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Capacity Development Plan Balochistan Assessment and Examination Commission (BAEC)

SCHOOL EDUCATION DEPARTMENT, GOVERNMENT OF BALOCHISTAN



2024 - 2028

Capacity Development Plan

Balochistan Assessment & Examination

Commission (BAEC)

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ACKNOWLEDGEMENT

As the CEO of the Balochistan Assessment and Examination Commission (BAEC), I want to express my sincere gratitude to the United Nations Children's Fund (UNICEF) for their consistent support and encouragement during the creation of our Capacity Development Plan (CDP) under the Balochistan Education Support Program – II funded by European Union Delegation in Pakistan. UNICEF's unwavering dedication to fostering professional advancement and progress in Balochistan's education sector has been crucial in shaping this undertaking.

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I feel privileged to have been able to collaborate on this capacity development plan with a team that is both committed and highly skilled. I am certain that the execution of this plan would result in favorable results and help achieve the objectives stated in the Balochistan Education Sector Plan (2020-25). I would want to reiterate my genuine gratitude for the consistent support and confidence bestowed upon me, my team, the technical staff, and all those who have tirelessly contributed to this significant endeavor.

Sincerely,
Nizam Uddin Mengal,
Chief Executive Officer, BAEC

ABBREVIATIONS

ADE		Associate Diploma of Education
AKU-EB		Aga Khan University Examination Board
ASER		Annual Status of Education Report
BAEC		Balochistan Assessment and Examination Commission
BBISE		Balochistan Board of Intermediate and Secondary Education
B.Ed.		Bachelor of Education
BEF		Balochistan Education Foundation
BESP		Balochistan Education Sector Plan
BoC&EC		Bureau of Curriculum and Extension Centre
BTBB		Balochistan Text Book Board
CADF		Capacity Assessment and Development Framework
CT		Certificate of Training
DEO		District Education Officer
DOE (S)		Directorate of Education (Schools)
EMIS		Education Management Information System
IBA		Institute of Business Administration
IT		Information Technology
LUMS		Lahore University of Management Sciences
M.Ed.		Master of Education
MOU		Memorandum of Understanding
NAW-PIE		National Assessment Wing-Pakistan Institute of Education
PEACE		Provincial Education Assessment Centre
PEC		Punjab Examination Commission
PITE		Provincial Institute for Teacher Education
PTC		Primary Teaching Certificate
SED		School Education Department
SLA		Student Learning Assessment
SLO		Student Learning Outcome
SOP		Standard Operating Procedure
UNICEF		United National International Children's Emergency Fund

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EXECUTIVE SUMMARY

This document presents a detailed strategy for Capacity Development of Balochistan Assessment and Examination Commission (BAEC) that came into existence in 2015 and subsequently got a legal cover in 2018 under the Balochistan Assessment and Examination Commission Act 2018. The strategy recognizes the province's dedication to restructuring the examination and assessment system. BAEC was established as an independent organization with the purpose of promoting significant enhancements in assessments and examinations. The current BESP 2020-2025 restricts BAEC's attention to diagnostic assessments for grades 1-8 and external examinations for grade 8, with a particular emphasis on the necessity of well-defined frameworks. The Balochistan Assessment and Examination Act, 2018, defines eleven fundamental responsibilities for BAEC, which include the establishment of regulations that are still pending development. This plan suggests promptly creating Rules and Regulations to improve and simplify BAEC's operations, bringing them in conformity with the stipulations of the Act.

The purpose of the Capacity Development Plan is to tackle crucial obstacles in the education sector by addressing the necessity for a strategy to enhance the capabilities of BAEC. The existing assessment framework has deficiencies in its design and standards, particularly with regards to its alignment with Student Learning Outcomes (SLOs), hence promoting a culture of memorization-based learning. The mandate of BAEC is to overhaul assessment processes by using a standardized structure that is in line with Student Learning Outcomes (SLOs), item banks, model papers, and Bloom's taxonomy. This is intended to improve the quality of learning experiences by making them more relevant and comprehensive.

The main goal of this plan is to revamp the assessment and examination system, ensuring that it is in line with the curriculum, Student Learning Outcomes (SLOs), especially in the context of Balochistan.

The specific aims are to establish uniform procedures, develop the skills and abilities of the personnel and stakeholders, reinforce the institutional capabilities, and harmonize the framework with the broader objectives of the Balochistan Education Sector Plan (2020-25) to enhance the overall improvement of the sector. This plan involves a thorough revamp of assessment and examination procedures at primary and middle school levels in Balochistan. It includes the creation of standardized formats based on Student Learning Outcomes (SLOs), training programs for staff and stakeholders, implementation of quality assurance mechanisms, integration of technology, and ongoing monitoring and evaluation.

The methodology employed to prepare this Capacity Development plan was to utilize the capability Assessment and Development Framework (CADF). CADF employs both quantitative and qualitative approaches to thoroughly evaluate strengths, weaknesses, and areas that need improvement, which then informs the development of specific plans for enhancing capacity.

This plan focuses on Student Learning Assessments recognizing the crucial importance of assessments in evaluating students' academic accomplishments and the effectiveness of educational procedures. Plan proposes that BAEC performs evaluations at three different levels: Formative, Diagnostic, and Large-Scale Assessment (SLA). This plan aims to create a practical and achievable "Formative Assessment Framework" specifically designed for teachers in Balochistan. The framework will prioritize core subjects up to Grade III, postpone promotion exams until that point, and implement the concept of internal examination only from grade IV onwards. This CDP prioritizes a problem-based method for Diagnostic Assessment, with an emphasis on identifying students' strengths and shortcomings utilizing cognitive theories of learning.

BAEC plays a vital role in carrying out Large-Scale Assessments (SLA). This plan recognizes the difficulties in this field and highlights the importance of careful planning, working together with educational institutions, and taking into account the distinctive educational environment in Balochistan in order to enhance the quality of evaluations.

The Capacity Development Plan (CDP) suggests a substantial restructuring of both internal and external examinations. It begins by suggesting the removal of internal exams for grades I-III, and then recommends the implementation of non-traditional internal exams for grade IV and beyond.

Recommendations:

1. Formulation of Rules and Regulations: This plan proposes that BAEC promptly initiates the formulation of Rules and Regulations in line with the Balochistan Assessment and Examination Act, 2018. This will enhance and streamline BAEC's operations, ensuring alignment with the Act's provisions and fostering a clear regulatory framework.

2. Capacity Development Plan Implementation: To address critical challenges in the education sector, this plan recommends that BAEC rigorously implements the proposed Capacity Development Plan. This plan aims to overhaul the assessment and examination framework, aligning it with curriculum standards, Student Learning Outcomes (SLOs), and the Balochistan context. Successful execution of this plan will lead to meaningful and holistic learning experiences.

3. Establishment of an Internal Monitoring, Audit, and Reporting System: To ensure efficiency and accountability, this plan advises BAEC to establish an internal monitoring, audit, and reporting system. This involves the submission of annual plans, quarterly reports, performance indicators, and an annual progress report. An annual internal audit by a reputable firm is recommended. Reports should be presented directly to the BAEC Commission for improved governance alignment.

4. Implementation of Support Functions: This plan suggests that BAEC ensures the effective implementation of support functions, including Operations, Finance & Accounts, IT, and Administration. This involves adherence to financial protocols, automation of assessment processes, maintenance of IT infrastructure, and efficient administration to support the seamless operation of BAEC.

5. Enhanced Stakeholder Collaboration: The dedicated unit for Partnership Management, Resource Mobilization, and Communication should actively engage with stakeholders in the education sector. This plan recommends the establishment of standard operating procedures for partnership management, granting autonomy for BAEC to enter into partnerships, and conducting legal reviews of agreements. This will foster effective collaborations and ensure a strong presence in the education sector.

6. Quality Enhancement in Assessments: This plan advises BAEC to focus on quality enhancement in assessments by addressing challenges in Formative, Diagnostic, and Large-Scale Assessments. This involves the development of a practical Formative Assessment Framework, strategic planning for Large-Scale Assessments, and the establishment of a dedicated unit for assessment management.

7. Reform in Examination Processes: BAEC should implement proposed changes in internal and external examinations, including the elimination of internal exams for grades I-III, introduction of unconventional internal exams from grade IV onwards, and reforms in the grade VIII external examinations. This will contribute to the improvement of the examination system, ensuring fairness and integrity.

8. Strategic Capacity Building Initiatives: This plan recommends the implementation of strategic capacity-building initiatives, both internally and externally. This includes transparent criteria for recruitment, immediate training for existing staff, structured continuous training programs, and a scholarship initiative for advanced education in Assessment and Examination. These initiatives will contribute to building a skilled and qualified workforce.

9. Effective Monitoring and Evaluation: BAEC should establish a robust internal monitoring, audit, and reporting system to ensure accountability and efficiency. This includes the submission of comprehensive reports to the BAEC Commission, fostering transparency and alignment with the organization's objectives.

By prioritizing these recommendations, BAEC can enhance its operational efficiency, improve the quality of assessments and examinations, and strengthen its overall contribution to the education sector in Balochistan.



Chapter

01 INTRODUCTION



The genesis of the Balochistan Assessment and Examination Commission (BAEC) can be traced back to a pivotal moment marked by the publication of the Balochistan Assessment and Examination Commission Bill 2018 (Bill No. 14 of 2018), which subsequently metamorphosed into law on the 13th of June 2018 attached as **Annexure-A** (Page # 52). This legislative milestone underscored the province's commitment to a comprehensive overhaul of the assessment and examination landscape.



1.1. BACKGROUND

The BESP 2013-2018 focused solely on diagnostic assessment, which was conducted by The Provincial Education Assessment Centre (PEACE) – unit housed within Bureau of Curriculum and Extension (BOC&EC). However, this practice became obsolete in 2008 due to paucity of funds. The terms "assessment" and "examination" are often used and implemented interchangeably, but they represent distinct concepts that will be elaborated upon in the subsequent sections of this plan.

Formative assessments have never been implemented in schools in Balochistan, with a heavy reliance placed on non-standardized examinations that promote rote learning. While the BESP (2013-18) recommended improving the quality of examinations by transitioning from text-book based to curriculum-based assessments to enhance analytical skills, it did not clearly outline a framework for formative assessments at the school level. Instead, it only addressed diagnostic assessments conducted by PEACE, which had already become obsolete by 2008.

In response to these developments, the School Education Department of the Government of Balochistan established the Balochistan Assessment and Examination Commission (BAEC) as an autonomous body through an administrative order on October 2, 2015, detailed in **ANNEXURE-B** (Page # 64). This was followed by the enactment of the Balochistan Assessment and Examination Commission Act in 2018, defining its scope, roles, and functions. Its establishment aimed to contribute to systemic improvements in assessments and examinations.

The Balochistan Education Sector Plan (BESP) 2020-2025 also restricts BAEC to diagnostic assessment by stating that BAEC holds diagnostic assessments for elementary levels (1-8) and external examinations for grade 8 only. The Commission also has the mandate for development of teachers' capacity in assessment.¹ The word assessment and examination is again used interchangeably in BESP (2020-25). This can be seen while defining in-school assessments in BESP (2020-25). It states that In-school assessments include monthly tests, mid-term examinations and annual examinations.² Hence, this plan will deliberate upon the assessments and examinations in detail, explaining the clear definition, mandate and framework of each of them.

¹ Balochistan Education Sector Plan (2020-25), Secondary Education Department Government of Balochistan, pg 41.

² Balochistan Education Sector Plan (2020-25), Secondary Education Department Government of Balochistan, pg 107.

Balochistan Assessment and Examination Act, 2018 lists eleven (11) key functions that BAEC is required to perform, and it provides a brief description on the scope of each of these functions. These functions are as following:

1. Design, develop, implement, maintain, monitor, and evaluate a system of assessment and examination at school level education.
2. Formulate policy and programme for conducting the examination of class VIII as per the official curriculum in all public and private schools, madrassa, non-formal and special education schools and project-oriented schools in Balochistan.
3. Formulate policy and conduct periodic diagnostic assessment.
4. Generate and disseminate reports for feedback to all stakeholders.
5. Assist Balochistan Board of Intermediate and Secondary Education for developing quality testing to assess students' learning based on Curriculum learning outcomes.
6. Prepare an annual operational plan of its activities that will inter-alia recommend measures for capacity building of the teachers and educationists for improving the system of assessment at school level.
7. Perform such other functions as may be ancillary to its functions or may be assigned by the Controlling Authority.
8. Develop standards of assessment and examination commensurate with the standards of education.
9. Outsource professionals for conduction of research activities.
10. Enter into agreements with national and international organizations including universities, for short- or long-term collaboration for capacity building of the Commission or related objectives; and hold and manage endowments.

It is important to mention that the Balochistan Assessment and Examination Act was passed in 2018. Section 10 of the Act empowers the Commission to create regulations with the government's approval, provided they align with the Act's provisions¹. However, as of now, no such regulations have been formulated. It is recommended that the Commission addresses this issue promptly by initiating the process of formulation of Rules and Regulations to enhance and streamline its operations.

¹ Balochistan Assessment and Examination Act, 2018

1.2. RATIONALE, OBJECTIVE & SCOPE

1.2.1. RATIONALE

The rationale for developing a capacity development plan for the Balochistan Assessment and Examination Commission (BAEC) in the education sector of Balochistan is rooted in the urgent need to address critical challenges that hinder the quality and effectiveness of education in the region. One of the primary challenges is the inadequacy of the current assessment and examination framework, which is not well-designed and lacks standardization based on Student Learning Outcomes (SLOs). This deficiency has led to a prevalent culture of rote learning, which hampers the development of analytical and critical thinking skills among students. Recognizing this issue, BAEC has been tasked with the crucial mandate of reforming the assessment and examination processes at the primary and middle school levels. The aim is to align these processes with a standardized format based on SLOs, item banks, model papers and concept of Bloom's taxonomy, thereby fostering a shift towards more meaningful and holistic learning experiences that promote analytical and critical thinking among students.

1.2.2. OBJECTIVE

The primary objective of the capacity development plan for BAEC is to overhaul the assessment and examination framework, ensuring that it is aligned with Curriculum, Student Learning Outcomes (SLOs) and relevant to the context in Balochistan. Specific objectives include:

1. Standardizing the assessment and examination processes to align them with a SLOs, thereby promoting meaningful learning experiences and discouraging rote memorization.
2. Enhancing the capacity of BAEC staff and stakeholders to develop, implement, and monitor assessment and examination practices that foster analytical and critical thinking skills among students.
3. Strengthening the institutional capacity of BAEC to administer assessments and examinations effectively, ensuring fairness, reliability, and validity in the evaluation process.
4. Aligning the assessment and examination framework with the broader goals and priorities of the Balochistan Education Sector Plan (2020-25), thus contributing to the overall improvement of the education sector in Balochistan.

1.2.3. SCOPE

The scope of the capacity development plan for BAEC will encompass a comprehensive overhaul of the assessment and examination framework at the primary and middle school levels in Balochistan over the period five years. This will include:

1. Development of standardized assessment and examination formats based on Student Learning Outcomes (SLOs) to replace existing methods that encourage rote learning.
2. Training and capacity building programs for BAEC staff and relevant stakeholders to equip them with the skills and knowledge necessary for implementing the new assessment and examination practices.
3. Establishment of quality assurance mechanisms to ensure the reliability, validity, and fairness of the assessment and examination processes.
4. Integration of technology and modern methodologies to enhance the efficiency and effectiveness of assessment and examination administration.
5. Continuous monitoring and evaluation of the implemented changes to assess their impact and make necessary adjustments for continuous improvement.

By focusing on these areas, the capacity development plan aims to bring about a fundamental shift in the assessment and examination practices in Balochistan, leading to a more robust educational system that nurtures analytical and critical thinking skills among students.



Chapter

02 METHODOLOGY & DATA ANALYSIS



The “Capacity Assessment and Development Framework” (CADF) is employed, a systematic and participatory approach that combines quantitative and qualitative methods to evaluate an organization's capacity comprehensively. It is designed to identify strengths, weaknesses, and areas for improvement, facilitating the formulation of targeted capacity development strategies. The application of CADF involves the following key steps:

2.1. TOOL DEVELOPMENT

CADF emphasizes the creation of specialized tools and questionnaires tailored to the unique needs of the organization. These tools cover various dimensions, including organizational structure, human resources, legislative alignment, and financial sustainability. Two such tools were developed specific to the BAEC organization; first to assess the gap (**Annexure- C** Page # 65) and second (**Annexure- D** Page # 68) to further build on the identified functional gaps and generate discussion on areas of reform and capacity development.

2.2. STAKEHOLDER CONSULTATION

The CADF methodology encourages engaging a diverse group of stakeholders, ensuring that perspectives from different organizational levels and external partners are considered. This aligns with the principle of ownership and ensures that the assessment reflects a holistic view of the organization. After the data collection on the tools discussed above several consultative sessions were organized with staff of BAEC, staff of PPIU and that of other departments and directorates. The Education Support Program (ESP) CPD teams at Directorate of Education (S) and PITE working with teachers and schools were consulted to assess the existing practices of assessment and examination at school level. Some schools in rural and city areas of Quetta were visited to acquire first knowledge of assessment and examination practices at school level.

Parents consulted during school visits were unaware of any formative assessment being carried out while they were more concerned with teacher attendance, facilities available and rampant culture of cheating at the 9th and 10th grade examinations.

2.3 TWO-DAY CONSULTATIVE SESSION:

The CADF advocates for extended consultation periods, providing ample time for thorough discussions. The two-day consultative session allowed for a deep dive into organizational intricacies, addressing concerns raised by stakeholders and fostering a shared understanding of challenges and opportunities. The Minutes of the consultative session along with the attendance sheet is attached as Annexure- E. (Page # 73)





2.4. ALIGNMENT WITH LEGAL FRAMEWORKS

CADF places significance on aligning organizational structures with legal frameworks governing the institution. Specific attention was given to ensuring that the BAEC organogram conformed to the mandates outlined in the BAEC ACT, promoting legal compliance and institutional effectiveness.

2.5. BUDGET STREAMS AND FUNDING OPTIONS ANALYSIS:

CADF methodology recognizes the importance of financial sustainability. The discussion on budget streams and funding options echoed CADF's focus on exploring viable financial strategies to support capacity development initiatives.

2.6. VALIDATION AND FEEDBACK LOOP:

The interactive validation and feedback sought from various stakeholders during the course of preparation of this plan, reinforces the participatory nature of the methodology. This ensures that the CDP is a collective product, benefiting from diverse insights and experiences.

