

A COMPARISON OF THE SCHOOL EDUCATION SYSTEM OF DISTRICT KECH IN BALOCHISTAN WITH THE SCHOOL EDUCATION SYSTEM OF THE LONDON BOROUGH OF BROMLEY

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Abstract

This paper focuses on the school education system of District Kech and compares and contrasts it with that of the London Borough of Bromley. The analysis performed in this study covers all aspects of school education, including a number of schools, student enrollments, teacher numbers and criteria for selections, funding, facilities and regulatory mechanism of schools. Balochistan is the largest Province, according to land area and is ranked at the lowest level of education as compared to other provinces of the Country. Bromley is one of the Southern Boroughs or District of Greater London in the UK, and is one of the affluent Boroughs. The objective of the paper is to find similarities and dissimilarities in these two areas which are apparently very different socially, economically and geographically. The analysis suggests that like there are marked contrast in the education system of both district Kech and London Borough of Bromley.

Key words

Schooling, analysis, inter, district, structured nepotism, corruption

Objectives

The objective of this paper is to describe the school education system of District Kech and London Borough of Bromley in the general context of

education in Pakistan and the United Kingdom in order to assess similarities and differences between their school education systems.

Introduction

Although, at first glance, most school education systems across the world may look very similar, however, there marked differences in quality and quantity between the education systems of developing as well as developed countries. The school education system in Pakistan was inherited from the British but there are marked and observable differences between their education systems. The shape of education in England was changed during the Mrs. Thatcher period of government with the introduction of various reforms. This paper is an attempt to compare the school education systems of District Kech of Balochistan (Pakistan) with that of the London Borough of Bromley in England. No analysis has been performed on the education system of a small district of an underdeveloped country like Pakistan in the context of the education system of a district of a developed country like England. An analysis of this type is of immense importance as it provides an opportunity for not only Pakistan, but other third world countries too to bring their education system up to par with that of developed countries.

Research Methodology

Developing a proper and a well-defined frame of research is the basic element of a research work. As there is no single way to undertake a research work, therefore, it is imperative that one should select the approaches, strategies and methods that are most suitable for a particular research project (Bryman, 2004). A qualitative approach of research was selected for this article. Data were collected from various government databases in Balochistan and in from the UK official websites. Journals and books were other sources of data generation.

Literature review

Education is among the main pillars on which the building of a society is founded. It has always been an important element of socio-economic development (Szirmai, 2005). Education played a major role in the development of Britain as a major power and in Pakistan education can play

the important role in the alleviation of poverty and of dealing with associated social situations facing the country.

Pakistan came into being in 1947. It is a federation of four provinces, Punjab, Sindh, Balochistan and Khyber-Pakhtunkhwa. Autonomy given to these units has varied over time, the 18th amendment was endorsed in the constitution of Pakistan and passed in 2010 and it made the education a provincial subject. Pakistan inherited a very scanty system of education. It had only 10,000 primary and middle schools only 17% of which were for girls. The total number of teachers was 17,800 teachers, of which 13.5% were female. (Fatimah Kellher, 2008)

Kech is one of the southwestern districts of the largest province by area of Pakistan, Balochistan, It borders with district Gwadar in the south, district Awaran in the east and district Panjgur in the north. On the west it borders with the Iranian province of Balochistan. The administration of the district is under the division of Mekran. Turbat is the largest town of the district, and the economic hub and the administrative center of the district. The district covers an area of 22,539 square kilometers and has a population of 4, 47000. The district is administratively further divided into various tehsils (Govt. Of Balochistan, 2016).

The United Kingdom (UK) is composed of four countries, with its capital being London. The London borough of Bromley is largest among the 32 Boroughs which make the Greater London. It is situated at the south of River Thames. It covers an area of 59 square miles. Bromley is the main town and administrative center of the Borough. Politically, it is run by an elected council. It borders with the London Borough of Lewisham and Greenwich in the north, Bexley to the north east, Southark and Lambeth to North West, and Croydon to the west. On east and southeast, it borders with Sevenoak district of Kent and on the south west, it borders with district of Surrey. According to the census of 2011 the population of the Borough was 309, 392 (www.bromley.gov.uk).

The Conservative government of Mrs. Margaret Thatcher passed many reform bills and multidimensional changes were brought into the school and higher education systems of the UK (Gillard, 2011). With the

reforms of Mrs. Thatcher's long period, the school education in the London Borough of Bromley consisted of six basic kinds of maintained (state funded) school.

Community schools, Free Schools, Voluntary Controlled schools, Foundation Schools, religious schools and Voluntary aided schools (Department of Children, Schools and Families, 2016).

