



E-PARCC

COLLABORATIVE GOVERNANCE INITIATIVE

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Program for the Advancement of Research on Conflict and Collaboration

Policy for the Rehabilitation and Development of Education in Adlabad

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.

In the name of God, most beneficial and most compassionate

Introduction

Years of war, foreign interference, an unstable political situation and a disintegrated fabric of society have been the factors that have demolished our economical and social infrastructure. Children and youth have been deprived from reaping the important benefits of education. A great number of children fled their home country, Adlabad. General data indicates that 70% of the education infrastructure has been destroyed, and that the majority of teachers have been martyred or detained, or immigrated to other countries.

Due to the years of turmoil in the country, the infrastructure of the educational system has largely disappeared and as a consequence, curriculum development and all pedagogical progresses largely lag behind the rest of the world today. However, even in the face of extreme adversity, the Adlabad communities, families and children, due to their love of education, have kept learning alive inside the country over the last decades. Even though our teachers and students have gone through great hardships and sufferings, they have been greatly determined to keep schools running. As a result, they have experienced a diversity of educational programs and understand the support needed to sustain an educational system running in the country. Our people are now more determined than ever to restore educational activities in accordance to our social needs.

Hence, the contents of this paper reflect all the proposals, suggestions and trends of teachers/learners, parents, and children regarding the future of our educational activities.

Each Adlabad child (male and female) has the right to quality learning opportunities. Establishing an educational system in a country is fundamental for attaining prosperity. An educational establishment has to provide means and opportunities that guide the social, mental, emotional and spiritual development of children towards a peaceful and healthy living.

An educational establishment is a national system that can evolve through continuous modification and improvements to meet the changing needs of Adlabad children. Education must deliver opportunities for children so that they can develop cognitive, motor, social and emotional skills. In addition, they should be continuously exposed to Islamic culture and technological advancements, and be provided the opportunities for life-long learning. The result of the combination of all educational activities enriches a culture. By completing the requirements of an educational institution, the children should be knowledgeable and skillful enough to practice and adopt peaceful and democratic ways of living. They should be capable of continuing to learn by themselves and remain self-motivated. They should be greatly encouraged to extend social interaction with people of the rest of the world.

We realize the limited resources in schools and are aware of the fact that there are inadequate textbooks and insufficient number of qualified teacher in schools as well; however, none of the Adlabad children should be deprived of educational opportunities. The purpose of an educational

enterprise should be to facilitate teaching and learning opportunities for each child. The learning environment in schools should be able to respond to individual needs, while teaching and pedagogical methods should be taken into account. The widespread existence of poverty and the lack of sufficient resources must not limit the enrollment and retention of children in schools. It is emphasized that despite the limited resources in all schools, all the students should be taught the spirit of reconciliation, nationality, peace and striving against terrorism and the eradication of poppy cultivation, trafficking and trading. The students of our schools will be encouraged to adopt and practice culturally sensitive approaches complying with the relevant conventions of the United Nations for the eradication of narcotics use and trading, and strive hard against terrorism worldwide.

In conclusion, to achieve the above expressed objectives, we are determined to rehabilitate our educational system. In view of the above facts, this ministry has planned initiatives to overcome constraints and problems step by step. We are hoping to be able to mobilize communities and parents to plan and deliver flexible programs which will meet the challenges ahead. The existing networks of our educational government offices (MoE) and many community-based organizations have the strength to overcome all constraints of limited resources in schools, but we will be confronting the widespread reality of poverty.

The MoE has confidence that through our efforts for implementing well-planned projects and our commitment to our nation, we will achieve the desired goals and challenges: How do we educate our children and encourage our youth to find peaceful and prosperous ways of living in their own country? How can we identify individuals' needs in society and determine how these needs are related and take a unique direction to accomplish we are struggling for? How can our confidence and obligations be put into service for our people to achieve the goals we are going to attain through our educational activities? How can we determine our strengths and weaknesses under the current circumstances? What does the future of our society look like if we take advantage of these existing opportunities? What is to be done to attain a coordinated working system for accomplishing greater success? What factors put shades on our future schooling? And in the meantime, can we find means to decrease the social illnesses and uproot all constraints we will be confronting? What are to be the commitments and obligations of schools in terms of outcomes that will respond to society's needs? All the answers for the above questions can only be sought by developing a quality educational program from the existing foundations and new initiatives for upgrading programs to scale, reinforcing culturally sensitive approaches and mobilizing communities and parents.