By adopting the Capacity Assessment and Development Framework (CADF), the aim was to leverage an internationally recognized and proven methodology, ensuring that the CDP for BAEC reflects global best practices in organizational capacity development.



Chapter

03 STUDENT LEARNING ASSESSMENTS



03 STUDENT LEARNING ASSESSMENTS

Assessment is described as the process of collecting and organizing information from specific sources to draw relevant conclusions about teaching and learning processes, individuals, and making comparisons based on established criteria (Lamprianou and Athanasou 2009). It not only determines the quality of students learning but also the quality of educational processes (Struyven, 2005). Assessment serves the dual purpose of evaluating students learning achievements and improving their learning experience (Yorke 2003, Reinholz 2016). The primary function of BAEC is to conduct assessments at three levels:

- I) Formative Assessment
- li) Diagnostic Assessment
- lii) Large Scale Assessment (SLA)

3.1. FORMATIVE ASSESSMENT

Formative Assessment in education is responsive, a tacit process, integral to teaching and learning, and involves both teachers and students in recognizing and responding to student learning.¹ Formative assessment improves learning and instructional decision-making by providing feedback and guiding students towards corrective steering, enhancing the bridge between teaching and learning.² Formative assessment, holds great significance as the quality of subsequent assessments depends directly on the formative assessment. This type of assessment is ongoing and is conducted directly by teachers at the school level. However, a comprehensive framework for conducting formative assessment has not yet been developed for Balochistan. BAEC is tasked with creating a practical and easily understandable framework tailored to the qualifications and capabilities of teachers in Balochistan. Initially, it needs to be straightforward and feasible. It is worth noting that approximately 70% of primary schools operate with only one teacher, responsible for teaching all students from grades I to V.³ Unfortunately, many of these single teachers are inadequately trained and lack strong pre-service education.⁴ The issue of teacher capacity can be traced back to the time of their recruitment when, until 2009, only a Primary Teaching Certificate (PTC) or Certificate of Teaching (CT) was required for recruitment in Balochistan.

To make matters worse, many candidates who obtained the Primary Teaching Certificate (PTC) or Certificate of Teaching (CT) did so through fraudulent means, rendering these qualifications unreliable. This situation severely compromised the quality of teachers in Balochistan. In 2009, the requirement was upgraded to a Bachelor of Education (B.Ed.) and, in some cases, a Master of Education (M.Ed.) as the minimum qualification for teachers. However, due to a shortage of qualified candidates with these degrees, a two-year Associate Diploma of Education (ADE) was introduced as a temporary measure. Balochistan's elementary colleges and certain universities began offering the ADE course. Consequently, teachers recruited in 2015 were selected based on these new pre-service criteria. Unfortunately, these were later relaxed. While courses in assessment methods are included in ADE, B.Ed., and M.Ed. programs, failure to make these courses mandatory for prospective teachers would compromise the assessment process at all levels. Political interference has led to the relaxation of these criteria in an attempt to gain political support. The suggested solution of providing training to teachers during their service cannot fully compensate for the lack of pre-service qualifications. The demands and responsibilities of teachers change once they are in service, and training cannot replace a formal qualification. Training can enhance existing qualifications but cannot serve as a substitute. As a result, there are approximately forty-eight thousand primary teachers in the province, most of whom hold PTC or CT qualifications. It is unrealistic to expect proper assessments if the teachers themselves are not adequately qualified to conduct them.

¹ B.Bell, Bronwen Cowie. (2001). The Characteristics of Formative Assessment in Science Education. *Science Education*, Volume 85, Issue 5/p.536-553

² William.D. (2010). The role of formative assessment in effective learning environments. *Educational research and innovation*, 135-159. <http://doi.org/10.1787/9789264086487-8-EN>.

³ Balochistan EMIS 2021-2022

⁴ Balochistan Education Sector Plan 2021-2025

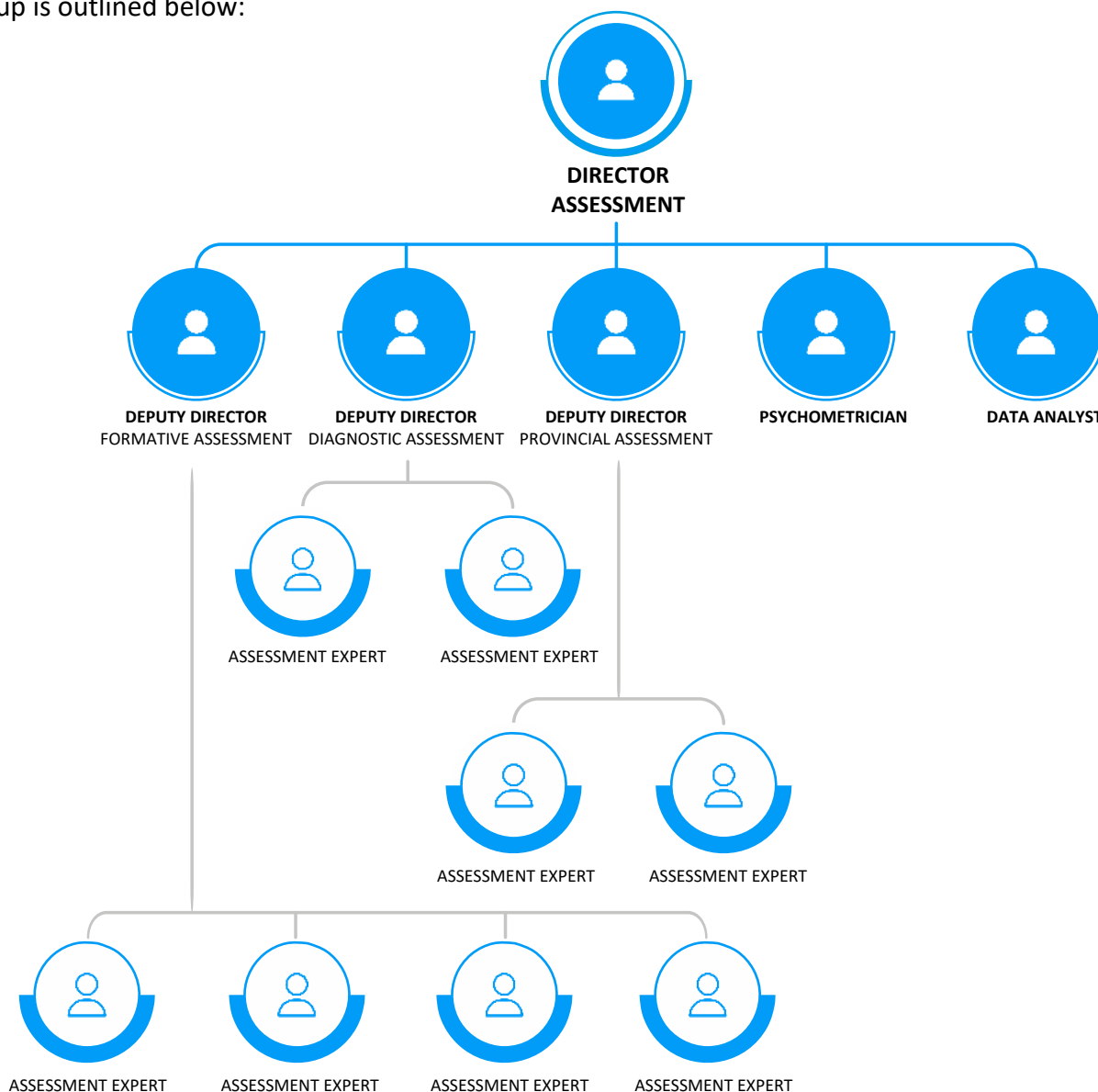


Developing a "Formative Assessment Framework" will pose a significant challenge for BAEC, considering the quality and capabilities of teachers in Balochistan, particularly in schools with only one teacher. As of now, there is no such framework for Formative Assessment, and it is the responsibility of the Directorate of Education Schools (DOE-Schools) to develop this framework in consultation with BAEC. BAEC may also seek assistance from private consultants to make the framework more comprehensive and practical. It is important to emphasize that the Formative Assessment Framework should be designed with the quality, willingness, motivation, and capacity of the teachers in mind. This might involve integrating textbooks and staggering the curriculum SLOs. The assessment process should be straightforward to ensure smooth implementation. One such example could be that of the use of a simple tool or pre-printed register to record students' basic learning progress, which can then be passed on to the next grade's teacher. This would not only assess the students but also provide feedback on the teachers' effectiveness. Any deficiencies identified in students' understanding in lower grades through this formative assessment can be addressed in the next grade. Furthermore, based on these assessments, specific areas for teacher training can be identified.

It is suggested to conduct formative assessment for Grade-I to Grade-III exclusively for Urdu, English and Mathematics, as these are the core subjects. If these subjects are taught effectively, they can significantly enhance understanding in other subjects as well. Until grade III, the recommendation is to conduct no examinations for promotion to the next grade. Annual examinations for promotion shall start from grade IV onwards, covering all subjects, while formative assessments will continue for Urdu, English, and Mathematics. Additionally, it is proposed that in grade 8, an internal examination should be held at the end of the year, structured like an external standardized exam, to better prepare students for the SLO-based standardized external examination. Currently, these external examinations are conducted at two different times, the Winter Zone examination and the Summer Zone examination. However, it is suggested that there should be a single external examination for grade 8 in mid-February of the first year, allowing both zones sufficient and equal time for preparation and internal examinations. There is already precedent of a single exam for 9th and 10th grades by BBISE during winter months. Therefore, it is recommended to initially hold a single external examination for grade-8. If this approach proves effective, it can be sustained. Otherwise, it can be readjusted to have two separate external examinations for summer and winter zones respectively.

03 STUDENT LEARNING ASSESSMENTS

For the development, implementation, and overall management of Formative Assessment, BAEC should establish a dedicated unit staffed with specialized personnel. It is recommended that this department be headed by a Director of Assessment, who will oversee three Deputy Directors: one for Formative Assessment, one for Diagnostic Assessment, and one for Provincial Assessment (Large Scale). Additionally, there should be a Psychometrician and a Data Analyst. Each Deputy Director will be supported by a team of Assessment Experts, with the Deputy Director of Formative Assessment having four experts under them, and the Deputy Directors of Diagnostic Assessment and Provincial Assessment having two experts each. Coordination among these roles should be seamless. The organizational structure for this human resource setup is outlined below:



It is worth noting that BAEC, with the support and assistance of UNICEF, has already selected approximately 150 Academic Supervisors at the district level, who are primarily teachers. Their main responsibilities include teacher training, classroom teaching supervision, and other related tasks. BAEC may also assign assessment duties to these supervisors. Therefore, once the Assessment Experts are appointed, they can also seek assistance from this existing pool of 150 Academic Supervisors. Additionally, there is a proposal underway to divide the overall teachers' cadre into three categories: "Teaching Cadre," "Management Cadre," and "Teacher Educators Cadre." Once this proposal is finalized and approved, the "Teacher Educators Cadre" will replace the role of the Academic Supervisors, providing BAEC with another valuable resource to support the Assessment Experts in the future.

1. Develop comprehensive, simplistic and contextualized assessment Framework for Grades I – VIII in Balochistan with specifics of Formative, Diagnostic and Large Scale/Provincial Assessments
2. Promotion to next grade between grades I-III shall be automatic with no fail/pass with performance tracking through formative assessments. The promotions in grades IV-VII shall be based on Standardized Internal Examinations (SIEs) at the end of every academic year. BAEC shall provide for item banks and model papers to facilitate teachers.
3. Set up specialized unit for Assessment staffed with technical staff
4. External Examinations for Grade VIII to be standardized based on Curriculum SLOs and to be held mid-February for both Summer and Winter Zones
5. Work through Academic Supervisors and/or Teacher Educators (when available) to support implementation of Assessment Framework at the cluster and school level

3.2. DIAGNOSTIC ASSESSMENT

Diagnostic assessment is a key tool in implementation of the Independent Curriculum, providing information on students' strengths and weaknesses, aiding in learning planning.¹ Formative assessment aims to improve student performance, diagnostic assessment identifies learning issues...² Using cognitive theories of learning to design diagnostic assessments can help teachers identify misconceptions and errors, aiding in instructional decision-making.³ Diagnostic Assessment is fundamentally a problem-based assessment. Initially, a problem arises, and subsequently, a specific test is administered on random samples to identify and analyze the underlying reasons for that problem, with the goal of addressing them. This assessment should occur at least twice a year, aiding in the identification of learning challenges and facilitating informed teaching decisions.

1. Identify and conduct areas of research and diagnostics assessments in the realm of student learning across different subjects, topics and grades
2. Conduct at-least two diagnostic studies per academic year to inform policy shift, teacher training, textbook development and Curriculum

¹ skak, K., Thamrin, A., & Cahyono, B. (2023). The IMPLEMENTATION OF DIAGNOSTIC ASSESSMENT AS ONE OF THE STEPS TO IMPROVE LEARNING IN THE IMPLEMENTATION OF THE INDEPENDENT CURRICULUM. JISAE: *Journal of Indonesian Student Assessment and Evaluation*. <https://doi.org/10.21009/jisae.v9i1.32714>.

² Ghimire, L. (2021). Assessment of the policy. Multilingualism in Education in Nepal. <https://doi.org/10.4324/9781003159964-7>.

³ Ketterlin-Geller, L., Shivraj, P., Basaraba, D., & Yovanoff, P. (2019). Considerations for Using Mathematical Learning Progressions to Design Diagnostic Assessments. *Measurement: Interdisciplinary Research and Perspectives*, 17, 1 - 22. <https://doi.org/10.1080/15366367.2018.1479087>.

03 STUDENT LEARNING ASSESSMENTS

3.3. LARGE-SCALE ASSESSMENT (SLA)

Large-scale Assessment (SLA) often takes place periodically with spacing of two to three years with an aim to assess or monitor the overall education system of the province. Large-scale assessments provide valuable information about educational progress, allowing for comparative analysis of various curricula, content standards and instructional practices¹ BAEC is tasked with overseeing Large-Scale Assessments (SLA). Additionally, the Annual Status of Education Report (ASER) independently conducts large-scale assessments. It is important to recognize that improvements in Formative Assessment directly impact the outcomes of the other two assessments. Enhancements in the results of the formative assessment will consequently lead to improvements in the results of the Diagnostic and Large-scale assessments.



¹ Carr, P., Dogan, E., Tirre, W., & Walton, E. (2007). Large-Scale Indicator Assessments: What Every Educational Policymaker Should Know. Teachers College Record: *The Voice of Scholarship in Education*, 109, 321 - 339. <https://doi.org/10.1177/016146810710901314>.



Chapter

04 EXAMINATION



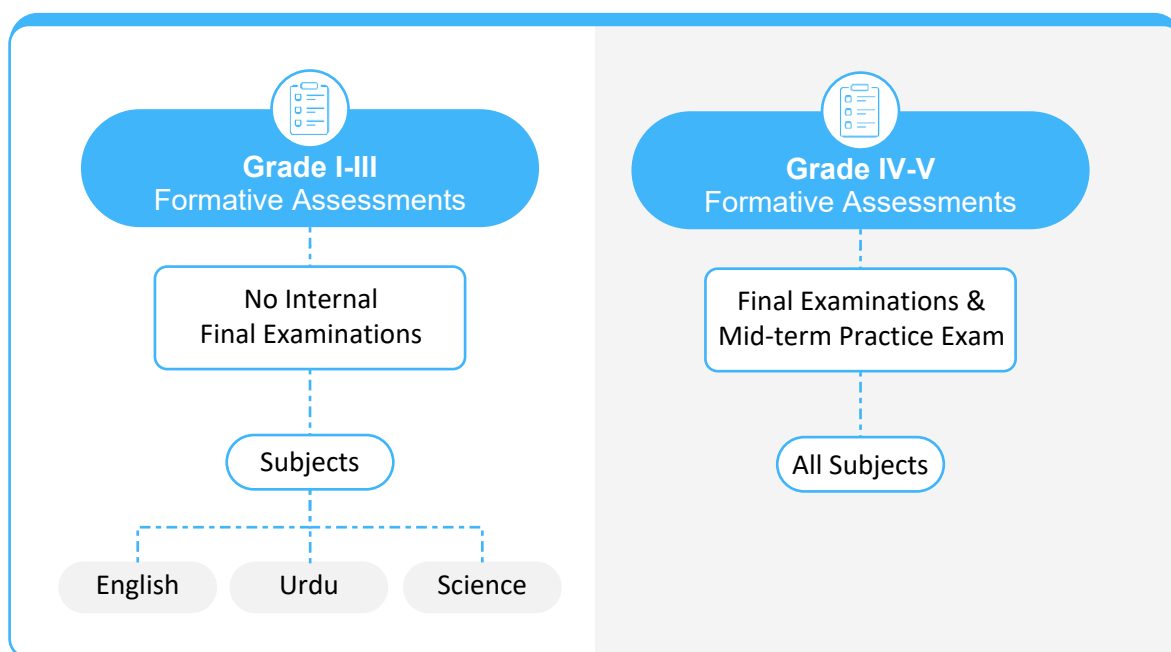
04 EXAMINATION

An important function of BAEC is to “formulate policy and programme for conducting the examination of class VIII as per the official curriculum in all public and private schools, madrassa, non-formal and special education schools and project-oriented schools in Balochistan.”