Comparing education in District Kech and Bromley

Balochistan is one of the provinces of Pakistan. The parliament passed and promulgated the 18th amendment in 2010 according to which the provinces were given the responsibility of education for the first time while the federal government had the responsibility to regularize educational grants at University level. Policies and plans are prepared at provincial level and the officials in the provincial ministry of education are responsible for their implementation (Ahmed, 2013). The ministry formulates their own education policies and plans according to their local environment, circumstances and resources. There are three tiers of education system in Balochistan, which are elementary, secondary and higher.

Schools in Kech district are divided into primary, secondary and high schools based on the maximum level of education offered by the type of schools. Primary schools enroll students up to class 5, secondary schools enroll students from class 5 to class 8 and high schools enroll students in class 9 and 10. Schools in the district can also be divided into privately owned and government owned. The focus of this paper is government owned schools. The number of schools and number of students enrolled are described in detail in the next section (see 'Education Statistics'). The education system of the London borough of Bromley is structured similarly with primary, secondary and high schools. Furthermore, the schools can be broadly divided into maintained schools, and academies, and its associated administrative set up. Within these categories the types of schools are as follows: Infant-maintained or academy, Junior-maintained or academy, Primary-maintained or academy, Secondary-Comprehensive-all academies, Secondary-Grammar-one academy, one maintained and Free schools-primary, secondary, all through. Based on the aforementioned analysis, it can

be concluded that the school structure of Bromley is better organized than the school structure of Kech.

Under the devolution plan introduced in 2002, EDO (executive, district officer) is responsible for overall administration and planning for every department in the district of Kech including school education. EDO is responsible to monitor and supervise the schools, recruitment and transfer of teachers and policy implementation. There are other staff members who support EDOs including DEOs (district education officers) and deputy district education officers (DY. DEOs). However, key responsibilities such as teacher training, budget allocation and policy formulation are with the provincial government. On the provincial level head of the education department is called secretary of education. There are number of deputies and additional secretaries whose job is to assist the Secretary. All of these officials work under the ministry of education which is headed by the minister of education who is appointed by the provincial government (Saeed, 2007). The secretariat of education has some components, including, directorate of schools and colleges, extension centers and bureau of the curriculum. Under the EDO, The school education system is headed by a male and a female district education officer (EDO). The district is divided into Tehsils and these Tehsils are supervised by an assistant education officer.

The administration of schools in Bromley is under Ofsted. Ofsted is an Office which is responsible for the educational standards, Children's Skills and services. They examine and control services which are responsible to take care the children and young people. They are also responsible for the provision of education services and skills for learners of all ages. The Ofsted carries out the hundreds of inspections, regularly visits throughout England and publishes the results online. Ofsted assists the providers that are not able to set standard to improve, screen their progress and share with them the best available practices. Ofsted reports directly to the Parliament.

The schools in Kech are funded by two sources; the finance department and funds collected by students. The finance department is responsible for providing funds to all governmental departments, including the department of education. Once the funds are allocated to the office of

director schools divides these funds to EDOs. These EDOs are authorized to utilize these funds according to their own prerogative. The Head Mistresses or Head Masters of the schools do not have the authority to spend the funds according to their own discretion.

Annual budget for schools is sanctioned for major projects for instance, buying furniture, expansion of the infrastructure, building repairs, etc. The criteria for defining 'major projects' is broad and can be subjective. The head teacher writes a letter to the department of education and EDO provides the said facility, according to its strength which is determined by a vague criteria. In short, on the district level EDOs handle all the funds and provide the funds and/or commodities to the schools according to their own discretion. (Khan, 2015)

A minor source of funding is the funds collected by students. These funds are collected by students once a year, which are very nominal. The head teacher can utilize all these funds according to his/her own discretion.

The funding structure of schools in Bromley is very similar to the structure in Kech. The Department for Education funds all maintained schools, academies and free schools. It funds academies and free schools directly and maintained schools via the relevant local authority. Some academies receive financial aid from businesses, faith groups and charities.

Quality assessment

This paper analyzes the quality of school education based on three criteria; the process of teacher recruitment, the process of monitoring the quality of schools and the curriculum followed in the schools. Aspiring teachers in Kech are required to pass an exam. The National Testing Service (NTS) is responsible for arranging, conducting and marking of the exam. The exam takes place in Quetta, the capital city of the province. The candidates who pass the exam are eligible to be recruited. A district education board is established which has the responsibility to recruit the teachers on the base of merit. The district education board can define the 'merit' in any way that they deem appropriate (Government of Pakistan). In contrast the criteria for recruiting teachers in Bromley is much more rigorous. A person needs to gain qualified teacher status (QTS) to teach in the state maintained sector.