We need to establish a coherent policy structure to guide the establishment of an educational system, and to translate the national vision and goals into curriculum objectives. A curriculum should advocate unity, justice and security and strive against terrorism and all social ills, promote welfare programs and maintain freedom. All assumptions will become the reality if our educational system becomes active and unified to deliver educational services to as many students as possible.

To be able to meet and attain the desired demands of our society, the Ministry of Education is directing its education strategies to accomplish the desired education activities step by step. It is certain that without a sound strategy for promoting and enhancing learning activities, it is not

possible to be assured of any progress in our future challenges. In fact, establishing a firm and reliable strategy completes 50% of our educational planning. We at this stage must conclude that the Ministry of Education for the first time has outlined its educational strategy and practical planning for further implementation.

Goal

Rehabilitation, reconstruction, and improvement of the quality of education, and equipping and developing a more equitable education system in the capital and in the provinces of Adlabad.

Areas of Focus:

- Education system
- Education objective
- Education policy
- Professional policy (Cadres)
- Curriculum
- Identification of Educational Needs
- Funding Agencies/sources

Strategies

1. Overview and assess the existing situation of education
2. Taking census
3. Identifying and verifying constraints and needs
4. Presenting ways to overcome constraints
5. Projected planning on the basis of priorities in three phases:
 - a. immediate
 - b. short term
 - c. long term
6. Establishing project proposal documents with projected needs
7. Estimating and identifying the budget for the projected needs
8. Attracting the contribution of donors (national and international) to support education activities
9. Monitoring and supervising project implementation

Education Policies

1. Provide primary education opportunities for all regardless of gender, ethnicity, language or religion
2. Deliver equitable education opportunities between the capital and rural provinces
3. Develop a balanced educational system between the capital and provinces
4. Design and develop a unified curriculum
5. Establish a modern learning system reflecting the needs of society
6. Improve the quality of education

7. Coordinate a sequence of learning experiences involving early childhood education and subsequent levels of learning, up to higher education
8. Launch campaigns in eradicating illiteracy
9. Expand religious and general education institutions, vocational and professional areas and teacher training colleges.
10. Encourage humanitarian assistance from friendly countries, international communities, UN agencies and national NGO's intervening in the rehabilitating activities of various sectors and capacity-building of MoE, in compliance with existing laws
11. Benefit from the educational expertise and successes of other countries and international communities
12. Modernization of the educational environment and delivery of education
13. Raise student awareness on the negative consequences of terrorism, drug addiction, war/conflict, discrimination, etc.
14. Strengthening a spirit of unity among students, endowing students with peaceful values and tolerance in order to practice good citizenship and develop progressive attitudes of national unity, and enriching cultural orientation and denying all forms of discrimination

Situational Analysis of the Existing Conditions of Education

The fundamental development of education and other socio-economic and political fields has been disrupted and scattered apart. Education in the capital in comparison to the provinces has not been functioning equitably. The current curriculum is not unified or equitable but varies from school to school, not following a uniform standard. There isn't equitable delivery of educational opportunities in the schools of the provinces; they are functional but have the lowest level standards. Millions of girls have been denied education opportunities, and cultural traditions may remain a problem for girls' education for some time to come. Due to the effects of war, conflict and continuous strife, most schools have been demolished, and teachers were deprived of higher education. Most schools have been operative since before the provision of quality programming. Teachers are confined only to their school environment with very limited resources. There is no lab equipment in any schools.

Moreover, hundreds of Adlabad refugee children return from foreign countries daily, but they can't resume their learning in Adlabad schools due to non-existence of educational opportunities in their villages.

Most school buildings in the country have been completely or partially destroyed. Some need minor repair work. It is estimated that there is an immediate need for 2500 schools to be newly constructed.

School teachers being currently employed need more teacher training skills. They are unable to attend teacher-training programs even under the in-service option. Most schools do not have adequate classroom furniture, flooring mats, blackboards, lab equipment or textbooks. Many students need dormitory accommodations. None of the schools in the country have library facilities. All these shortages mentioned above are to be addressed in this compiled booklet.

Problems in Education and Their Solutions

The Problem of School Facilities

There are a total of 5063 existing erected school buildings in the country. It is estimated that the need will increase to 7563 approximately. Therefore a total of 2500 school buildings will need to be built. Out of the existing schools, 3525 buildings need major repairs, while 873 buildings need moderate repair and 665 schools require minor repairs. To erect and reconstruct new school buildings, the communities' contribution in terms of schools' plots, limited construction materials and manpower will be possible; however the lack of cash-resources constitutes the major impediment in school repair and construction.