4.1. INTERNAL EXAMINATIONS

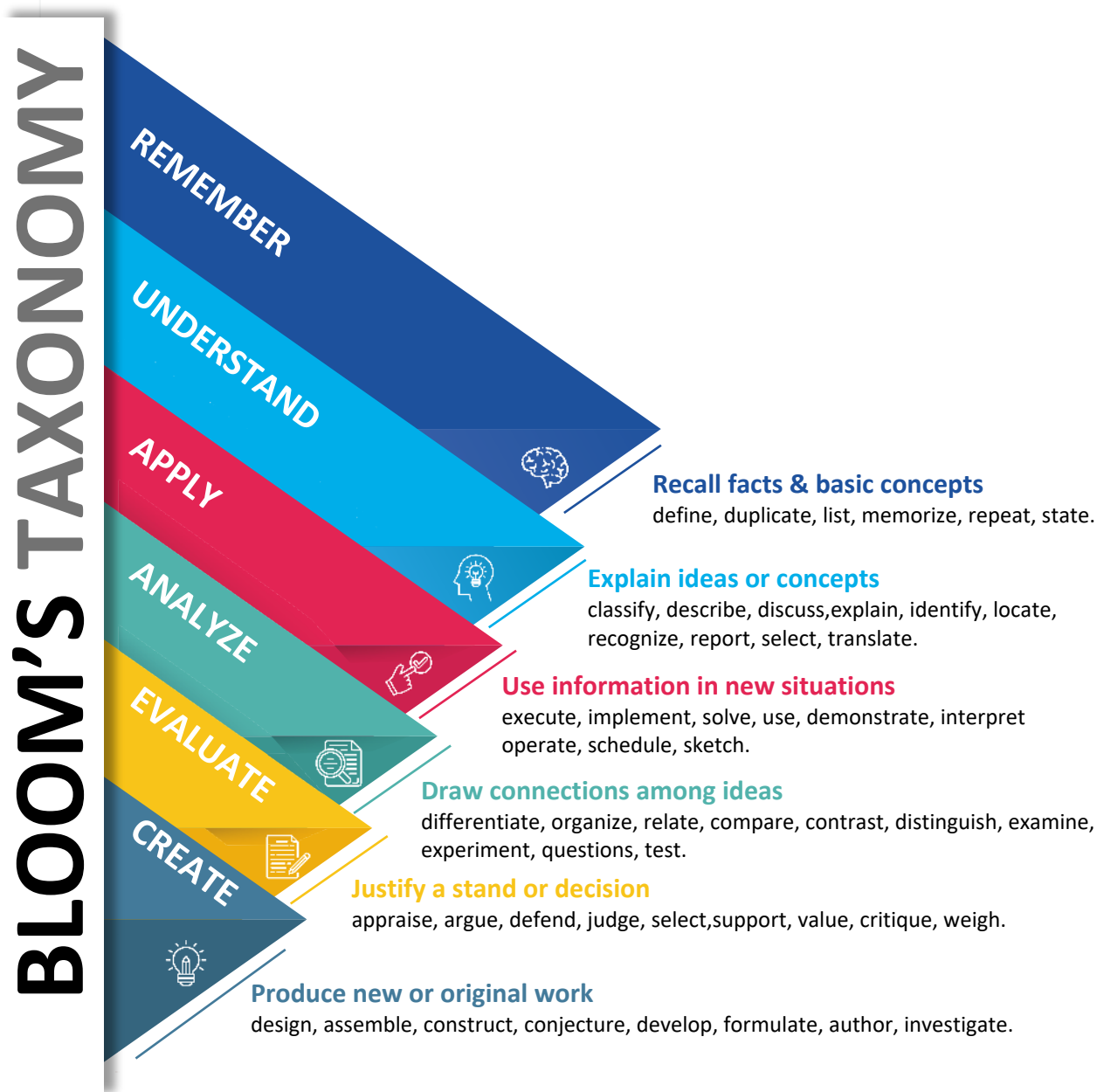
It is proposed that since formative assessment will already be established, there would be no need to conduct internal examinations in grades I, II, and III. Students up to grade III will be promoted automatically without the need for a final exam. However, their progress will be continuously and rigorously assessed, with records maintained and carried forward to the next grade to support further learning based on their previous assessments.

Internal examinations for students should start from grade IV onwards and be conducted annually at the end of the academic year. Additionally, six months before the final examination, there should be a practice examination to familiarize students with the format of the year-end exam, which will determine their promotion to the next grade.



It is important to note that the final examination will not be conventional but instead will be based on Student Learning Outcomes (SLOs). Both the "Item Banks" and the "Model Papers" will align with SLOs. BAEC will play a key role in developing these item banks and model papers, utilizing its expertise and, if necessary, hiring individual consultants and/or firms for assistance.

The exams will be standardized, with the item bank based on SLOs comprising questionnaires for each grade developed using the methodology and framework of "Bloom's Taxonomy." This taxonomy can be a valuable tool for management of education, empowering students to become self-responsible learners and improve their cognitive achievement.¹



The Aga Khan Examination Board has already provided training to approximately 100 officials from Schools, PITE, PPIU, and BAEC to create test items based on SLOs and Bloom's taxonomy framework. Consequently, these 100 individuals can also assist in developing Item banks and model papers for grade IV and V examinations. Furthermore, BAEC can engage consultants to refine and update the Item Banks. The preparation of Item banks and model papers should take place during the winter vacation period, from December to February, ensuring timely distribution to all stakeholders. This allows teachers to utilize them for teaching and in the preparation of examination papers.

¹ Athanassiou, N., Mcnett, J., & Harvey, C. (2003). Critical Thinking in the Management Classroom: Bloom's Taxonomy as a Learning Tool. *Journal of Management Education*, 27, 533 - 555. <https://doi.org/10.1177/1052562903252515>.

04 EXAMINATION

Once the Item banks and model papers are developed, they will be provided to the teachers. The teachers will then use these standardized materials to create their own papers. It is crucial to note that creating papers from the item banks requires proper training for the teachers. Therefore, BAEC will also be responsible for training the teachers in preparing standardized papers based on the available item banks and model papers.

4.2 EXTERNAL EXAMINATIONS: (GRADE VIII EXAMINATION)

BAEC has been specifically tasked with conducting the external examination for grade VIII. These exams are conducted in two separate zones: the Summer Zone (held in January) and the Winter Zone (held in November and December). The process involves BAEC designing and preparing the examination papers, which are then delivered to the District Education Officers (DEOs) of each district. BAEC provides training to the DEO staff in invigilation, test checking, and result compilation. After the exams are administered and evaluated by the DEO teams, the results are sent back to BAEC for analysis, and final result announced with report prepared and distributed to the relevant departments and districts.

However, several significant issues have been identified in this examination process. These include problems with fee collection and account maintenance, as well as concerns regarding privacy and confidentiality. Once the papers are given to the DEOs, there is an increased risk of leakage before the examination. Additionally, there is a widespread issue of cheating within examination centers. Despite being prepared from item banks, the quality of the question papers is not satisfactory, often containing errors that reflect the lack of training and capacity among the paper developers. Furthermore, since the papers are based on SLOs, students may perceive them as being outside the scope of their studies. This perception may stem from inadequate preparation and a reliance on rote learning without sufficient analytical skills or conceptual understanding.

Considering the aforementioned circumstances, it is proposed that item banks similar to those for grades IV and V should also be established for grades VI and VII. These item banks would enable teachers to create standardized annual examination papers for their students. This approach would ensure that students are well-prepared for the format of the grade VIII examination and are not caught off guard on the day of the test. BAEC would play a crucial role in this process, potentially enlisting the help of consultants to develop the item banks and model papers for grades VI and VII. These resources would then be provided to teachers in a timely manner for use in teaching and examination preparation. It is imperative that BAEC updates these item banks annually.

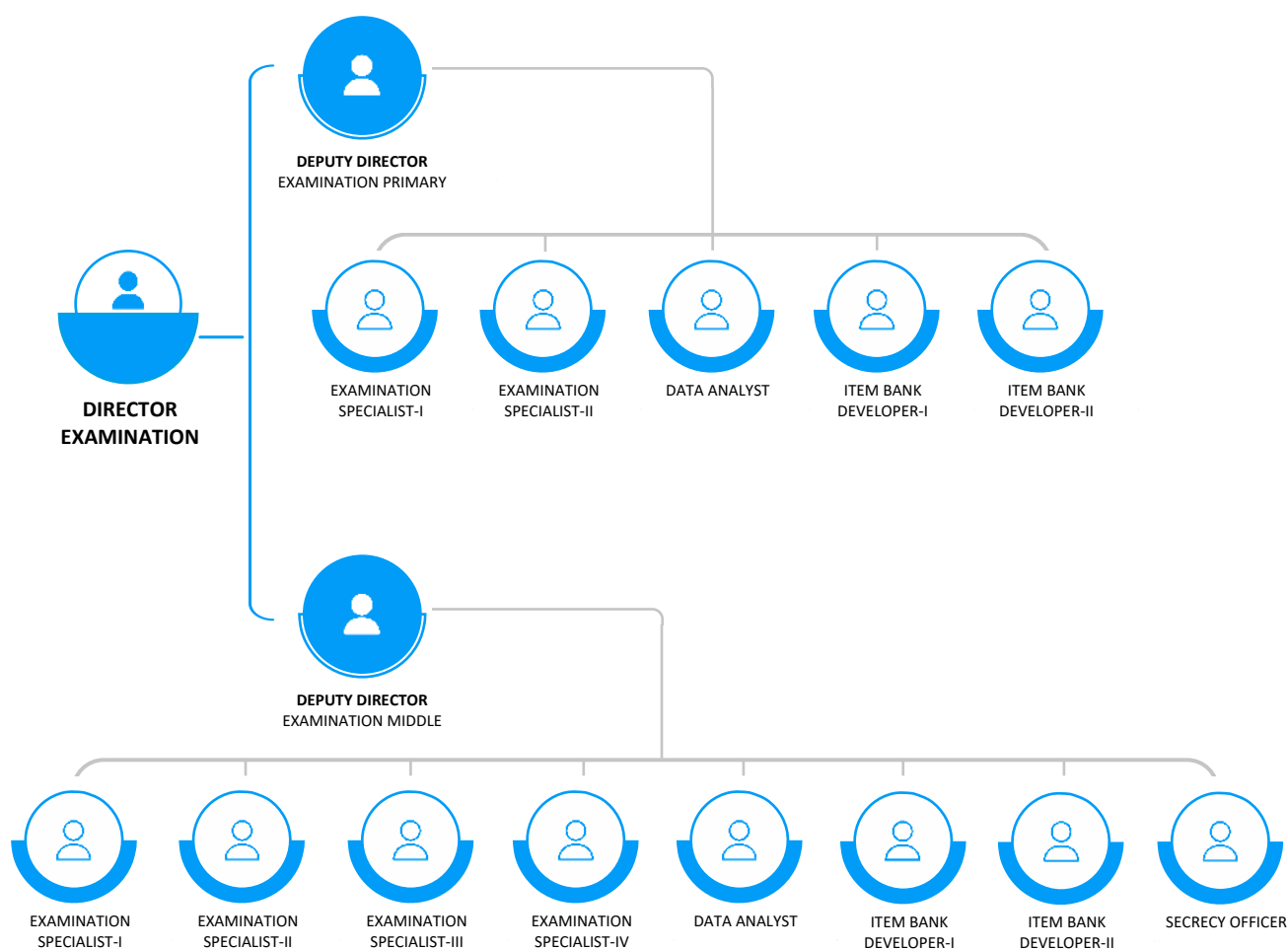
As per section 14 of the Balochistan Assessment and Examination Act, 2018, the Government shall be the Controlling Authority over and above all the activities of the Commission and the School Education Department shall be the Administrative Department for this purpose¹ Therefore, it is suggested that a committee namely **Education Quality Supervisory Committee**, operating under the School Education Department Balochistan and led by an officer not below the rank of Special Secretary, should be established to coordinate and oversee the entire grade VIII examination process. This forum would include senior representatives from BAEC, DOE Schools, and District Education Officers. Its responsibilities would include monitoring the status of item banks and model papers, ensuring the timely preparation of examination papers, finalizing examination centres, determining the total number of students taking the examination, maintaining secrecy, training invigilators, and establishing criteria for coding and decoding answer sheets. Furthermore, before this forum devises the examination plan, a clear examination policy with specific Standard Operating Procedures (SOPs) should be established. This policy would serve as the basis for creating a comprehensive examination plan each year.

¹ Balochistan Assessment and Examination Act, 2018.

Whereas on the other hand, BAEC can also notify its own committee, where it can invite all the stakeholders, to coordinate effectively in internal decision-making. However, the forum or a Committee under School Education Department, as discussed earlier, is basically required for the education quality cycle pertaining to roles and responsibilities of other attached departments and directorates under school education department.

Similarly, BAEC should establish an independent department to oversee and administer grade 8 examinations. This department would be led by a Director of Examinations, supported by a Deputy Director of Examinations for Primary and a Deputy Director of Examinations for Middle. The Deputy Director of Examinations for Primary would be responsible for overseeing internal examinations for grades IV and V, as there are no external examinations at this stage. On the other hand, the Deputy Director of Examinations for Middle would oversee internal examinations for grades VI, VII, and VIII, as well as the external examination for grade VIII.

The Deputy Director of Examinations for Primary would be supported by two Examination Specialists, one Data Analyst, and two Item Bank Developers. Meanwhile, the Deputy Director of Examinations for Middle would be supported by four Examination Specialists, one Data Analyst, two Item Bank Developers, and one Secrecy Officer. The organizational structure of the examination department within BAEC is outlined as follows



1. BAEC in consultation with Directorate of Education (Schools) and Policy Planning and Implementation Unit, will develop the policy and SoPs for internal and external standardized examinations
2. Set up specialized unit for Examinations, staffed with qualified staff.
3. Eliminate internal examinations for grades I, II, and III, with continuous assessment and records used for promotion.
4. Internal examinations to begin from grade IV onward, with practice exams before the final exam for grade promotion.
5. Grade VIII final exams based on Student Learning Outcomes (SLOs) with standardized item banks and model papers aligned with Bloom's Taxonomy.
6. Establishment of item bank and model papers for grades VI and VII, aligned with SLOs.
7. Secretary School Education department to notify **Education Quality Supervisory Committee** headed by Special Secretary with members from all attached departments and directorates including technical staff. This committee shall supervise and coordinate examinations related





Chapter

05 CAPACITY BUILDING



05 CAPACITY BUILDING

Capacity building can be at two different levels: External and Internal. BAEC will be playing the role of building the capacity of the other attached departments/organizations, and that of its own Commission too.

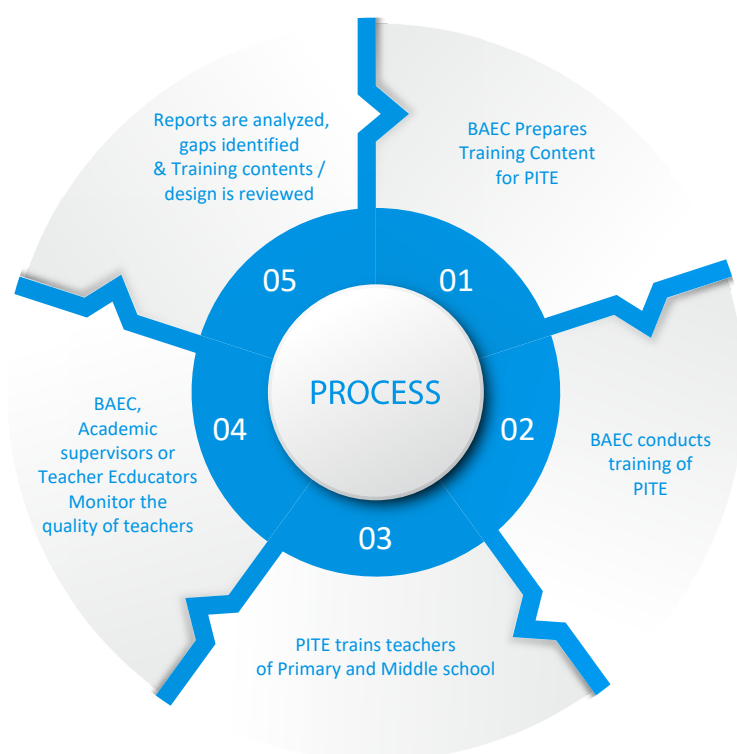
5.1. EXTERNAL CAPACITY BUILDING

5.1.1. PROVINCIAL INSTITUTE OF TEACHERS EDUCATION (PITE) & ELEMENTARY COLLEGES

Considering external capacity building, BAEC will contribute to enhancing the capabilities of other departments within the Education Department, particularly in areas related to assessment and examination. For example, BAEC can aid PITE and Elementary Colleges not only in developing teacher training materials but also in directly training their staff on how to conduct teacher training based on these materials provided by BAEC. Since PITE is responsible for training teachers in primary and middle schools, it becomes essential to align their training with the assessment and examination framework defined by BAEC. In this context, BAEC is well-suited to assist in the development of training materials. This sets up a mutually beneficial relationship between BAEC and PITE, wherein BAEC develops training materials and trains PITE staffs, who in turn trains teachers to implement BAEC's standardized framework for assessment and examination.

Furthermore, to enhance the overall efficiency of the process, after PITE has conducted teacher training, BAEC will observe the training to ensure that the assessment materials are effectively delivered to the teachers and that the teachers are implementing these materials in their respective schools. This oversight can also be indirectly assessed through reports from Academic Supervisors or Teacher Educators. It is important to note that monitoring tools will first be developed, and then the reports generated from these tools will be analyzed by BAEC.

Once all the reports from direct and indirect monitoring have been generated and analysed, any identified gaps will lead to a review of the tools and training materials (including item banks and model papers) developed by BAEC, with the aim of improving them. This continuous process will contribute to the ongoing enhancement of BAEC's efficiency.



5.1.2. DIRECTORATE OF EDUCATION (SCHOOLS)

BAEC will also play a pivotal role in enhancing the capacity of the Directorate of Education (Schools) and its subordinate offices by aiding in the development of their annual plans for all types of assessments and examinations, both internal and external. The Directorate of Education (Schools) has offices at the divisional and district levels, each with a complement of head teachers and teachers. BAEC will be responsible for regularly conducting orientation training sessions on assessment frameworks and examinations for all tiers of the Directorate of Education (Schools). Annual refresher courses will also be provided. Additionally, district teams will receive orientation training on the standard operating procedures (SOPs) for conducting examinations, covering areas such as maintaining secrecy and transparency, coding and decoding of answer sheets, invigilation ethics, paper marking, and results compilation.

Furthermore, in the realm of research or diagnostic assessments, BAEC will train enumerators for this task, whether they are sourced from the existing staff of the Directorate of Education (Schools) or recruited externally. This training will ensure that the enumerators are well-prepared, leading to more accurate and objective assessment results.

5.1.3. BUREAU OF CURRICULUM AND EXTENSION CENTRE (BOC&EC) & BALOCHISTAN TEXTBOOK BOARD (BTBB)

The Bureau of Curriculum and Extension Centre (BOC&EC) is primarily responsible for curriculum development, while the Balochistan Textbook Board (BTBB) is tasked with publishing textbooks in accordance with the curriculum developed by the BOC&EC. It is noteworthy that the BOC&EC not only develops the curriculum but also serves as a reviewing and auditing body. It continuously reviews and audits the standards of textbooks, teachers, and assessments in consultation with BAEC. Since BAEC will have findings and analyses from assessments and examinations related to curriculum and textbooks, annual sessions will be held with the BOC&EC and BTBB to discuss these findings, identifying areas that require improvement. For example, if an objective in the curriculum for grade I is found to be unattainable based on BAEC's analysis, it can be discussed with the BOC&EC and potentially moved to grade II. Similarly, if a textbook contains content that is too complex for students to understand, BAEC's analysis can be used to simplify the lesson in collaboration with the BOC&EC and BTBB. Importantly, the previously mentioned Education Quality Supervisory Committee under the Special Secretary would oversee and ensure the continuity of this coordination between BAEC, BOC&EC, and BTBB as a permanent annual feature.

