

A large number of schools and learning spaces do not have adequate furniture, materials, equipment and textbooks. In the short-term, providing a basic minimum level of furniture is essential in order to conduct classes. At present there is an acute shortage of tables, chairs and benches requiring at least 1.5 million benches to meet present needs. Many more would be

needed over the next three years to accommodate the growing numbers of students. The proposed Education Investment Programme aims to meet the present need for tables, chairs and benches.

New textbooks need to be developed and printed, after incorporating the new content. The current school year requires a total of 18 million textbooks for all levels. A total of 3 million are available. This Plan proposes to print over 15 million textbooks.

Short, medium and long-term measures need to be developed and implemented to lay a sustainable basis for producing adequate materials and textbooks in future. The Plan identifies investment outlays to meet many of the following short-term and long-term requirements.

Short-term strategies:

- (a) Sub-contract local and foreign companies to produce materials and furniture on competitive bidding.

Medium and long-term strategies:

- (a) Build Education Ministry capacity to produce materials and furniture through the provision of equipment, on-the-job training and recruitment of skilled carpenters and technicians.
- (b) Develop adequate capacity in manuscript development, and provide training in book production.
- (c) Re-equip the Ministry printing press with up-to-date computer technologies.

#### Early Childhood Development, Literacy and Non-formal Education

The country faces problems of low levels of general literacy, a lack of early childhood care and development programmes, and weak non-formal and distance education, and increasing numbers of street and working children.

Short and medium-term strategies:

- (a) Promote literacy programmes and provide training for ECD and child protection professionals and initiate programmes for psycho-social support in the current year.
- (b) Establish non-formal education and literacy centers in the provinces.
- (c) Develop appropriate legal and institutional mechanisms to address child protection issues.
- (d) Provide non-formal and literacy through distance education. The present programme aims to introduce radio-based programmes.



- (e) Develop and promote community participation in implementing literacy and non-formal education campaigns.

Long-term strategies:

- (a) Establish and equip non-formal centers in all the provinces.
- (b) Provide continuous training and up-grading of non-formal educators.

### School Construction and Rehabilitation

Much of the country's educational infrastructure and schools have been destroyed during the war and the remaining schools have fallen into disrepair. The continuing growth of the student population has increased the need for rapid reconstruction and rehabilitation of schools and learning spaces. It is estimated that in order to accommodate the increasing number of students, a total of 2,500 new schools need to be built and over 5,000 schools need to be rehabilitated. This means that about 85 schools need to be either built or rehabilitated every year in each province over a 3-year period. This Plan aims to rehabilitate approximately 2,080 schools and construct over 640 new schools this year in order to provide adequate educational services across the country.

In the short and medium term;

- (a) Provide essential equipment and supplies to up-grade the Construction Department and increase its capacity to undertake and effectively supervise construction of schools and educational infrastructure.
- (b) Provide training and development of staff and institutional resources.
- (c) Develop strategies for financing school construction including greater participation of the private sector in the reconstruction of educational infrastructure.

## **Ministry of Education Update**

Despite impressive achievements, many immense challenges lie ahead for the education sector. The high numbers of out-of-school children and youth, gender and rural/urban disparities, low quality of education, and administrative limitations are among the many challenges that the Ministry of Education has to overcome to achieve Education for All and the Millennium Development Goals. Details about these problems follow:

### **I. ACCESS**

- Approximately 47% or 5.7 million of the estimated 12 million school-aged children and youth do not have access to education. Of these out-of school children and youth, approximately 4 million are girls.
- Over 5000 schools are without usable buildings, boundary walls, safe drinking water, or sanitation facilities;
- Long walking distances to school and lack of safe/proper learning environments are major impediment toward female participation in schooling;
- No female students are enrolled in grades 10-12 in 200 of 412 urban and rural districts;
- At the national level, boy's enrollment in primary school is more than twice that of girls, and boys' enrollment in secondary school is ten times that of girls;
- At least 100,000 additional teachers are needed;
- 245 out of 412 urban and rural districts do not have a single qualified female teacher; 90% of qualified female teachers are located in the nine major urban centers;
- 453 schools are still closed or have been damaged in the past two years, resulting in 300,000 students deprived of schooling; and,
- Some 11 million adults remain illiterate.

### **II. QUALITY**

The Ministry of Education is strongly committed to accomplishing its national and international obligations by providing balanced and quality education to all school-aged children and youth. However, the quality of education is one of the main areas of concern for the government and its development partners. Quality improvement requires textbooks and learning materials, professional teachers, secure, inclusive and child-friendly learning environments, laboratories, libraries and effective management and supervision. The Ministry has a daunting task of proactively responding to the below challenges:

- 73% of current teachers lack the minimum required qualification of grade 14 graduation and are in need of professional development;
- Over 5,000 of Educational Institutions do not have usable buildings, which has a direct impact on quality of education;

- There is a shortage of textbooks and other teaching and learning materials, as well as problems in their timely distribution;
- Use of school buildings in multiple shifts—almost all schools operate based on a reduced instructional-schedule compared to international norms—a direct impact on the quality of education; and
- There is a shortage of technical workshops for technical and vocational schools and labs for general education schools.

### **III. RELEVANCE**

Relevance is considered a critical subject in education with multidimensional impacts. However, our education is lagging behind many basic characteristics of relevance. Our education needs to ensure that it is research-based; meets the reconstruction needs and demand of our labor market; provides education skills that increases employability; and can reduce our dependency on international experts. For instance, at the moment Technical and Vocational Schools, despite high demand, can only accommodate less than 5% of grade 9 graduates. Similarly, there is a huge imbalance between the secondary and higher education sub-sectors, e.g., 79,000 students graduated from grade 12 in 2008; however, only one fourth were absorbed in higher education institutions. With current pace there will be around 900,000 twelfth grade graduates in 2020 that will need either higher education or employment opportunities.

Our education system needs to train the new generation of professional work force who can take the political, social and economic leadership of the country without much reliance on international assistance.

### **IV. FUNDING**

The Ministry of Education employs 67% of the civil servants in the country; however, only 15% of the national recurrent budget is allocated for education which makes it impossible to achieve the targets set in the National Education Strategic Plan (NESP) with the government resources. The inability of the government to adequately fund the education sector results in a reliance on donor funding, low quality of education, and constraints to student access. Unpredictability of development funding, lack of long-term donor commitment, and lack of a harmonized approach to funding from donors are the other major challenges that this Ministry is struggling with.

### **V. MANAGEMENT**

Several management challenges impede the education system to effectively plan and execute sound policies and programs. For instance, as a result of low staff capacity the system lacks a sufficient number of trained and well organized directors, managers and school principals who can develop and maintain an effective decentralized service delivery mechanism. Likewise, a complicated and lengthy procurement system and lack of trained staff are other major challenges that slow down timely implementation of development projects. Timely decision-making is hampered by the lack of an adequate information and communication system. Similarly, lack of adequate workspace for the ministry's main building to effectively establish vertical and lateral linkages has weakened coordination and delivery mechanisms at national level. Low remunerations for teachers and administrative staff of the Ministry have reduced work motivation and creativity across the country.