The lack of potable drinking water in many schools along with lack of sanitation is also a major problem.

Solutions to Overcome the Problems of Schools Facilities

1. The buildings that need repair, safe water and safe latrines should be repaired within the next 6 months. According to the long-term plan of the Department of the Construction, construction of new school buildings will be completed within 16 months.
2. Until the completion of the repair and construction of the schools, there will be a need for tents or other alternative classrooms to be provided within one to two months.
3. Schools may be used in rotations of two to three shifts per day.
4. The number of students in classrooms should be increased in order to avoid deprivation of classes to any students. Temporary learning spaces should be used for teaching purposes.

The Problems of Teachers

Major problems related to teachers can be broken down into three components:

- a. Educational qualifications and professional skills in teaching
- b. Living conditions
- c. Shortage of teachers as a whole

Solutions to the Problems of Teacher Qualification

1. Upgrading the professional skills and knowledge of teachers through seminars and courses
2. Compulsory higher education for teachers graduated from grade 12
3. Upgrading the qualifications of those teachers who have not completed grade 12, through winter and summer courses
4. Using fellowships and scholarships for teacher training

The Problems of Poor Living Conditions of Teachers

Teachers in Adlabad for years have been in the most deprived segment of our society. In comparison to other employees in our society, teachers earn the lowest incomes, even though they must shoulder great social responsibilities. Teachers, by any standard, have been neglected by our system of education.

Presently the average salary of a teacher, including all benefits, is 1,700,000 Ads (Adlabad dollars), the equivalent of about \$43 U.S. per month. This monthly earning can cover only a very small portion of a family's needs and is never sufficient to cover monthly expenses. Most teachers under current circumstances don't receive their salary regularly at the end of the month, with salaries sometimes being delayed three to five months, making it very difficult for teachers to organize their lives.

Most teachers do not own their own homes, because with the money they receive, they will never be able to afford to build or buy their own home. Most teachers must rent a house. The minimum monthly rental cost for a 4 room house is 3,000,000 Ads. One may ask, how should a teacher use the small amount of salary they receive, for having a place to live, or for other expenses? Schools are also not providing transportation for teachers. A teacher spends at least 10,000 Ads per day for transportation. The average total monthly expenses for a 6-member family will be about 4,000,000. With these expenses, but with a salary of only 1,700,000, one can imagine the difficulty these teachers must face. The only worthwhile additional support provided to teachers is food rations, but even these are not always provided regularly.

Solutions to the Problems of Teachers' Living Conditions

1. Salary and coupons rations should be provided regularly
2. Teachers should be paid transportation costs
3. Teacher cooperatives should be created
4. Free medical care should be provided for teachers and their families through an education health department program
5. As in the past, payment for the cost of lunch for teachers should include the holidays as well
6. Construct residences for teachers in the capital and provinces
7. Incentives should be paid to teachers according to rules and regulations
8. In view of the minimum living conditions of teachers, teacher salaries should be increased

Solutions to the Problems of Teacher Shortage

1. Development of teacher training program in the capital and provinces
2. Increase the enrollment of students in pre-service courses
3. Recruitment of graduates of Pedagogical Institute to go into teaching (in the short-term)
4. Rehabilitation of the teacher training colleges in the capital and provinces (long-term)

5. Recruitment of former teachers currently working in other government ministries or departments to return to teaching

The Problems of Students

The major problems facing students are:

1. Shortage of teachers
2. Lack of school buildings and facilities
3. Shortage of textbooks
4. Shortage of desks, chairs and other teaching materials

Solutions to the Problems of Students

1. When the need for buildings, teachers and teaching materials and facilities is fulfilled, the problems of students will also be solved.
2. Be prepared to meet the needs of both out-of-school children and those children who will enroll in school next year, since at least 1 million more students will attend school next year.
3. Problems of those children who enroll who were born in foreign countries and have grown up with a different culture and have been educated in non-national languages. These children require a school with a more international curriculum taught in a foreign language.

Overview of the Existing Curriculum

Curriculum is the core for all educational activities. It in essence determines what a child is expected to learn and believe. All efforts must be made that the new Adlabad curriculum be unified and developed based on the following pillars of support:

Problems with the Curriculum

1. Different versions of curricula that are inconsistent with the educational situation in Adlabad
2. Inclusion of unnecessary topics in the curriculum that do not match the students' knowledge level
3. Lack of necessary topics in the present curriculum that students should learn
4. No organic link in the curriculum between pre-school (kindergarten and nurseries) and post-school (higher education)
5. The present curriculum is not balanced
6. The current curriculum disregards educational technology

Solutions to the Problems of the Curriculum

The curriculum ...