5.1.4. PRIVATE SCHOOLS & PRIVATE ORGANIZATIONS

BAEC will play a crucial role in offering services to various private schools and organizations, madrassas, cadet colleges, residential colleges, non-formal educational institutes, Balochistan Board of Intermediate and Secondary Education (BBISE), universities, and training institutes. Previously, the Balochistan Education Foundation (BEF) was responsible for issuing No Objection Certificates (NOCs) to private schools. However, this authority was later transferred to the Director General of the Directorate of Education (Schools). As a result, private schools are now required to obtain an NOC from the Directorate of Education (Schools) before commencing operations.

05 CAPACITY BUILDING

Section 3(1) of The Balochistan Private Educational Institutions Registration, Regulation, and Promotion Act, 2022 (BPEIRRP Act, 2022) stipulates that all institutions operating in Balochistan, even if registered under any other law, must be registered under this Act. According to Section 2(I)(i) of the same Act, the Registering Authority for primary, middle, secondary, and higher secondary schools is the Director of Education (Schools), Balochistan.

Under the provisions of this Act, private school owners may be required by the Directorate of Education (Schools) to ensure that their teachers are trained in assessment and examination methods, following the standards developed by BAEC for teachers in government schools, before obtaining an NOC to operate their private schools. This requirement can be implemented once the capacity of the Directorate of Education (Schools) is developed with the assistance of BAEC. Furthermore, this initiative could serve as a significant source of revenue for BAEC, primarily relying on its own generated income.

Furthermore, according to Notification No SO (Acad) 1-8/2015/Edn:1678-721 dated 5th October 2015, issued by the Secondary Education Department of the Government of Balochistan attached as **ANNEXURE- F**, (Page # 85) it has been announced that "the standardized Grade 8 examination for all public and private schools will be conducted under the auspices of the Balochistan Assessment and Education Commission." Consequently, students attending private schools who have chosen the Balochistan Board of Intermediate and Secondary Education (BBISE) must take the Grade 8 external standardized exam administered by BAEC. BAEC can once again play a pivotal role in providing services to these private schools by developing and offering SLO-based item banks and model papers, in addition to conducting training sessions for their teachers on assessment and examination techniques. Consequently, these private schools can instruct their students based on the standardized format developed by BAEC. Similar services can also be extended to Cadet Colleges and Residential Colleges across Balochistan.

BAEC is responsible for issuing "Equivalency Certificates" for non-formal education. Similar to the services offered to private schools, BAEC may extend these services, including training, SLO-based item banks, and standardized model papers, to non-formal educational institutions. Madrassas are an integral part of non-formal education in Balochistan. BAEC can play a significant role in providing its services to these Madrassas. Even if Madrassas lack the capacity, the Directorate of Education (Schools) can assign their teaching staff to teach in Madrassas. This approach can ultimately integrate Madrassas into the mainstream education system.

BAEC can also extend its services to BBISE by enhancing its capacity to develop SLO-based examination papers and item banks. Furthermore, BAEC can offer its services to universities, particularly in the area of assessment and examination courses for B.Ed. and M.Ed. programs. This would help align their capacity with the requirements for teachers in the field. BAEC can assist these universities in training teachers based on its established assessment and examination methods, ensuring that these teachers are well-prepared with appropriate pre-service qualifications upon entering the workforce.

5.2. INTERNAL CAPACITY BUILDING

As previously discussed, BAEC will provide various services to other stakeholders in the education sector. The question arises as to whether BAEC is adequately equipped to deliver these services. It is recommended that clear pre-service qualifications be established and met before recruiting or appointing officers/officials to BAEC. Even in the case of officers being transferred from other departments, they should meet the required qualifications and experience. In short, there should be transparent eligibility criteria for both recruitment and posting of officers/officials in BAEC.

Currently, BAEC does not have specialized staff and is staffed by individuals transferred from other departments, most of them are from the teaching cadre. Instead of keeping BAEC inactive until specialized staff are recruited or posted, it is suggested that immediate training be provided to the existing staff. Furthermore, a notification from the Office of the Secretary of the Education Department in Balochistan could be issued, binding the existing staff to remain posted and serve in BAEC until its specialized staff are officially recruited or posted. The necessary training for the existing BAEC staff in their designated areas of function can be obtained from organizations such as the Punjab Examination Commission (PEC), National Assessment Wing-Pakistan Institute of Education (NAW-PIE), Institute of Business Administration (IBA), Lahore University of Management Sciences (LUMS), Aga Khan University Examination Board (AKU-EB), and International online paid training with certification, among others. Currently, the BAEC team comprises a CEO, a Senior Assessment Specialist, a Deputy Director, and eleven (11) Assessment Experts, totaling fourteen (14) members. A brief description of the already available staff and requirement of area of training is illustrated below:

S. No.	Position	Trainings
1.	Senior Assessment Specialist	<ul style="list-style-type: none"> ● Assessment Design and Development ● Understanding student Learning Outcomes (SLOs) ● Assessment for Learning ● Ethical Considerations in Assessment ● Formative Assessment Strategies ● Test Development and Item writing ● Understanding Student Learning Progressions ● Effective Feedback Practices ● Creating Formative Assessment Tools ● Professional Development in Diagnostic Assessment ● Diagnostic Assessment Methods and Tools ● Data Analysis for Identification ● Interpreting Assessment Results ● Test Development and Item Writing ● Scoring and Analysis in Large-scale Assessment ● Quality Assurance in Assessment ● Leadership in Assessment Management and Policy Development ● Item Bank Writing on SLO Basis ● Data Analytics for Examination Improvement ● Ethical Testing Practices ● Educational Policy and Examination Development ● Higher-order thinking skills ● Test Security and Integrity
2.	Deputy Director	- - -

S. No.	Position	Trainings
3.	Assessment Experts	<ul style="list-style-type: none"> ● Assessment Design and Development ● Item Bank Development ● Standardized testing and Large-scale Testing ● Data Analysis and Interpretation ● Educational Policy and Assessment ● Advanced Examination Designs ● Bloom's Taxonomy and its Utilization in Examination ● Item writing, Item Banking and its Analysis ● Advanced Data Analysis for Examination Improvement

Considering the specialized nature of BAEC's functions, the current staff members mentioned above may not be able to fulfill all the necessary functions. Certain critical functions of BAEC, such as Assessment, Examination, Partnership Management, and Automation, require immediate recruitment of human resources from the open market on a contract basis, supported by donor funding, as an interim solution until all staff positions are officially approved and filled.

Upon filling all positions in BAEC's organizational structure within approximately two years, based on clearly defined eligibility criteria, comprehensive training will be required. This training approach should be two-fold: internal structured continuous training and external training from outside organizations.

Internal Structured Continuous Training: An internal mechanism of structured mentoring will be established, in which the already existing Human Resource, who would be retained in the new structure will start mentoring the newly recruited and posted staff of the BAEC. The CEO of BAEC will finalize the mechanism of conducting such training/mentoring.



External Training: The outside organization training of the staff of BAEC will be conducted on the same lines as discussed earlier with respect to the training of the already available staff of BAEC. A brief description of the outside organization training can be explained as under:

S. No.	Position	Trainings
1	Director Assessment	<ul style="list-style-type: none"> Assessment Design and Development Understanding student Learning Outcomes (SLOs) Assessment Literacy Assessment for Learning Ethical Considerations in Assessment
2	Deputy Director Formative Assessment	<ul style="list-style-type: none"> Formative Assessment Strategies Test Development and Item writing Understanding Student Learning Progressions Effective Feedback Practices Creating Formative Assessment Tools
3	Deputy Director Diagnostic Assessment	<ul style="list-style-type: none"> Professional Development in Diagnostic Assessment Diagnostic Assessment Methods and Tools Data Analysis for Identification Interpreting Assessment Results
4	Deputy Director Provincial Assessment	<ul style="list-style-type: none"> Test Development and Item Writing Scoring and Analysis in Large-scale Assessment Quality Assurance in Assessment Leadership in Assessment Management and Policy Development
5	Psychometrician	<ul style="list-style-type: none"> Psychometrics Fundamentals Psychometric Applications in Education Research Advanced Psychometric Methods
6	Data Analyst	<ul style="list-style-type: none"> Data Analysis and interpretation Educational Assessment Data Management Advanced Statistical Methods for Educational Data Analysis Predictive Analytics in Education Ethical Consideration in Educational Data Analysis Use of Technology in Assessment

S. No.	Position	Trainings
7	Assessment Expert	<ul style="list-style-type: none"> • Assessment Design and Development • Item Bank Development • Standardized testing and Large-scale Testing • Data Analysis and Interpretation • Educational Policy and Assessment
8	Director Examination	<ul style="list-style-type: none"> • Item Bank Writing on SLO Basis • Data Analytics for Examination Improvement • Ethical Testing Practices • Educational Policy and Examination Development • Higher-order thinking skills • Test Security and Integrity
9	Deputy Director Examination Primary	<ul style="list-style-type: none"> • Item Bank Writing on SLO Basis • Data Analytics for Examination Improvement • Ethical Testing Practices • Educational Policy and Examination Development • Higher-order thinking skills • Test Security and Integrity
10	Deputy Director Examination Middle	<ul style="list-style-type: none"> • Item Bank Writing on SLO Basis • Data Analytics for Examination Improvement • Ethical Testing Practices • Educational Policy and Examination Development • Higher-order thinking skills • Test Security and Integrity
11	Examination Specialist	<ul style="list-style-type: none"> • Advanced Examination Designs • Bloom's Taxonomy and its Utilization in Examination • Item writing, Item Banking and its Analysis • Advanced Data Analysis for Examination Improvement
12	Item Bank Developer	<ul style="list-style-type: none"> • Item Writing Development • Technology-Assisted Item Banking • Assessment Design and Development • Item Bank Management and Maintenance

S. No.	Position	Trainings
13	Secrecy Officer	<ul style="list-style-type: none"> • Test Security and Integrity • Ethical consideration in Assessments and Examination • Security Protocols for Assessment and Examination Materials • Legal and regulatory Compliance
14	Director Partnership Management, Resource Mobilization & Communication	<ul style="list-style-type: none"> • Partnership Management and Development • Project Management for Partnership • Financial Management for Partnership • Cross-Cultural Competence • Monitoring and evaluation of Partnership • Communication Leadership • Stakeholder Engagement and Communication • Negotiation and Conflict Resolution • Resource Mobilization Strategies • Donor Relationship Management • Fundraising Campaign Planning • Public Relations and Media Management • Digital Media and Marketing strategies
15	Deputy Director Partnership Management	<ul style="list-style-type: none"> • Partnership Management and Development • Project Management for Partnership • Financial Management for Partnership • Cross-Cultural Competence • Monitoring and evaluation of Partnership
16	Deputy Director Resource Mobilization & Communication	<ul style="list-style-type: none"> • Communication Leadership • Stakeholder Engagement and Communication • Negotiation and Conflict Resolution • Resource Mobilization Strategies • Donor Relationship Management • Fundraising Campaign Planning • Public Relations and Media Management • Digital Media and Marketing strategies
17	Marketing Specialist	<ul style="list-style-type: none"> • Marketing Analytics • Brand Management in Education • Content Marketing for Education • Marketing Campaign Planning and Execution • Social Media Utilization

S. No.	Position	Trainings
18	Director Operations	
19	Deputy Director Finance & Accounts	<ul style="list-style-type: none"> • Financial Management in Education Sector • Public Sector Accounting • Budgeting and Financial Planning • Grants Management • Audit and Compliance • Training on Audit and Financial Rules and Regulation
20	Deputy Director IT	<ul style="list-style-type: none"> • Use of Technology in Assessment and Examination • IT Leadership and Management • Emerging Technologies in Education • Cyber security Management • IT Service Management
21	Deputy Director Admin	<ul style="list-style-type: none"> • Administrative Management • Leadership and Supervision • Time Management and Productivity • Training on Service Rules and Regulation • Human Resource Management
22	Data Base Administrator	<ul style="list-style-type: none"> • Database Management Systems • Data Base Security and Compliance • Data Modeling and Design • Backup and Recovery Strategies
23	Network Engineer	<ul style="list-style-type: none"> • Network design and implementation • Network Security • Cyber security Awareness • Network Monitoring and Management
24	Programmer	<ul style="list-style-type: none"> • Programming Languages • Web Development • Software Development Methodologies • Software Testing and Quality Assurance
25	Human Resource Manager	<ul style="list-style-type: none"> • Human Resource Management • Service Rules and Regulations • Performance Management • Human Resource Information System

S. No.	Position	Trainings
26	Documentation Officer	<ul style="list-style-type: none"> • Documentation Management System • Document control and Work flow • Information organization and Retrieval
27	Legal Officer	<ul style="list-style-type: none"> • Education Laws, Policies, Rules and Regulations • Contract Law • Student Rights and Disciplines • Compliance and Regulatory Affairs

It is also proposed that, as the Commission possesses its own financial resources, a portion of which could be earmarked for scholarships, offering a minimum of two scholarships per year to its officers or officials pursuing M.Phil and Ph.D. studies in the field of Assessment and Examination. This initiative aims to cultivate a proficient workforce with enhanced expertise in this domain.

External Capacity Building:

- BAEC to collaborate with PITE and Elementary Colleges for teacher training materials development and staff training with Continuous monitoring and improvement of training materials and processes.
- BAEC to conduct orientation sessions and refresher courses for Directorate of Education (Schools) staff on assessment frameworks and examinations.
- Training of district teams on examination SOPs and other related areas.
- Training of enumerators for research or diagnostic assessments.
- Annual sessions to discuss findings and improvements with BOC&EC and BTBB.
- Notification of Education Quality Supervising and Monitoring Committee

Internal Capacity Building:

- Establish clear pre-service qualifications and eligibility criteria for BAEC officers/officials.
- Provide immediate training to existing staff transferred from other departments.
- Notification binding existing staff to serve in BAEC until specialized staff are recruited.
- Recruit specialized staff from the open market on a contract basis supported by donor funding.
- Conduct comprehensive training for all staff members upon filling all positions in BAEC's organizational structure.
- Implement internal structured continuous training and mentoring for new staff members.
- Provide external training through reputable organizations to enhance staff expertise and skills.



Chapter

06 PARTNERSHIP MANAGEMENT, RESOURCE MOBILIZATION & COMMUNICATION

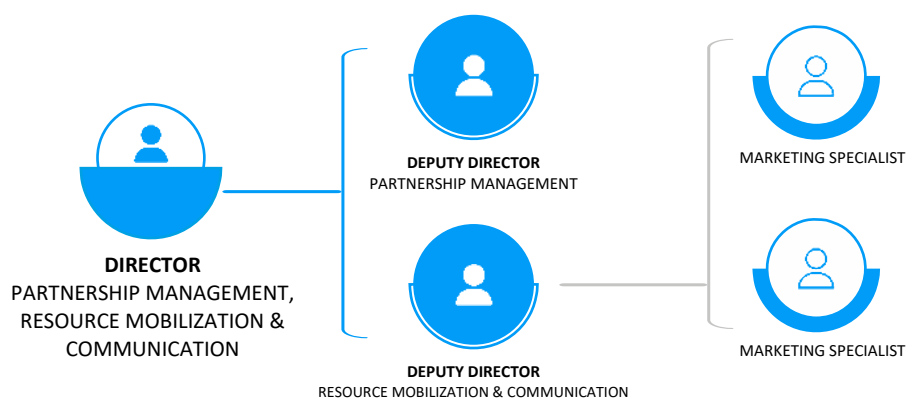


As discussed earlier, BAEC will play a crucial role in providing services to other departments and organizations in both the public and private sectors of education. Therefore, there needs to be a unit or section within BAEC responsible for initiating partnerships, mobilizing resources, and coordinating with other entities such as PITE, BOC&EC, BTBB, BISE, private schools, madrassas, and universities. This section will engage with these entities and act as a liaison between them and the specific section of BAEC responsible for providing services, particularly in the areas of assessments and examinations. The section will be led by a Director of Partnership Management, Resource Mobilization, and Coordination, who will be supported by a Deputy Director of Partnership Management and a Deputy Director of Resource Mobilization & Communication.

The Deputy Director of Partnership Management will be responsible for coordinating with all stakeholders, including the attached departments of the School Education departments, Private Schools and Universities, Non-formal Education organizations, Madrassas, Cadet Colleges, Residential Colleges, research institutes, training institutes, and attached departments of the education sector of other provinces such as the Punjab Examination Commission (PEC). Their role will involve initiating and managing partnerships in both service provision and service hiring. This sub-section will be responsible for ensuring that all stakeholders requesting services from BAEC, as well as the section of BAEC providing these services, are involved in the partnership process before finalizing any agreements. Standard operating procedures for partnership management should be established, and it is recommended that BAEC should have the independence and competence to enter into such partnerships or memoranda of understanding (MOUs). These partnerships may involve BAEC providing services such as training, item banks, and model papers, or BAEC seeking services from other organizations, such as outsourcing the preparation of item banks to consultants or obtaining training on research or assessments from online international firms with certifications.

It is important to note that once a contract or agreement is approved by all stakeholders, it must be forwarded to the Legal Officer, who will be directly accountable to the CEO of BAEC, for review and finalization to ensure the document's legal validity.

The Deputy Director of Resource Mobilization and Communication, as indicated by the name, will be responsible for identifying opportunities for resource mobilization. This subsection's role will involve not only securing resources from government and national and international donors but also promoting the services offered by BAEC to make them attractive in the market. To achieve this, the subsection will employ various strategies, including engaging with government officials, liaising with donors, and advocating politically to attract donations, grants, and endowments for BAEC. Additionally, it will use marketing tools such as advertising, seminars in private schools, and brochures to enhance its brand and visibility, making its services appealing and marketable to both the attached departments of SED and private entities in the education sector. The Deputy Director of Resource Mobilization and Communication will be supported by two Marketing Specialists who will oversee social media, print media, websites, and the organization of events and seminars, outsourcing these tasks if necessary.



- Establish a dedicated unit or section within BAEC for partnership management, resource mobilization, and coordination.
- Develop standard operating procedures (SOPs) for partnership management.
- Enable BAEC to independently enter into partnerships and memoranda of understanding (MOUs).
- Focus on securing resources from government, national, and international donors.
- Develop strategies for engaging with government officials, donors, and political advocacy to attract donations and grants.
- Utilize marketing tools such as advertising, seminars, and brochures to enhance BAEC's brand and visibility.

6.1. MONITORING & REPORTING

It is recommended that BAEC establish an internal monitoring, audit and reporting system. Under this system, each section would submit its annual plan to the CEO for approval, who would then consolidate them into a single Annual Plan for BAEC. This would be followed by budget allocation for plan implementation. Subsequently, a process of quality control and assurance would commence, with each section submitting quarterly reports, performance indicators, activity-based reports, and an annual progress report to the CEO for evaluation. Furthermore, an annual internal audit by a reputable audit firm should be conducted. Ultimately, the CEO would be required to submit these reports to the Commission of BAEC, the governing body that governs the operations of BAEC. However, those reports which are mandatory for the consumption of School Education Department shall also be submitted to the Education Quality Supervising Committee to ensure proper coordination and supervision in the entire education quality cycle.



Chapter

07 SUPPORT FUNCTIONS (OPERATIONS, FINANCE, IT & ADMIN)

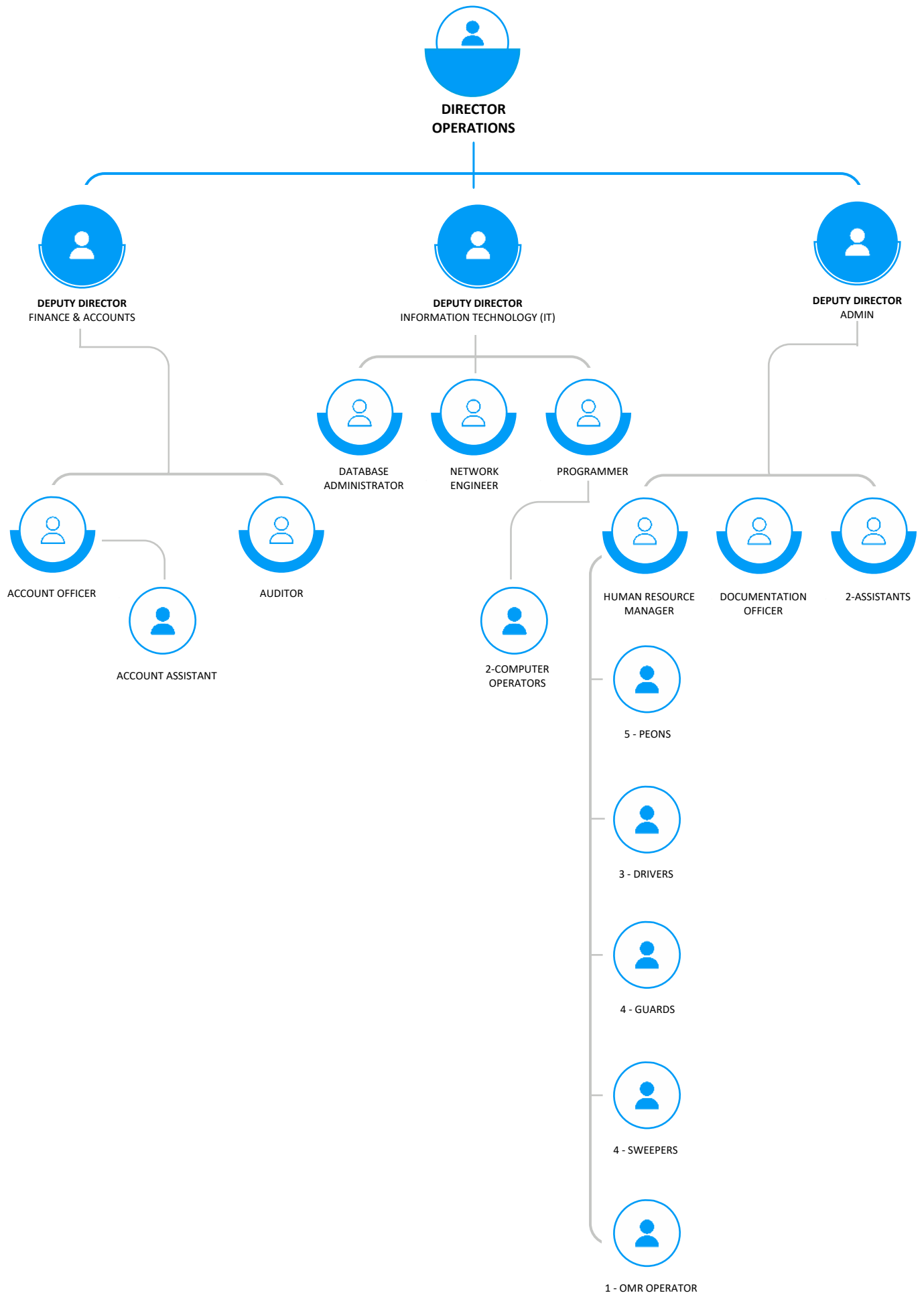


Within BAEC, there will be an Operations section led by a Director of Operations, supported by a Deputy Director of Finance & Accounts, a Deputy Director of Information Technology (IT), and a Deputy Director of Administration.

The Deputy Director of Finance & Accounts will be assisted by an Accounts Officer and an Auditor, while the Accounts Officer will be further supported by an Account Assistant. This subsection will oversee all finance and accounting matters. It's worth noting that any bill or file related to finance and accounts must be reviewed and approved by the Auditor before being forwarded to the Director of Operations by the Deputy Director of Finance & Accounts.

The Deputy Director of IT will be supported by a Database Administrator, a Network Engineer, and a Programmer, who in turn will be assisted by two computer operators. This subsection's main responsibility will be to automate and manage assessments, item banks, model papers, results, enrollments, certifications, contracts, modules of contract management, Diagnostic and Large-Scale SLA assessments, e-filing, and the BAEC website. In essence, the IT subsection will be responsible for the overall automation of BAEC and its services. It's worth noting that most of the data related to assessments and examinations will already be collected in automated form by the Education Management Information System (EMIS), which will be accessible to BAEC. Therefore, the IT subsection will primarily focus on managing and maintaining this data for BAEC, with EMIS assisting in its collection.

The Administration subsection is vital for ensuring the efficient operation of the Commission by managing administrative tasks and supporting other sections. It will also oversee human resource management, documentation, and reporting. The Deputy Director of Administration will be supported by a Human Resource Manager, a Documentation Officer, and two Office Assistants. Additionally, under the supervision of the Human Resource Manager, the entire commission's support staff will include five peons, five drivers, four guards, four sweepers, and one OMR Machine operator.

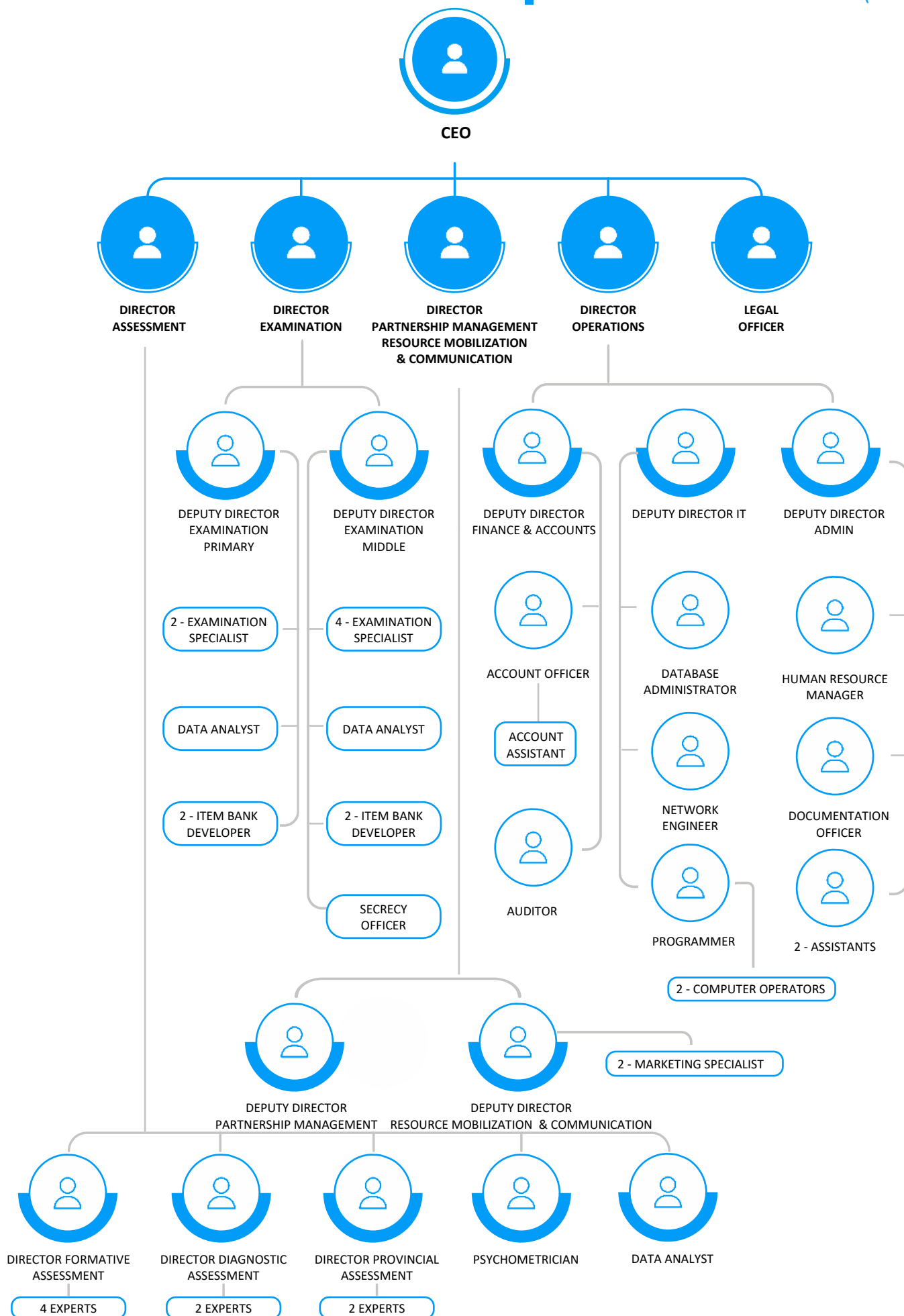




Chapter

08 A COMPLETE ORGANOGRAM OF (BEAC)





POSITIONS & REQUIRED QUALIFICATIONS

Sr. No	Position	BPS	Qualification & Experience	Age Limit (Min-max)
1	Director Assessment	19	Master's Degree in Educational Assessment or related field; 3 years' experience	30-45 years
2	Director Examination	19	Master's Degree in Education or related field; 3 years' experience	30-45 years
3	Director Partnership management, Resource mobilization & Communication	19	Master's Degree in Advancement and Resource mobilization or related field; 3 years' experience	30-45 years
4	Director Operations	19	Master's Degree in Business Administration or Management or related field; 3 years' experience	30-45 years
5	Legal Officer	19	Master of Laws (LLM); 5 years' experience	30-45 years
6	Deputy Director Formative Assessment	18	Bachelors in Education (Assessment) or related field; 2 years' experience	25-40 years
7	Deputy Director Diagnostic Assessment	18	Bachelors in Education (Assessment) or related field; 2 years' experience	25-40 years
8	Deputy Director Provincial Assessment	18	Bachelors in Education (Assessment) or related field; 2 years' experience	25-40 years
9	Deputy Director Examination (Primary)	18	Bachelors in Education or related field; 2 years' experience	25-40 years
10	Deputy Director Examination (Middle)	18	Bachelors in Education or related field; 2 years' experience	25-40 years
11	Deputy Director Partnership Management	18	Bachelors of Business Administration in Management or related field; 2 years' experience	25-40 years
12	Deputy Director Resource Mobilization & Communication	18	Bachelors' Degree in Advancement & Resource Mobilization or related field; 2 years' experience	25-40 years
13	Deputy Director Finance & Accounts	18	Bachelors in Accounting & Finance; 2 years' experience	25-40 years
14	Deputy Director IT	18	Bachelors in Information Technology; 2 years' experience	25-40 years
15	Deputy Director Admin	18	Bachelors Degree in Administration or related field; 2 years' experience	25-40 years
16	Psychometrician	18	Masters Degree in Psychometrics or related field; 2 years' experience	25-40 years

POSITIONS & REQUIRED QUALIFICATIONS

Sr. No	Position	BPS	Qualification & Experience	Age Limit (Min-max)
17	Data Analyst	18	Masters Degree in Statistics or related field; 2 years' experience	25-40 years
18	Assessment Expert	17	Bachelors Degree in Educational Assessment or related field; 2 years experience	23-38 years
19	Examination Specialist	17	Bachelors Degree in Education or related field; 2 years' experience	23-38 years
20	Item Bank Developer	17	BSc in Assessment & Measurement or related field; 2 years' experience	23-38 years
21	Secrecy Officer	17	BSc in Education Administration or BSc in Information Management or related field; 2 years' experience	23-38 years
22	Marketing Specialist	17	Bachelors in Marketing or related field; 2 years' experience	23-38 years
23	Account Officer	17	Bachelors degree in Acoounting & Finance or related field; 2 years' experience	23-38 years
24	Auditor	17	Bachelors degree in Acoounting & Finance or related field; 2 years' experience	23-38 years
25	Data Base Administrator	17	Bachelors in Computer Science or related field; 2 years' experience	23-38 years
26	Network Engineer	17	Bachelors in Computer Science or Computer Engineering or related field; 2 years' experience	23-38 years
27	Programmer	17	Bachelors in Computer Science or Computer Engineering or related field; 2 years' experience	23-38 years
28	Human Resource Manager	17	Bachelors Degree in Business Administration or Human resource management or related field; 2 years' experience	23-38 years
29	Documentation Officer	17	Bachelors in Information Management or related field; 2 years' experience	23-38 years



Chapter

09 CAPACITY PLAN MATRIX



CAPACITY PLAN MATRIX

Sr. No	Target	Strategies	Time Frame					Responsibility
			Y1	Y2	Y3	Y4	Y5	
1	Recruitment of Staff	Direct recruitment through BPSC, Contractual appointment or Postings	X	X				BAEC, S&GAD, SED
2	Development of Service Rules & Regulations	Through Consultants, Law Department and finally approved by Government	X					BAEC, SED, Law Department, S&GAD.
3	First BAEC Meeting	CEO BAEC to conduct it soon after finalization of CDP	X					BAEC
4	Formative assessment framework and its tools	DOE (Schools) to develop with the help of BAEC and consultants.	X	X				DOE(Schools) BAEC
5	Training of Already available Staff of Assessment section	Through AKU-EB, IBA, LUMS, or Online	X					BAEC, DEO(Schools)
6	Training and Mentoring of Newly Recruited Staff	Through AKU-EB, IBA, LUMS, or Online Mentoring by already retained Staff		X				BAEC, DEO(Schools)
7	Item Banks Development	Through its trained Staff & Consultants	X	X	X	X	X	BAEC
8	Model Paper Preparation	Through its trained Staff & Consultants	X	X	X	X	X	BAEC, DEO(Schools)
9	Capacity Building of PITE	BAEC will build the capacity of PITE on teaching courses Content development and also conduct its training			X	X	X	BAEC, PITE
10	Capacity Building of BOC&EC, and BTBB	BAEC will present its analysis to BOC&EC and BTBB, and will help in review of curriculum and textbooks			X	X	X	BAEC, BOC&EC, BTBB
11	Training of staff and filed officers of DOE(Schools)	BAEC will train DOE(Schools) and its subordinate Offices in development of their Annual Plan in Assessment and Education		X	X	X	X	BAEC, DOE(Schools), Divisional Directors, DEOs



Chapter

10 ESTIMATED BUDGET



ESTIMATED BUDGET

Sr. No.	Budget Head	Line Items	Duration	Estimated Cost (PKR)
1.	Pay & Allowances	Officers' Salaries	5 Years	300 million
		Supporting Staff Salaries	5 Years	35 million
		Recruitment expenses including advertising and hiring processes	5 years	5 million
2.	Operational Expenses	Office Rent	5 years	10 million
		Electricity & Gas charges	5 years	18 million
		Telephone & Internet charges	5 years	6 million
		Postal charges	5 years	1.5 million
3.	Programme Expenses	Grade-8 External Examination	5 years	150 million
4.	Consultancy & Professional Fees	Consultancy Fee	5 years	50 million
5.	Training & Development		5 Years	40 million
6	Technology & Infrastructure	Computers & Printers	5 years	4 million
		Software	5 years	3 million
		Up gradation & Maintenance cost	5 years	2 million
		Furniture and infrastructure	5 years	8 million
7	Vehicles & POL	Purchase of Vehicles	5 Year	100 million
		POL	5 years	50 million
7.	Marketing & Communication		5 Years	50 million
8.	Contingency & Miscellaneous		5 years	50 million
TOTAL			5 years	882.5 Million

ANNEXURE A

EXTRAORDINARY

REGISTERED NO. S-2771



THE BALOCHISTAN GAZETTE PUBLISHED BY AUTHORITY

NO. 135 QUETTA TUESDAY JUNE 13, 2018.

BALOCHISTAN PROVINCIAL ASSEMBLY SECRETARIAT.

NOTIFICATION.

Dated Quetta, the 13th June, 2018.

No. PAB/Legis:V(14)/2018/1330. The Balochistan Assessment and Examination Commission Bill 2018 (Bill No.14 of 2018), having been passed by the Provincial Assembly of Balochistan on 30th May, 2018 and assented to by the Governor Balochistan, on 13th June, 2018 is hereby published as an Act of the Balochistan Provincial Assembly.

THE BALOCHISTAN ASSESSMENT AND EXAMINATION COMMISSION ACT NO.VIII OF 2018.

AN ACT

(First published after having received the assent of the Governor of Balochistan in the Balochistan Gazette(Extra-ordinary) dated 13th June, 2018.

to provide for constitution and establishment of a Commission for improvement of educational assessment and examination system at school level.

Printed by the Chief Controller, Government Printing and Stationery Department, Balochistan Quetta.

Price Rs.100/=

D.No. 135-250-Copies-07-2018.

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Establishment of Commission.

3. (1) The Government shall, by a notification in the official Gazette, establish a Commission to be known as "the Balochistan Assessment and Examination Commission".