1. Should contain Adlabad-culturally oriented concepts based on the religious values of our society.
2. Should be consistent with the development of needs of the students.
3. Should conform to the curriculum of other countries of the world.
4. Should incorporate scientific and technological advances
5. Should include necessary topics related to Adlabad
6. Should be in line with the economic, social and cultural development of Adlabad and meet its future needs.
7. Should strengthen the spirit of national unity, peace, women's rights and the environment, and reflect awareness and motivation to enable the students to launch campaigns against war, drugs, and terrorism on all fronts worldwide.

In addition,

1. The curriculum within the organizational structure of the educational system should be based on the needs of society.
2. The new curriculum should be prepared by a highly qualified professional commission according to the new system of education, and should consist of teacher training institutes, technical and vocational education and literacy (long-term).

Problems with Textbooks

1. Approximately, 27 million textbooks are needed. 11.5 million textbooks have been printed and distributed. There is an urgent need for 15.5 million more textbooks.
2. Another difficulty is the different types of curriculum and materials currently in use in Adlabad. Such inconsistency has created serious problems.

Solution to the Problems of Textbooks

1. 15.5 million textbooks consistent with the accepted curriculum of the Ministry of Education should be printed and distributed, with the support of foreign agencies.

Problems with Teaching and Learning Materials

1. 75% of students in the schools of the capital and provinces do not have access to proper furniture and needed stationery in their schools
2. 50% of students in the schools of the capital and provinces do not have access to blackboards and chalk for instruction in their schools
3. No laboratories, libraries, or technical workshops are remaining in Adlabad's schools
4. No housing facilities in dormitories for students are remaining.

Solutions to the Teachings and Learning Material Problems

1. 1,300,000 desks and chairs should be distributed to schools in the capital in the next 5 months
2. Provision for desks and chairs or floor mats to be distributed to schools within one or two months

3. Blackboards and chalk should be provided distributed to schools within the next two months
4. Laboratories, libraries and workshops should be re-equipped with supplies.

Problems with Literacy

1. Due to economic obstacles, many families do not send their children to formal schools because the children are needed to work for the families.
2. The educational system at present is unable to absorb the large influx of eligible students into the system
3. Refugees and IDP children present another set of unique problems to be addressed
4. Public awareness and understanding about formal schooling is very low

Solutions to the Problems of Literacy and Non-Formal Education

1. Increase the capacity and efficiency of the educational institutions
2. Expand and develop the educational system to accept those eligible students who wish to attend school but are unable to.
3. Develop vocational schools to serve those youth who for economic and family reasons have not received a primary level education
4. Create cooperative situations involving international agencies (such as Food for Education) to support schools and students
5. Temporary learning spaces should be established with the cooperation of the communities, using tents and floor mats to provide areas to educate students who exceed the present capacity of the educational system.
6. Due to the ongoing repatriation of refugees, accurate numbers of new students is difficult to ascertain. However, opportunities to study should still be provided to these newly arriving students, even if the capacity of the schools are exceeded.

From the smallest community to the largest, the top priority of the State to address the problems of literacy should be to implement the following solutions:

1. Establish Food for Education programs
2. Participation by the cultural, social, and educational institutions to promote literacy
3. Messages promoting literacy should be widely propagated by mass media.
4. All Ministries should be instructed to organize and monitor literacy courses.
5. Courses should be organized for children who have been deprived of education, conducted with the assistance of NGO's under the supervision of MoE.
6. Expansion of vocational courses in functional literacy
7. Establishment of vocational courses through the Department of Vocational Education

Problems of the Departments of the Ministry of Education

1. There is an urgent need for basic office supplies.
2. The Ministry's existing office equipment such as computers, photocopy machines and typewriters is outdated and out of repair and needs to be replaced.

3. The Central Offices, Provincial Offices and Head Offices of schools are in urgent need of basic furniture and furnishings.

The Solution to the Problems of the Departments of the Ministry of Education

All the above problems should be overcome through the cooperation and assistance of foreign agencies and states.

Summary

The solution for the issues outlined above is the work of the Ministry of Education, which must start immediately and without delay. To upgrade both the capacity and quality of education, the related departments must take into consideration the prioritization of projects into Immediate (2-4 months), Short-Term (4-8 months) and Long-Term (8-16 months) categories. This work must begin immediately.