(2) The Commission shall be a body corporate having perpetual succession and a common seal, with power to enter into agreement, acquire, hold, manage, and dispose of property, and to sue and be sued by its name.

Jurisdiction of the Commission.

4. The Commission shall exercise its powers in respect of such institutions and within such area as may be determined by the Government, from time to time, by a notification in the official Gazette.

Composition of Commission.

5. (1) The Commission shall consist of the following official and non-official members, namely, —

- (a) the Minister for Education, Government of Balochistan;
- (b) A member of the Provincial Assembly of Balochistan, to be nominated by the Chief Minister Balochistan;
- (c) the Mayor, Quetta Metropolitan Corporation;
- (d) the Secretary to Government of Balochistan,—
 - (i) Secondary Education Department;
 - (ii) Higher and Technical Education Department;
 - (iii) Finance Department;
 - (iv) Planning and Development Department; *and*

ANNEXURE A

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- (v) Social Welfare, Literacy and Non-formal Education Department;
- (e) Director of Education (Schools) Balochistan;
- (f) Head of the Education Department, —
 - (i) University of Balochistan;
and
 - (ii) Sardar Bahadur Khan Women University;
- (g) One member from private school system, to be nominated by the Secretary, Secondary Education Department; *and*
- (h) the Chief Executive Officer, Balochistan Assessment and Examination Commission, who shall also act as the Secretary of the Commission.

(2) The Government shall nominate the members other than *ex-officio* members, for a term of three years, which shall not be questioned by or before any court or authority.

(3) The Minister for Education shall be the Chairperson of the Commission, who shall preside over the meetings of the Commission, however, in case of his absence for any reason, the Secretary to Government, Secondary Education Department shall be the Chairperson and preside over the meetings of the Commission.

(4) The Chairperson may, with the prior approval of the Commission, co-opt any other person as member either for a particular meeting, purpose or for a specified period.

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(5) The existence of a vacancy or any defect in the composition of the Commission shall not invalidate any act or proceedings of the Commission.

(6) The Chairperson and the members shall serve on honorary basis.

(7) The Chief Executive Officer shall be the Secretary of the Commission, and responsible for recording the minutes of each meeting of the Commission, in writing.

Resignation of a Member.

6. A non-official Member may by a notice in writing under his hand addressed to Government, resign from his office; and his seat shall fall vacant on acceptance of his resignation.

Removal of a Member.

7. (1) The Government may, on the recommendation of the Commission, remove a Member nominated under section 5(2), if he, —

- (a) becomes of unsound mind; or
- (b) is declared insolvent by a competent court of Law; or
- (c) is convicted by a criminal court; or
- (d) is found negligent in the discharge of his functions.

(2) The decision of the Government removing a member under sub-section (1) shall be final and shall not be questioned by or before any court or authority.

Casual Vacancy.

8. Whenever there occurs a vacancy in the membership of Commission due to death, resignation or removal of a non-official Member, Government may fill the vacancy by nominating a person from the same category and the Member so nominated shall hold office for the unexpired period of the term of his predecessor.

Functions of

9. The functions of the Commission shall be to, —

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Commission.

- (a) design, develop, implement, maintain, monitor and evaluate a system of assessment and examination at school level education;
- (b) formulate policy and programme for conducting the examination of class VIII as per the official curriculum in all public and private schools, madrassa, non-formal and special education schools and project oriented schools in Balochistan;
- (c) formulate policy and conduct periodic diagnostic assessment;
- (d) generate and disseminate reports for feedback to all stakeholders;
- (e) assist Balochistan Board of Intermediate and Secondary Education for developing quality testing to assess students' learning based on Curriculum learning outcomes;
- (f) prepare an annual operational plan of its activities that will inter-alia recommend measures for capacity building of the teachers and educationists for improving the system of assessment at school level;
- (g) perform such other functions as may be ancillary to its functions, or as may be assigned by the Controlling Authority;
- (h) develop standards of assessment

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and examination commensurate with the standards of education;

- (i) outsource professionals for conduction of research activities;
- (j) enter into agreements with national and international organizations including universities, for short or long term collaboration for capacity building of the Commission or related objectives; *and*
- (k) hold and manage endowments.

Powers of Commission to make regulations.

10. The Commission may, subject to the approval of the Government frame regulations, not inconsistent with the provisions of this Act. However,—

- (a) the Commission shall not propose draft of regulations affecting the constitution or power of any authority;
- (b) the draft of regulations shall be forwarded to the Education Department and shall not be effective until it has been approved by the Education Department;
- (c) Commission shall not have the power to frame any regulation or adopt any rules or regulations concerning efficiency and discipline of the officers/officials and other employees which is not in conformity with rules made by the Government; *and*
- (d) any clause not consistent to the provision of the Act may be dealt in accordance with prevailing Government rules and regulations.

Committees.

11. The Commission may constitute different committees and entrust them such functions and powers within the provisions of Act, as it may deem fit.

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Meetings of Commission.

12. (1) The Commission shall meet at least twice in a calendar year.

(2) The Chief Executive Officer shall convene a meeting of the Commission whenever Chairperson considers it necessary or on written requisition from not less than seven members of the Commission.

(3) An *ex-officio* Member may nominate an officer in BPS-19 or above to represent him at a meeting of the Commission.

(4) The quorum for meeting of the Commission shall be seven.

(5) The Commission shall take decisions by the majority of its Members present and voting, and in case of a tie, the Chairperson shall have a casting vote.

Delegation.

13. The Commission may, subject to such conditions and limitations as it may deem fit delegate any of its powers or functions to the Chairperson, Chief Executive Officer, a committee, or one or more members, except the power to, –

- (a) frame, amend or repeal regulations;
- (b) approve major policy decisions and procedures for the operation of the Fund;
- (c) constitute a committee or fill a vacancy in a committee; *and*
- (d) approve the annual budget, audited accounts and the annual reports.

Controlling Authority.

14. The Government shall be the Controlling Authority over and above all the activities of Commission and the Secondary Education Department shall be the Administrative Department for this purpose.

Powers of Controlling Authority.

15. (1) The Controlling Authority shall have the power to supervise the office activities, funds,

ANNEXURE A

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assessment and conduct of examinations by Commission.

(2) The Controlling Authority may from time to time, direct the Commission or the Chief Executive Officer, as the case may be, to conduct its affairs and perform its functions in such a manner as it may be specified necessary for this purpose.

(3) The Controlling Authority may at any time suspend a member, an officer or an employee of the Commission as may be prescribed.

Secretariat.

16. (1) The Commission shall have a Secretariat at Quetta.

(2) The Secretariat shall comprise the Secretary of the Commission/Chief Executive Officer; and such other officers and staff as may be determined from time to time, by the Commission with prior approval of the Controlling Authority.

(3) Irrespective of its composition the Commission may hire the services of technical and professional experts on contract basis.

Powers of the Chief Executive Officer.

17. (1) The Chief Executive Officer shall be the principal executive and academic officer of the Commission Secretariat/office; and shall be responsible to perform all such functions as provided in the Act, rules or regulations; or as may be assigned to him by an authority under any of the provisions of this Act.

(2) It shall be the duty of Chief Executive Officer to ensure that the provisions of this Act and the regulations and rules and directions of the controlling authority and in doing so he shall exercise all power necessary for this purpose.

(3) The Chief Executive Officer with the approval of Commission may appoint a person against the post on need basis for a period of three months.

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(4) In case of any urgency the Chief Executive Officer may take such action as he may deem necessary and shall report to Commission at its next meeting for approval.

(5) The Chief Executive Officer shall perform such other duties as may be assigned to him by the Commission/ Controlling Authority.

(6) The Chief Executive Officer shall exercise such other powers as may be prescribed by rules or regulations.

Officers and Staff.

18. (1) The Government shall appoint a Chief Executive Officer of the Commission for a term of three years which may be extended for further two years.

(2) The other officers and staff of the Commission shall be comprised of such posts as already exist/created in the service of the Commission i.e. before the commencement of this Act; and the posts as may hereafter be determined by the Commission in consultation with the Controlling Authority/ Finance Department.

(3) All the appointments, terms and conditions of the posts mentioned hereinabove sub-sections shall be as prescribed by rules.

Inclusion of Private Educational Institutes.

19. (1) It shall be mandatory for all private educational institutions registered with the Department of Education or any other Authority constituted under a law by the Government, to participate in the examination conducted by the Commission.

(2) No Board of Intermediate and Secondary Education shall register any student from any school, in Grade 9 or 10 for Secondary School Examination without an 8th Class Examination Passed Certificate from the Commission (BAEC).

Public Servants.

20. Chief Executive Officer, officer or employee of

ANNEXURE A

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the Commission, authorized to perform or exercise any function or power under this Act shall be deemed to be public servants within the meanings of section 21 of the Pakistan Penal Code, 1860 (XLV of 1860).

Fund.

21. (1) There shall be a Fund of the Commission to be known as the Balochistan Assessment and Examination Commission Fund.

(2) The Fund shall consist of, —

- (a) any contribution or grants made by the Federal Government, Provincial Government or a local government;
- (b) income, including income from fees, investments, bank-deposits, profits, donations, trust, bequests, endowments, grants and contributions from organizations or agency whether national or international or from any other source.
- (c) sale proceeds of the property of the Commission, which must be decided by Commission in accordance with the finance rules;
and

(3) The Fund shall be kept in such custody, and shall be regulated and utilized in accordance with prevailing Government financial rules.

Budget and accounts.

22. (1) The Chief Executive Officer shall prepare the budget for financial year and submit it before the Commission for approval.

(2) The Chief Executive Officer shall not incur any expenditure from the Fund without prior approval of the Commission.

(3) The Commission shall maintain accounts,

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income, expenditures, assets and liabilities in such form and manner as may be prescribed by Government.

(4) A statement of accounts of Commission shall be submitted to Government once in a year, within six months of the closing of the financial year.

Audit.

23. (1) The Auditor General of Pakistan shall annually audit the accounts of the Commission.

(2) The Government, in addition to the Audit under sub-section (1), shall cause the accounts of the Commission annually audited by a Chartered Accountant or any other authority sub-ordinate to it.

(3) The Chief Executive Officer, with the approval of the Commission, shall submit to the Government the annual statement of accounts and audit report within six months of the closing of financial year.

Annual report.

24. The Commission shall submit an annual report to the Government which shall include, —

- (a) a comprehensive statement of the work and activities of the Commission;
- (b) recommendations to improve the standards, curricula, textbooks, examinations teaching and learning strategies required for quality of education; *and*
- (c) statement of accounts and audit report.

Regulations.

25. The Commission may, by notification in the official Gazette, not inconsistent with the provisions of Act or rules, make regulations for the purpose of giving effect to the provisions of the Act.

Rules.

26. The Government may, by notification in the official Gazette, not inconsistent with the provisions of Act, make rules for carrying out the purposes of this

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Act.

Policy.

27. Subject to the provision of this Act the Chief Executive Officer may by notification in the official Gazette, issue policy of the Commission with a prior approval of the Controlling Authority.

**SHAMS-UD-DIN,
Secretary.**

ANNEXURE B

*To be published in the next
Issue of Government Gazette*



GOVERNMENT OF BALOCHISTAN
SECONDARY EDUCATION DEPARTMENT
(Academic Section)

Dated Quetta the 2nd October 2015

NOTIFICATION

NO. SO (Acad.)1-8/2015/Edn./ 1668-77 / With prior approval of Competent Authority, the Government of Balochistan Secondary Education Department is pleased to establish Balochistan Examination and Assessment ^{Commission} Cell (BEAC) for the improvement of students learning achievements of Grade-V & VIII public and private school students through formative, summative and diagnostic assessments with immediate effect and until further orders under the following functions:

1. To formulate policy and program and program for the conduct of examination and assessment of students at elementary (Grade- V&VIII) school level.
2. To conduct class V. & VIII standardized public examinations as per the official curriculum.
3. To design, develop, implement maintain, monitor and evaluate the system of examination and assessment of elementary education.
4. To conduct diagnostic assessment to help in improvement of the teaching learning process in public and private schools and inform policy-makers for effective interventions.
5. To create greater awareness on assessment, education quality and students learning achievements.

SECRETARY
Secondary Education Department

*The Muneez,
Government Printing Press
Balochistan, Quetta.*

No & Dated Even

Copy forwarded to:-

1. The Accountant General Balochistan, Quetta.
2. In-charge PPIU
3. Chairman, BTTB & BISE.
4. The Director, Bureau of Curriculum & Extension Center Balochistan, Quetta
5. The Director Education Schools Balochistan, Quetta.
6. The Director Provincial Institute for Teacher Education (PITE) Quetta
7. Chairman, private schools association
8. The PS to Secretary Secondary Education Quetta
9. Officer concerned.
10. Master file.

(AZIZULLAH)
Deputy Secretary (Development-I)

ANNEXURE C

	Functions delineated in BAEC Act	What does this function entail/mean? How is this function performed?	Is the function(s) currently being undertaken as per the expectation?	Limitations in undertaking this function. Example: expertise, never done it before, etc.	Guiding Questions
a.	Design, develop, implement, maintain, monitor, and evaluate a system of assessment at school level. Design, develop, implement, maintain, monitor, and evaluate a system of examination at school level.	<p>The weak quality of assessment at school level has resulted from the absence of a structured policy and follow up. The BESP (2014-18) placed quality at the core of its objectives and included a large number of strategies for quality improvement. So, BAEC was established as a specialised institution for introducing a uniform system for the improvement of assessment to shift away from testing of memory to assessment of critical analytical ability.</p> <p>This function basically means that BAEC in collaboration with the other key stakeholders will design a school assessment framework for internal assessment (formative and summative). These include formative assessments on a regular basis during an academic period and the summative assessments at the end of it.</p> <p>In addition, BAEC develops item banks, prepares marking schemes, and with collaboration of Directorate of Education Schools will facilitate, record, and monitor assessment at school level.</p> <p>BAEC initiated work on this by developing subject wise item banks of primary grades in 2020 but failed to sustain work due to obstacles mentioned in the limitation column.</p> <p>As per this function BAEC is also responsible for re-structuring the current internal examinations and designing a universal system of internal examination at school level as all the current practices invoke rote learning. The steps include developing item banks of high order thinking skills for teachers use, building teachers' capacity in components of examination and issuing annual plans for examination at school level. Currently BAEC only conducts external examinations of grade VIII.</p>	<p>Other than the development of an item bank at primary level no other initiative has been taken in this regard.</p> <p>We have evidence from the documents shared with us by BAEC that diagnostic assessments have been conducted at grades 2 and 6 level but the results have not been compiled yet, whereas grade 8 summative assessment (examination) have been conducted and results have also been compiled. BAEC Report Grade VIII 2022 and 2015 final. Received item bank of grade 1.2.3.4 and work/table of specification of Math, English, Urdu for grade 2 and 6. Monitoring forms by BAEC. Assessment Training Module and training document BESP.</p>	<p>A disconnect exists between the demand and supply side, a near complete absence of coordination exists with no clarity on the eventual responsibility at an institutional level. The Directorate of Education will have a critical role in implementation of quality assessments in the classroom.</p> <p>Very poor human resource capacity to conduct assessments, teachers head teachers and supervisors have received no training on assessment.</p> <p>Absence of financial and organisational structure of BAEC. BAEC receives no grant in aid from the government nor has the commission yet been notified.</p> <p>Lack of proper and structured mechanism for feedback at school level.</p>	<p>How are assessments designed and developed?</p> <p>What is BAEC's approach to design and develop assessment?</p> <p>Is the school involved at any point in design and development of assessment?</p> <p>What is the primary focus of this function?</p> <p>How is the implementation done?</p> <p>What is the feedback mechanism?</p> <p>What is the review process of this function?</p> <p>Has BAEC conducted an examination?</p> <p>If yes, please answer questions from 1 to 7 focusing on examination?</p>
b.	Formulate policy and programme for conducting the examination of grade VIII as per the curriculum in all private schools, madrasa, non-formal and special education schools, and project-oriented schools in Balochistan .	<p>BAEC has been assigned the mandate in BAEC Act 2018 to conduct examinations of grade VIII students of all public and private institutions. BAEC also conducts examinations for grades V (package C) and VIII (Package E) of non-formal and project-oriented schools in Balochistan under UNICEF, NRSP and Mercy Corps (MC).</p> <p>Accordingly, BAEC is responsible for the formation of policies and procedures that outline how standardised examinations should be administered. These policy guidelines exist in order to increase consistency, ensure test security, and safeguard the fair and reliable results of exam scores.</p>	<p>A detailed SOPs defining the roles and responsibilities of DEOs and BAEC has been notified. Conduction of exam i.e., appointment of supervisory staff and marking papers are the responsibilities of DEOs.</p> <p>While BAEC has to develop and print question papers. As such BAEC compiles results and issues certificates. Likewise, SOPs for conducting examinations of non-formal and project-oriented schools have also been notified. Question papers for grade 8 and result reports.</p> <p>Manual for Test Administrators Operational Plan of Academic Supervisors BAEC</p>	<p>Gap exists between assessments and the teaching learning process, as the papers are developed based on SLOs while the teachers do not prepare students for undertaking SLOs based exams. Consequently, it led to lowering of standards and permeation of cheating in the examinations.</p> <p>District management has the critical role of conducting examinations but no strong mechanism for monitoring of exams has been developed resulting in endemic cheating which has seriously impacted the credibility of these examinations.</p> <p>District examiners/markers do not follow the marking schemes and rubrics developed by BAEC.</p>	<p>Please provide evidence where a policy and programme has been formulated.</p> <p>Are the examinations being held across the province and with all stakeholders?</p>
c.	Formulate policy and conduct periodic diagnostic assessment .	<p>BAEC has the mandate for sample-based diagnostic assessments as per Act 2018, ensuring use of its results in system improvement and support to capacity development of teachers and others. BESP (2020-25) proposes at least two diagnostic assessments in five years. BAEC has independently conducted Provincial Assessment of Student Learning (PASL-2022) with financial support of UNICEF for the first time in the history of the province. The assessment has been conducted at level of grade VI (English, Math, and Science) and II (literacy and numeracy).</p> <p>Additionally, BAEC conducts the National Achievement Test (NAT) in collaboration with the National Assessment wing (NAW) Pakistan Institute of Education (PIE).</p>	<p>PASL included the following major activities, Development of assessment frameworks, table of specification, test items and background questionnaires.</p> <p>Conduct of pre-testing/piloting of subject-wise test items and background instruments for ensuring reliability and validity of these tools.</p> <p>Selecting sample of the study based on stratified random sampling. Selection and training of enumerators.</p> <p>Marking and data entry. Conduct of large-scale assessment in the field.</p> <p>Data analysis and writing a final report with specific recommendations for all</p>	<p>Variation in actual data and data shown in EMIS.</p> <p>Lack of cooperation of district and school management in verifying data. Less enrolment in Single Teacher Schools.</p> <p>Transportation, accommodation, and security issues in remote areas of few districts.</p> <p>Very low enrolment in some districts like Duki, Musa Khail and Sherani.</p> <p>Lack of suitable and proper space in schools, especially in rural areas.</p> <p>Huge data set, marking and data entry time consuming.</p>	<p>Please provide evidence where a policy has been formulated.</p> <p>If there is no policy, are there any SOPs to conduct diagnostic assessment?</p>

ANNEXURE C

	Functions delineated in BAEC Act	What does this function entail/mean? How is this function performed?	Is the function(s) currently being undertaken as per the expectation?	Limitations in undertaking this function. Example: expertise, never done it before, etc.	Guiding Questions
			stakeholders / policy makers. Grade 2 and 6 question papers along with the item banks and framework		
d.	Generate and disseminate reports and feedback to all stakeholders.	BAEC generates and shares reports of examination and assessment with stakeholders. As the nucleus for the reform BAEC is not only responsible for improvements of classroom assessments (as a support and feedback to the students, teachers, and schools' management) but also functions as advisor to PITE, DOS, BTBB and BOC, in their respective roles in assessments.	BAEC conducted the first examination of grade VIII in 2015, since then it is generating reports for each examination. The report of each year is disseminated at provincial and divisional levels through workshops and also shared with DEOs through mail. The report of PASL 2022 is not yet finalised, after finalisation will be disseminated and shared with the stakeholders through workshops and seminars. BAEC also prepares reports for each ALP exam. Reports of students' achievement 2022 and 2015 mention the recommendations and feedback but dissemination seminar report is missing	The reports are shared at divisional headquarters, the participants include only DEOs of respective districts, very small number of head teachers, teachers, and students from school venue workshops due to financial constraints. The feedback or recommendations based on findings are not applied by the stakeholders.	Who are BAEC's stakeholders? Please share evidence of the report and feedback?
e.	Assist Balochistan Board of Intermediate and Secondary Education for Developing quality testing to assess student learning based on curriculum learning outcomes.	As per Act 2018 and BESP (2020-25) BAEC has to provide technical assistance to BISE on assessment related activities like development of SLOs based test items, preparation of papers and their marking,	The function has not been undertaken. BAEC management has requested BISE in writing to hold consultation to devise plans on shared responsibilities but has not received any response from BISE.	Lack of coordination exists between the two institutions.	Please share the SOPs between the two departments. Any evidence of BAEC's assistance to BISE?
f.	Prepare an annual operational plan of its activities that will inter-alia recommend measures for capacity building of teachers and educationists for improving the system of assessment at school level.	BAEC has the responsibility to prepare an annual operational plan of activities to be carried out in a year including capacity building of teachers and supervisors. The plan is prepared reflecting the month wise activities.	BAEC prepares and submits an annual operational plan to the department including activity of teachers' capacity building. BAEC has trained 120 head teachers with the support of Balochistan Education Support (BES) Project Management Unit. BAEC has given training to 130 head examiners in collaboration with UNICEF on students' assessment. BAEC has trained 200 ALP tutors in classroom assessment. Yearly Operational Plan BAEC (22-8-2022). Trainings will also be mentioned here as evidence	Non availability of funds for training.	Please share the evidence of this function. Do the faculty members at BAEC have a job description? If yes, please share all the JDs. How does BAEC plan its internal CPD and on which areas?
g.	Perform functions such as may be ancillary to its functions or may be assigned by the controlling authority.	1. During COVID 19 the BAEC was assigned the responsibility to prepare worksheets for students' assessment of online home schooling of UNICEF. 2. Prepared tests for recruitment of ALP tutors. 3. Developed and conducted tests as well as finalized selection of District Teachers Educators.	The mentioned tasks were performed as per requirement. Report Tools Development Workshop Final Assessment Training Report Final		Has BAEC performed any ancillary (supporting) functions for SED?
h.	Develop standards of assessment and examination commensurate with the standards of education.	As per Act, BAEC has the responsibility to develop standards for all types of assessment and examination.	BAEC has developed standards to some extent for paper setting, conduction, and certification of grade VIII exam. But standards for assessment have not been developed.	Lack of enough expertise for framing assessment standards and shortage of financial resources.	Please share evidence of this function. An approved copy of standards of assessment and examination.
i.	Outsource Professional for conduction of research activities	In accordance with this function, BAEC may contract with experts to conduct research activities. For the design, management, and planning of PASL 2022, BAEC with the financial support of UNICEF hired consultants.	The consultant provided technical assistance to BAEC in following deliverables. 1. Development and finalization of subject wise assessment frameworks for grade II and VI. 2. Construction of Literacy and Numeracy tests for grade II and subject tests (Math, English, and Science) for grade VI. 3. Development of background questionnaires for students, parents, teachers, and head teachers. 4. Piloting of Tools. Review and finalization of tools after piloting. 5. Administering tools in the field. 6. Marking and data entry. 7. Data analysis and preparation of final report.	Non availability of funds.	Any examples of actual research on assessment and examination conducted?
j.	Enter into agreements with national and international organizations including universities, for short- or	BAEC built the capacity of 100 professionals of the department from BAEC, BOC, PITE, BTBB and DOS in students' assessment and examination with technical support of AKU-EB	The training content was as under: ● Blooms Taxonomy ● Item Construction ● Marking Schemes/ Rubrics	Lack of funds.	

ANNEXURE C

	Functions delineated in BAEC Act	What does this function entail/mean? How is this function performed?	Is the function(s) currently being undertaken as per the expectation?	Limitations in undertaking this function. Example: expertise, never done it before, etc.	Guiding Questions
	long-term collaboration for capacity building of the commission or related objectives	through experiential face to face sessions and distance learning.	<ul style="list-style-type: none"> • Data Analysis. • Research • Report Generation The services of these professionals are utilized by BAEC in assessment related activities like development of grade VIII papers, development of item bank and in all phases of PASL 2022.		
k.	Hold and manage endowments	Except grade VIII fee which is used for expenditures in connection of printing question papers and certificates, BAEC has no other source to generate funds.	The amount is used in purchasing papers, remuneration of paper setters, data entry, certificate printing and monitoring of exams.	The Commission has still not been notified by the department therefore facing financial issues.	Has BAEC generated funds from assessment and examination activities? And how have these funds been utilized?

ANNEXURE D

CAPACITY DEVELOPMENT PLAN TOOL

Balochistan Assessment & Examination Commission

Section A: General & Background Information

1. When was the organization set up?
2. Under which legislation has the organization been set up?
3. Are regulations developed and approved for the organization?
4. Are there Rules developed and approved for the organization? Which type?
5. How does the organization ensure alignment between examination policies and broader educational policies, such as the right to education in Article 25-A and The Balochistan Compulsory Education Act 2014?
6. In the context of exams, how does the organization identify and address policy gaps, missing legislative elements, or governance structures? Provide specific examples since establishment.
7. How does the BAEC interact with PPIU to ensure seamless translation of policy requirements into actionable plans?
8. Once a policy is decided upon (e.g., a new exam format, inclusion of a subject, or a change in evaluation metrics), how is it communicated and implemented across the board?
9. Share a recent instance where significant results or challenges emerged from implementing a new exam policy or format.
10. Is there operational planning undertaken? Annual or multiyear program plans exist? Are these aligned with BESP, legislation etc.
11. Which are the primary stakeholders that BAEC must interact with and how does it ensure continuous engagement?
12. How does the department coordinate with organizations like PPIU, textbook boards, PITE, and BEAC, especially concerning examination content, quality, and delivery?
13. Describe your process of obtaining feedback from ground-level entities like schools or teachers. How is this feedback utilized in examination reforms or adjustments?
14. Analyze if strategic and operational business plans align with BAEC's mandates.

Section B: Organizational Structure & Staffing

1. What is the current organizational structure? (Attach a diagram if available.)
2. List the primary divisions or units within the organization.
3. Are there clearly defined roles and responsibilities for each unit? Elaborate.
4. How do different units coordinate and communicate with each other?
5. How many total staff members are in the department?
 - Technical staff: ____

ANNEXURE D

- Managerial staff: ____
 - Support staff: ____ need to insert a table here
6. List the qualifications required for each category of staff.
 - Technical staff:
 - Managerial staff:
 - Support staff:
 7. Is there a need for additional staff in any of the categories? If so, in what areas and why?
 8. Are there positions that are currently vacant? If so, specify.
 9. Are Job description developed and approved?
 10. Are the Job Descriptions aligned with the functions of the organization?
-

Section C: Budgetary Assessment

1. What is the annual budget allocated to the department? Details of PSDP, or recurrent budget being utilized.
 2. Where does the salary of existing staff come from?
 3. How is endowment fund for BAEC managed?
 4. How is the budget distributed among the different functions/units? Provide a breakdown.
 5. Are there specific areas where budget constraints are affecting performance? Elaborate.
 6. How often is the budget reviewed and revised?
-

Section D: Technical Capacity Assessment

1. What are the core functions of the organization. Please elaborate.
2. What functions does BAEC currently perform and what are the challenges.
3. What are the core technical tools/software used in the organization for:
 - Examination design:
 - Grading and results processing:
 - Data management:
4. Are there technical challenges the department currently faces? Specify.
5. Is there a need for newer technical tools or software upgrades? Elaborate.
6. How often is the technical capacity reviewed and updated?
7. Describe the systems and indicators set up for tracking and assessing quality and fairness in exams.

ANNEXURE D

8. How frequently are these quality metrics reviewed, and how are they communicated to relevant stakeholders like PPIU?

Section E: Knowledge Management and Research in Examination:

1. How does the department conduct research or diagnostics related to examination trends, challenges, or efficacy?
2. Discuss collaboration with academia, PPIU, and other research bodies for examination-related research. How are findings from these collaborations used in examination reforms?

Section F: Capacity Building and Training:

1. Describe any training programs or workshops conducted (or participated in) for examination paper setters, evaluators, or other relevant staff.
2. How does the department ensure these trainings are aligned with broader education goals and policies?
3. Are the staff receiving trainings for support in their function?
4. What kind of trainings does the staff require?
5. Is there any induction program?

Section G: Coordination and Communication:

1. How does the organization coordinate with organizations like PPIU, textbook boards, PITE, and BEAC, especially concerning examination content, quality, and delivery?
2. Describe your process of obtaining feedback from ground-level entities like schools or teachers. How is this feedback utilized in examination reforms or adjustments?
3. Analyze if strategic and operational business plans align with BAEC's mandates.

Section H: Monitoring, Evaluation, & Tracking

1. What data analytics tools are used to evaluate examination performance trends?
2. How does the department measure its own operational effectiveness?
3. Describe the tools and methodologies used for the Monitoring and Evaluation.
4. How does the organization ensure that data collection and analysis is gender-responsive and inclusive?
5. How does the organization monitor its activities?
6. Is there any process established for internal review and evaluation?

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7. Is there any process for external evaluation?

Section I: Results-Based Management & Result Chain

1. What model of management does the organization apply? Is it RBM?
2. Does the organization have Result Matrix? How is it developed, reviewed and updated?
3. How do you align project activities with the intended outcomes as outlined in the Results Chain?
4. Describe a recent initiative where results-based management led to a successful outcome.
5. Does organization have a performance metrics?
6. How frequently does your organization review and adjust strategies based on performance metrics?

Section J: Individual and Organizational Capacity Development

1. How would you rate the effectiveness of the ICT proficiency and skills training provided for department personnel? (Scale: 1-10)
2. What are the significant gaps, if any, in capacity development at various levels within the department?
3. Describe the initiatives taken for resilience building, especially in the wake of events like the COVID-19 pandemic.
4. Describe any training programs or workshops conducted (or participated in) for examination paper setters, evaluators, or other relevant staff.
5. How does the department ensure these trainings are aligned with broader education goals and policies?

Section K: Gender Responsiveness, Equity, and Inclusiveness

1. Is gender considered in placing of staff? Are women in key decision making positions within the organization?
2. How is gender disaggregated capacity needs assessment conducted in your department?
3. Describe the steps taken to ensure that gender responsiveness, equity, and inclusiveness are incorporated into all department activities.
4. Share examples of specific programs or initiatives targeted towards gender equity.

Section L: Action Points, Challenges, & Recommendations

1. Highlight any immediate technological needs for smoother exam processes.

ANNEXURE D

2. Recommend areas for policy refinement based on recent challenges.
3. Propose partnerships or collaborations to enhance examination standards.
4. List the three most significant challenges faced by the department.
5. How has the COVID-19 pandemic impacted the department and its functions?
6. Based on your experience, what additional resources or support is needed for the department to achieve its objectives?

ANNEXURE E



Minutes of the meeting on Functional Review of BAEC

1st March, 2023 at BAEC Office

A meeting of BAEC faculty with consultant on functional review of BAEC was held under the chairmanship of Chief Executive Officer, BAEC on 1st March, 2023 at 11:00 am in BAEC Office Education Directorate, Quetta. The following attendees participated in the meeting;

1. Mr. Nizam ud Din Mengal, Chief Executive Officer, BAEC
2. Mr. Abdul Razzaq, Coordinator BAEC
3. Mr. Inayat Ullah Mengal, Assistant Focal Person, PPIU
4. Mr. Sagheer Ahmad Durani, Education Officer, UNICEF
5. Prof. Saad Ullah Khan Tokhai, Provincial Coordinator, UNICEF
6. Dr. Shahzad Mithani, Consultant
7. Mrs. Rabia Ahmad, Deputy Directress, BAEC
8. Ms. Noshin Khan (joined meeting online)
9. Mr. Muhammad Akram Assessment Expert, BAEC
10. Mr. Abdul Majid, Assessment Expert, BAEC
11. Mr. Mohib ullah, Assessment Expert, BAEC

Proceedings

The meeting was commenced with the recitation of Holy Quran and proceeded with the opening remarks of CEO BAEC on the importance of the task. Dr. Shahzad Mithani gave a detailed presentation on process, techniques and tools used for functional review of BAEC. Following agenda items were discussed.


Agenda Points	Deliberations	Decisions
Matrices for functional review of BAEC	As it was decided in the previous meeting that Dr. Shahzad Mithani and Ms. Noshin Khan will create matrices to be utilized as tools in order to carry out functional review of BAEC in an organized and systematic way. Accordingly, four matrices for functional review were developed by them and each matrix was discussed in the meeting.	The participants agreed upon the usage of the matrices developed by consultant for functional review of BAEC.

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Matrix I for functional review of BAEC	The Matrix I was designed to collect data about BAEC staff with respect to their qualification, experience, professional specialization and the tasks performed at BAEC.	The demographic information entailed in the Matrix I were deemed sufficient by the participants to examine the relevancy of BAEC staff with functions assigned in BAEC Act, 2018.
Matrix II for functional review of BAEC	<p>The attendees were briefed by Dr. Shahzad Mithani that Matrix II was prepared with consideration for the functions specified in the BAEC Act, 2018. The following fundamental functions will be analyzed using insightful questions regarding the meaning associated with each function, performance delivery and challenges linked to carrying out each function.</p> <ul style="list-style-type: none"> (i) Design, develop, implement, maintain, monitor, and evaluate a system of assessment and examination at school level. (ii) Formulate policy and programme for conducting the examination of class VIII and diagnostic assessment. (iii) Generate and disseminate reports. (iv) Assist Balochistan Board of Intermediate and Secondary Education. (v) Prepare annual operational plan of its activities. (vi) Develop standards of assessment and examination. (vii) Outsource Professional for conduction of research activities. (viii) Enter into agreements with national and international organizations. (ix) Hold and manage endowments. 	All of the participants agreed that, all the major functions given in Act have been focused and the questions posed will be helpful to determine the purpose, delivery and limitations in undertaking these functions. Moreover, BAEC faculty members will deliberate on activities, tasks and functions of BAEC in internal meeting and if considered essential can add any further relevant column with regard to activities, tasks and functions.
Matrix III for functional review of BAEC	Dr. Shahzad Mithani told the participants that Matrix III was created with the aim to evaluate the technical process by concentrating on following characteristics of assessment;	Participants were of unanimous view that the essential characteristics of assessment and examination were covered to review the technical process followed at

ANNEXURE E

	<ul style="list-style-type: none"> • Clarity and Accuracy of Exam Content • Alignment with Curriculum Standards • Fairness and Equity • Reliability and Validity • Timeliness and Efficiency • Effectiveness • Security and Confidentiality • Feedback and Improvement 	BAEC. Likewise, BAEC faculty members will discuss the matrix through internal meeting and can add if there is any ignored characteristic of assessment.
Matrix IV for functional review of BAEC	The Matrix IV was developed with the purpose to identify the overlapping of functions among different departments (BAEC, PITE, BOC and DOS) and also to examine functional clarity, review and feedback mechanism.	The participants agreed that it is important to review the interdepartmental collaboration and redundancies in functions.
Way Forward	The participants discussed that how to proceed the task and filling out the matrices.	It was decided that the first three matrices will be filled by BAEC faculty till 10 th March and will share with Dr. Shahzad Mithani. A workshop will be held on 14 th March, 2023 for further discussion of BAEC faculty members, other stakeholders and consultants on functional review of BAEC using these matrices. The fourth matrix will be filled out after Eid with the consultation and collaboration of other line departments.


 Balochistan Assessment & Examination
 Commission, Quetta. 04/03/2023

Copy for the information to:

1. Ps to Secretary, Government of Balochistan School Education Department.
2. Ps to Additional Secretary (Dev.)/ Focal Person-PPIU School Education Department.
3. Director of Education (Schools) Balochistan.
4. Education Specialist, UNICEF.
5. All Members.