The Educational System

1. Success in achieving educational goals depends on the creation of a system that provides for the implementation of strategies.
2. Lack of coordination between the objectives and the system will lead to failure in achieving educational goals.

As a result, under the present circumstances the objectives of the educational system should be renewed and changed accordingly.

The following changes should be considered:

1. Establishment of a High Council of Education, with the purpose of coordinating the educational system from the pre-school level to post-level
2. Creation of a Technical Committee for the scientific analysis and evaluation of education
3. Upgrade the quality of education
4. Foundation of an effective scientific educational system for Adlabad
5. Establishment of a Curriculum Commission in order to develop the curriculum according to the objectives of education under the current and new conditions of Adlabad
6. Establishment of a commission to monitor and supervise the financial affairs of the MoE

Policy on Professional Staff in Education (Cadre)

The present chaotic situation in education and slow implementation of the activities require a revision of the policies regarding professionals in the Ministry of Education. The new policy on professionals should be developed taking into account the following considerations:

1. Job assignment on the basis of qualifications
2. Emphasis on qualification and expertise
3. Representation of the social composition of Adlabad
4. Placement of experienced and responsible staff in important positions
5. Rewarding qualified and creative staff

PROPOSED PROJECTS

Immediate - Term Projects

-Schools and Education Projects
Establishment of school health program
Repair of damaged schools
Establishment of teacher cooperatives
Adult literacy project (men's literacy)
Provision of tables, chairs, floormats and tents needed in schools in the capital and prov.
Science center production unit: chalk and biology models
Teachers' salaries for 4 months
Quality of primary education
Facilitating (Renovating) schools' science labs
Preparation of AV equipment for schools
School teaching materials production unit: writing boards and math kits
-Printing and Publication Projects
Pre-publication production system
Raw materials for printing press
Publication of Urfan magazine
Print and distribute 15.5 M. texts
Printing religious texts (Gr. 1-6)
Printing texts (Gr. 7-12)
Printing religious texts (Gr. 7-12)
Supplies and equipment for printing press department
Teacher Training Projects
Furniture for dormitories in 14 teacher training institutes
Expansion of training program for untrained teachers who have graduated from 12th grade
Dormitory project for 14 institutes of teacher training - food
Ministry Rehab Projects
Establishment of a carpentry construction and repair workshop
Furnishings for Ministry Club
Repair of Ministry's toilets
Provision of furniture for Dept. of Primary Education
Provision of stationary for the Ministry
Reestablishment of Audiovisual Department
Transportation system for the Ministry
Communication equipment
Furniture and furnishings for the Ministry
Constructional supplies and equipment
Rehabilitation of the Ministry's building and its heating system
Supplies and equipment for Literacy Departments
Rehab of Human Resource Building (A)-painting
Rehab of Ministry's building (IM11?)

Rehab of Human Resource Building (B)
Computerizing for Curriculum Development

Short - Term Projects (4-8 months)

-Schools and Education Projects
Reestablishment of repairing schools with 40% damage
Provision of sport supplies and equipment
Equipment and supplies for Islamic madrassas
Construction of houses for teachers
One year salary for all teachers
Organizing literacy seminars
Literacy projects for young children
Functional literacy and handicraft projects
Literacy projects for women
-Printing and Publication Projects
Provision of 27 million textbooks for the year 1382
Establishing of a printing press directorate for planning and design
Rehabilitation of technical directorate of printing
Teacher Training Projects
Establish libraries for 14 teacher training institutions
Provision of publications equipment (furniture) for 14 teacher training institutions
Provision for 14 vehicles for teacher training heads in the capital and provinces
Organizing seminars for heads of teacher training
Ministry Rehab Projects
Rehabilitation of Department of Education and Radio/Television
Reestablishment of Ministry's transportation system
Reestablishment of the Ministry's central library
Provision of computers for central departments

Long - Term Projects (8-16 months)

Schools and Education Projects
Construction of new schools in the capital and provinces
Rehabilitation of libraries
Establishment of school libraries in the capital and provinces
Reestablishment of science centres and laboratories
Provision for furnishing of vocational education workshops and dormitories in the capital and provinces
Provision of new curriculum for schools, teacher training institutions, religious madrassas, vocational schools and literacy
Audiovisual Project
-Printing and Publication Projects
Reestablishment of main education press
Teacher Training Projects
Dormitory (hostel) furniture and equipment for 14 teacher training institutions in the capital and provinces
Publication system for 14 teacher training institutions
Ministry Rehab Projects
Computerization of exam results in Dept. of Secondary Level Education
Computerization of employment system