ANNEXURE E



Minutes of the meeting of Technical Committee on Functional Review of BAEC

9th February, 2023 at BAEC Office

First meeting of technical committee constituted for functional review of BAEC was held under the chairmanship of Chief Executive Officer, BAEC on 9th February 2023 at 11:00 am in BAEC Office Education Directorate, Quetta. The following attendees participated in the meeting;

1. Mr. Nizam ud Din Mengal, Chief Executive Officer, BAEC
2. Mr. Abdul Razzaq, Coordinator BAEC
3. Mr. Sagheer Ahmad Durani, Education Officer, UNICEF
4. Prof. Saad Ullah Khan Tokhai, Provincial Coordinator, UNICEF
5. Dr. Shahzad Mithani, Consultant
6. Ms. Noshin Khan (joined meeting online)
7. Mr. Siraj ud Din, Assessment Expert, BAEC
8. Mr. Muhammad Akram Assessment Expert, BAEC
9. Mr. Muhammad Rahim, Assessment Expert, BAEC

Proceedings

The meeting was commenced with the recitation of Holy Quran, after which CEO BAEC delivered welcome remarks. The meeting then proceeded with the briefing of Dr. Shahzad Mithani on the purpose, process and methodology of functional review of BAEC. Agenda points were discussed in detail and all the members gave their valuable suggestions. Following agenda items were discussed.

Agenda Points	Deliberations	Decisions
Purpose of functional review	<p>Dr. Shahzad Mithani explained the need for functional review of BAEC by discussing the following key steps;</p> <ul style="list-style-type: none"> • Review the activities carried out and whether they still support the desired objectives and outcomes given in ACT. • Analyze whether the activities are in line with the demands and expectations of the Balochistan Education Sector Plan (2020-2025). • Assess whether current 	<p>The participants decided to carry out the functional review of BAEC in the manner outlined by Dr. Shahzad Mithani.</p>

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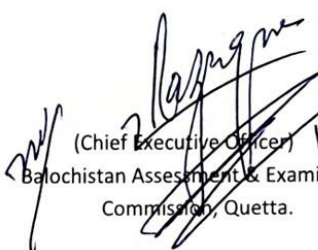
	<p>activities and resources are meeting client and stakeholder expectations and improvements required.</p> <ul style="list-style-type: none"> • Determine the areas where capacity building is needed for the assigned functions and responsibilities in policy documents to be carried out effectively. • Review roles and responsibilities of the organizations involved, and the delineation of responsibilities between stakeholders and service delivery partners. • Assess how the activities could be delivered in a more efficient and effective manner. • Review the existing financial resources. <p>Moreover, the donor agencies like UNICEF and World Bank are also interested in functional review of BAEC.</p>	
Mandate and Clients of BAEC	<p>The participants discussed the mandate of BAEC in light of Act, 2018 that basically BAEC was established with the responsibility for improving the educational assessment and examination system, conducting examinations in all public and private educational institutions at the school level, and conducting periodic diagnostic assessments of learning outcomes with the aim of improving the teaching</p>	<p>Participants strongly agreed that the primary responsibility of BAEC is to carry out and enhance the system of assessment and examination at the school level, covering both public and private schools. Additionally, Directorate of Education Schools is a major stakeholder along with other line departments such as PITE, BOC&EC and BTBB.</p>

ANNEXURE E

	and learning process to meet the necessary standards and bring it in line with the requirements of curriculum.	
Classification and nature of assessment	<p>The participants discussed thoroughly the types of assessment entailed in Act 2018 as mandate of BAEC which include the following three types of assessment distinct in their purpose, methodologies and the end users of the assessment results.</p> <ul style="list-style-type: none"> • Large Scale Assessment A sample based diagnostic assessment through which to gauge the performance of the education system. • School based Assessment A two pronged approach (summative and formative) to assessment of students at school level which facilitates an increased involvement of teachers and school leadership in supporting the learning of the child. • External Assessment/ Examination of Grade VIII Conducting the examination of class VIII as per the curriculum of all students of both public and private schools. 	All of the participants agreed that, in accordance with the Act, it is the responsibility of BAEC to plan, implement, supervise, and evaluate the system for these three types of assessment.
Provincial Assessment Framework	During discussion it was pointed out that the Balochistan Education Sector Plan emphasizes the development of provincial assessment framework which has not yet been done.	A uniform decision was taken that the existing human and financial resources for developing provincial assessment framework will also be analyzed during the functional review of BAEC.
Background information	It was deemed crucial to study the background data (reports, notifications and SOPs) prior to formally initiating the functional review.	CEO BAEC confirmed that all background materials would be made available to participants, and Mr. Siraj ud Din was given the responsibility of providing the documents in either soft or

ANNEXURE E

		hard form by February 10, 2023.
Way Forward	Dr. Shahzad Mithani alongwith Ms. Noshin Khan will work on how to proceed the task and prepare a tool/matrix for gap analysis with questions covering all the important areas such as vision and mission, organizational structure, hiring and recruitment policy, organizational budget and coordination with other institutions.	It was decided that next meeting (online) will be held on coming Thursday 16 th February, 2023 in which Dr. Shahzad Mithani will share the tool/matrix. Accordingly, in this meeting decision will be made regarding the procedure, time and venue of filling out the tool/matrix by the participants.


 (Chief Executive Officer)
 Balochistan Assessment & Examination
 Commission, Quetta.

Copy for the information to:

1. Ps to Secretary, Government of Balochistan Secondary Education Department.
2. Ps to Additional Secretary (Dev.)/ Focal Person-PPIU Secondary Education Department.
3. Director of Education (Schools) Balochistan.
4. Education Specialist, UNICEF.
5. All Members.
6. Master File.

ANNEXURE E



Minutes of the meeting on Functional Review of BAEC

14th March, 2023 at BAEC Office

A meeting of BAEC faculty with consultant on functional review of BAEC was held under the chairmanship of Chief Executive Officer, BAEC on 14th March, 2023 at 10:00 am in BAEC Office Education Directorate, Quetta. The following attendees participated in the meeting;

1. Mr. Nizam ud Din Mengal, Chief Executive Officer, BAEC
2. Mr. Sagheer Ahmad Durani, Education Officer, UNICEF
3. Prof. Saad Ullah Khan Tokhai, Provincial Coordinator, UNICEF
4. Dr. Shahzad Mithani, Consultant
5. Mrs. Rabia Ahmad, Deputy Directress, BAEC
6. Ms. Noshin Khan, Consultant
7. Mr. Siraj ud Din, Assessment Expert, BAEC
8. Mr. Muhammad Akram Assessment Expert, BAEC
9. Mr. Mohib ullah, Assessment Expert, BAEC
10. Mr. Muhammad Rahim, Assessment Expert, BAEC

Proceedings

As usual the meeting started with the recitation of Holy Qur'an and welcome remarks of CEO BAEC. The meeting was a follow-up of the previous one, at which BAEC faculty were asked to fill out the matrices developed by consultants for functional review of BAEC. The filled-out matrices were carefully reviewed one by one during this meeting.

Agenda Points	Deliberations	Decisions
Matrix I for functional review of BAEC	The matrix I was designed to gather information about BAEC staff' qualification, work history, professional specializations, and tasks carried out at BAEC. Each individual's information was carefully probed, and any	<p>The CEO of BAEC agreed to provide consultants the following as evidence of the tasks performed.</p> <ul style="list-style-type: none"> • Assessment Framework • Table of Specifications • Assessment tools of

ANNEXURE E

	<p>deficiencies in information were immediately filled in. Job titles and job descriptions were covered in the second part of this matrix. Draft job descriptions were shared, but these have not been notified or approved due to organizational issues, as the commission or board constituted under the BAEC Act to decide management and financial matters of BAEC has not been notified.</p>	<p>diagnostic assessment</p> <ul style="list-style-type: none"> • Papers of exam • Item bank at Primary level • Reports of Grade VIII exam • Reports of ALP Exam • Report of ECE assessment study • Reports of Monitoring Teams of Exam/assessment • Reports of Enumerators of PASL-2022
Matrix II for functional review of BAEC	<p>Matrix II was prepared with consideration for the functions specified in the BAEC Act, 2018. Each function given in Act was examined in light of performance delivery and difficulties associated with performing each function. The filled matrix was discussed in detail. The CEO BAEC and other faculty members responded to consultant's clarifying questions and as a result of these deliberations, some further detail was included.</p>	<ul style="list-style-type: none"> • Assessment Training Module • Assessment Training Report • Minutes of meeting of consultant, donor and department as policy document of PASL • Letter to BBISE for consultation of shared responsibilities of BESP
Matrix III for functional review of BAEC	<p>The purpose of Matrix III was to look into the technical process by focusing on important aspects of assessment. Again, an in-depth discussion of the filled matrix took place. The</p>	<ul style="list-style-type: none"> • Operational Plan • Draft Job Descriptions



ANNEXURE E

	and given more explanation.	
Way Forward	Dr. Shahzad Mithani and Mrs. Noshin Khan will further work on matrices and if requires, will ask the BAEC faculty for explanation of any query.	The fourth matrix will be filled out after Eid with the consultation and collaboration of other line departments.



(Chief Executive Officer)

Balochistan Assessment & Examination
Commission, Quetta.

Copy for the information to:

1. Secretary, Government of Balochistan School Education Department.
2. Additional Secretary (Dev.)/ Focal Person-PPIU School Education Department.
3. Director of Education (Schools) Balochistan.
4. Education Specialist, UNICEF.
5. All Members.

ANNEXURE E



Minutes of the meeting on Draft Functional Review Report of BAEC 16th May, 2023 at BAEC Office

A meeting of BAEC faculty with consultant on draft report of BAEC functional review was held under the chairmanship of Coordinator, BAEC on 16th May, 2023 at 10:00 am in BAEC Office Education Directorate, Quetta. The following attendees participated in the meeting:

1. Mr. Abdul Razaq, Coordinator, BAEC
2. Mr. Sagheer Ahmad Durani, Education Officer, UNICEF
3. Dr. Shahzad Mithani, Consultant
4. Mrs. Rabia Ahmad, Deputy Directress, BAEC
5. Ms. Noshin Khan, Consultant
6. Ms. Mahmoona Raja, Consultant
7. Mr. Siraj ud Din, Assessment Expert, BAEC
8. Mr. Mohib ullah, Assessment Expert, BAEC
9. Mr. Muhammad Rahim, Assessment Expert, BAEC

Proceedings

As usual the meeting started with the recitation of Holy Qur'an followed by welcome remarks of Coordinator BAEC. The purpose of the meeting was to provide feedback by BAEC faculty on the BAEC functional review report drafted by consultants.

Agenda Points	Deliberations	Decisions
Feedback on draft report of functional review of BAEC	Coordinator BAEC expressed satisfaction that the report is comprehensive and covers all the areas. The draft report was thoroughly reviewed by BAEC during an earlier internal faculty meeting. The discussion and clarification points were already identified in that meeting, and the feedback was also recorded in written. The consultants gave clear and concise explanations of the discussion points. The BAEC members presented written feedback and input on every	The BAEC will share the written feedback with consultants and they agreed to incorporate the feedback provided by BAEC. The final report will be submitted by consultants within fifteen days.

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	component of the report, including the background, findings, and recommendations.	
Way Forward	<p>Dr. Shahzad Mithani and his team shared the following deliverables and tasks to be completed in future.</p> <ul style="list-style-type: none"> a. Capacity development plan of BAEC b. Assessment Strategy on formative and summative assessment c. Collaboration and coordination among institutions on overlapping mandate 	It was decided that a meeting of consultants with BAEC will be convened in next week to deliberate upon carrying out the listed tasks.




 (Chief Executive Officer)
 Balochistan Assessment & Examination
 Commission Quetta.

18/05/2023

Copy for the information to:

1. Additional Secretary (Dev.)/ Focal Person-PPIU School Education Department.
2. Education Specialist, UNICEF.
3. All Members.

ANNEXURE F

to be published in the next
issue of Government Gazette



GOVERNMENT OF BALOCHISTAN
SECONDARY EDUCATION DEPARTMENT
(Academic Section)

Dated Quetta, the 15th, October, 2015.

NOTIFICATION

NO. SO (Acad.) 1-8/2015/Edn: 1678-721 / With prior approval of the competent authority the Secondary Education Department is pleased to notify that the grade 8th standardized Examination, of all the public and private schools, to be conducted under Balochistan Education & Assessment Commission. Director schools is hereby ordered to disseminate the same with following instructions to all the divisional directors & District Education Officers and ensure strict compliance of the same.

1. Constitution of District Committee/ Cell:

- District Officer Education (male) will be overall registrar/incharge/responsible of the exam in case of those district where no DOE (male) post exists the Deputy District Officer Education (male) shall be incharge/responsible.
- District Officer Education (female) or Deputy District Officer Education (female) shall be deputy registrar/incharge/responsible.
- District Education Management Information System (DEMIS) shall be responsible for registration, issuance of roll number and compilation of district results under the supervision of registrar/incharge.

2. Participation of Schools:

All the government and private schools shall be directed to participate in grade 8th standardized examination. If any of the students will not participate in grade 8th exam, he/she will not be eligible to register in grade 9th / 10th exam of BBISE.

Without participating in middle standard exam 'A' and 'O' level equivalence certificates of IBCC will not be issued.

3. Registration of Student and Issuance of Roll Number Slips:

The registration and examination forms will be developed for regular (Govt & Private schools) and private students with consensus of DoS, BEAC and BBISE. It will be sent to DEOs and further DEOs will send to public and private schools for the registration. On the bases of registration, the district Education Officers will issue a unique roll number to students.

4. Selection of Subject:

- i. Mathematics (100 marks)

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- ii. English (100 marks)
- iii. Urdu and Social Studies (50+50=100 marks)
- iv. General Science (100 marks)
- v. Islamiat & Arabic/Ethics (50+50=100 marks)

Islamiat, Arabic as well as Urdu and Social Studies subject will be examined together in one paper with weightage mentioned above. Total marks of all subjects are 500. The 33% marks is mandatory to pass each subject.

5. Format of Papers:

Curriculum based papers will be set/developed. Each paper shall comprise of MCQs, short answer and subjective/ long items.

6. Setting/Development of Papers:

The BEAC will develop model as well as annual exam question papers of all above mentioned subjects.

7. Printing of Question Papers and Distribution to DEOs:

BEAC is responsible for printing of question papers for all districts and the DEO concern will pay Rs.10 per question paper and its transportation from Balochistan Education & Assessment Commission (BEAC) to districts.

8. Printing of Answer Sheets:

The DEOs and DOEs (registrar/incharge) shall be responsible for printing of answer sheet/book

Each answer sheet shall consist of 12 pages of legal size.

9. Fee Structure:

- i. Registration fee is Rs.50
- ii. Examination fee is Rs. 200

The registration and examination fee shall be deposited in DEO account for grade 8th Standardized Examination.

The examination/registration fee will be utilized for paper and answer sheets printing, conduction of exam, coding, marking, monitoring process, supervisory staff and certification etc.

10. Criteria for Private Candidates:

The candidates must be passed grade 5th minimum three years earlier than registration for grade 8th exam.

11. Nomination of Examiners/Supervisory Staff:

The DEOs with the consultation of DOEs (registrar/incharge) will send a list of supervisory staff to Director (Schools). The DoS will select and appoint the supervisory staff from the provided list and then send the appointment letters to DEOs through Director (Schools). It is decided that the conduction of papers will be done only at morning time. The DEO with the

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consultation of DOE (registrar/incharge) of each district is responsible to identify exam centers. The space of 150 candidates should be arranged in each center.

12. Appointment of Center Inspector:

The DoS and BEAC shall be responsible to appoint the center inspectors.

13. Supervision and Facilitation of Exam:

District Administration and District Education Authority shall supervise and facilitate smooth and transparent conduct of exam.

14. Coding and Decoding of Papers:

Codes shall be allotted to all solved answer sheets to ensure the secrecy during marking. DEOs with consultation of DOEs (registrar/incharge) shall be responsible for selection of coders and their training.

15. Marking team:

DEOs with consultation of DOEs (registrar/incharge) will provide a list of marking team to Director (Schools). Marking will be done at the respective district head quarter and will be supervised and monitored by concerned DEOs & BEAC.

16. Result:

Result shall be compiled at district level. The respective district DEO is responsible to supervise the compilation of result as well as sharing of result to BEAC through mail. BEAC will be responsible for compilation of overall result, certification and announcement through website and newspapers. The results will also be analyzed and reported by BEAC.

17. Certification:

The certification of students will be processed through BEAC. The District Education Officer shall pay Rs.30 per certificate to BEAC for printing of Certificate/Detail Marks Sheet.

18. Submission of Registration and Exam Form for Winter Zone Districts:

- i. With single fee October 15 to November 10, 2015
- ii. With double fee November 11 – 16, 2015
- iii. With triple fee November 17-21, 2015

Commencement of Examination from December 8th to 12th, 2015.

19. Date Sheet for Winter Zone Districts Exam:

Sr.	Day	Date	Session	Time	Subject	Marks
1	Tuesday	08-12-2015	Morning	9:30 am to 12:30pm	Islamiat, Arabic / Ethics	100
2	Wednesday	09-12-2015	Morning	9:30 am to 12:30pm	Mathematics	100
3	Thursday	10-12-2015	Morning	9:30 am to 12:30pm	Urdu and Social Studies	100

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4	Friday	11-12-2015	Morning	9:30 am to 12:30pm	General Science	100
5	Saturday	11-12-2015	Morning	9:30 am to 12:30pm	English	100

20. Submission of Registration and Exam Form for Summer Zone Districts:

- i. With single fee Feb 15 to March 10, 2016
- ii. With double fee March 11-19, 2016
- iii. With Triple fee March 21-25, 2016

Commencement of Examination from April 12-16th, 2016.

21. Date Sheet for Summer Zone Districts Exam:

S. No.	Day	Date	Session	Time	Subject	Marks
1	Tuesday	12-04-2016	Morning	9:30 am to 12:30pm	Islamiat/Arabic and Nazra/Ethics	100
2	Wednesday	13-04-2016	Morning	9:30 am to 12:30pm	Mathematics	100
3	Thursday	14-04-2016	Morning	9:30 am to 12:30pm	Urdu and Social Studies	100
4	Friday	15-04-2016	Morning	9:30 am to 12:30pm	General Science	100
5	Saturday	16-04-2016	Morning	9:30 am to 12:30pm	English	100

ABDUL SABOOR KAKAR
Secretary

The manager,
Government Printing Press
Balochista, Quetta.

No & Dated Even

Copy to:

1. PS to Secretary Secondary Education.
2. PS to Additional Secretary Schools & Focal Person PPIU.
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4. Chairman BBISE Quetta.
5. Chairman BTBB.
6. Director BoC.
7. Director PITE.
8. Divisional Director Education _____ All
9. District Education Officer _____ All
10. All public and private schools.

(Signature)
5/10/2015
AZIZULLAH
Deputy Secretary (Development)

Capacity Development Plan

Balochistan Assessment and
Examination Commission (BAEC)
2024 -2028

SCHOOL EDUCATION DEPARTMENT, GOVERNMENT OF BALOCHISTAN