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The candidates who have completed a BSc/BA or a Bachelor of Education (Bed) with QTS are excluded. Various training routes are available which make possible the availability of opportunity to train in different settings. To attain QTS the following criteria needs to be fulfilled:

- GCSE grade C or above in English and Mathematics as well as a GCSE science with grade C or above is the requirement to teach the primary classes.
- There is a requirement of Professional skills tests in numeracy and literacy (if training in England).
- The candidates who have a degree in a national curriculum subject are preferred by ITT providers for primary teaching. For secondary teaching it is compulsory for a candidate to have the degree in the subject which he has to teach.
- The candidates who want to teach a shortage subject and their degree is not closely linked to it are recommended to adopt Subject Knowledge Enhancement (SKE) courses.
- Declaration of health questionnaire and Declaration of criminal convictions is also required.

Schools in Kech district are administered by the DEO, who is assisted by deputy district education officers (DDEOs). A monitoring committee is formed by the DEO, which consists of a head teacher of secondary school and three subject specialists. The committee visits different schools and reports to the DEO. The inspections by the committee can be scheduled or unscheduled. During these inspection teachers and students' attendance is examined. There is one scheduled annual inspection. During this inspection, attendance of the teachers and students, classroom work, lesson plans, library books issued to the students and teachers, cleanliness and other issues are examined. The inspection report is collected by the DEO. The quality of schools in Bromley is under the jurisdiction of the Ofsted. At the local level the Local Education Authorities are given the responsibility to promote education in their areas as well as they are also accountable to the voters for their performance. Schools also have their own governing bodies which support the head teacher. Although schools enjoy a level autonomy given to

them by the Local Education Authorities (LEAs), LEAs retain the authority to intervene in all the issues pertaining to school governance and can even replace the governing body.

This study will not analyze the quality of school curriculum therefore, only the main required subjects at different levels will be described. In Kech Urdu, English, general science, social studies, Islamite and mathematics are required at the primary level, Urdu, English, mathematics, general science social studies, Islamite, and Arabic are required at the secondary level and Urdu, English, Islamiyat, Mathematics, and Pakistan studies are required at the high level. The optional subjects at a high level are grouped into two major categories, science and arts. Furthermore, non-Muslim students have the option of studying ethics in lieu of Islamiyat. In Bromley the subjects are divided into four stages. In Key stage 1 and 2 Mathematics, English, science, design and technology, geography, history, design and art, physical education (PE), music, plus computing Swimming and ancient and modern foreign languages are the required subjects. Compulsory subjects at Key level 3 include English, Mathematics, history, science, modern foreign languages, geography, technology and design, music and art, computing and physical education and citizenship. During key stage 4 most pupils try to improve their national qualifications. The compulsory subjects at this stage are divided into 'foundation' 'and 'core' subjects. Core subjects include Mathematics, Science and English. Foundation subjects include Computing, citizenship and Physical education. At least one subject is offered by the Schools from the areas of art and design technology, modern foreign languages and humanities. The requirement at key stage 4 was the sex and religious education. (<https://www.gov.uk/national-curriculum/overview>)

Education statistics

There is a total of 570 schools in the district of Kech, of which around 20 are privately run, whereas the rest are run by the provincial government. 472 of these schools offer education up to the primary level and 78 up to secondary level... The total of number of teachers are 2178 of which 1180 teachers work at the primary level and 998 work at the secondary level. There are 41 high schools for boys and 17 for girls with 1052 and 408 teachers respectively. The total number of enrolled students in the district is 90812.

Of these, 58365 are enrolled in primary schools, 13556 are enrolled in secondary schools and 18891 are enrolled in high schools. The number of boys enrolled in primary schools, secondary schools and high schools are 34758, 7903 and 9143 respectively. The number of girls enrolled in primary schools, middle schools and high schools are 23607, 5653 and 9748 respectively.

The total number of schools in the London borough of Bromley is 98. Of these, 77 are primary, 17 are secondary and 4 are for special needs children. The total number of pupils enrolled are 49215. Of these, 26861 are enrolled in primary schools, 21823 are enrolled in secondary schools and 531 are enrolled in special needs schools. The number of boys enrolled in primary, secondary and special needs schools are 13733, 10421 and 385 respectively. The number of girls enrolled in primary, secondary and special needs schools are 13128, 11402 and 146 respectively.

As education has never been a priority in Pakistan, the state of school education has never been satisfactory. Only 2 percent GDP is being spent on education and with rampant corruption at all levels, the actual amount with trickle down to primary school level is negligible. The majority of school buildings are dilapidated and majority of the schools are without electricity and running water facility. In some of the places the primary school buildings are yet to be build and students are studying under a tree or in makeshift huts.

School education is officially free and students are charged only a token amount of 50 rupees. In government schools, enrolled students are provided with free textbooks in the primary and middle schools. But parents are responsible for the provision of bags and stationary (Development profile of Kech District, 2012-2013).

Conclusion

There are different stages of education in district Kech and London Borough of Bromley which include, for instance primary, middle, secondary, higher secondary, and higher education. Both regions have different departments for education.

The education systems in District Kech and the London Borough of Bromley are quite different in quality and quantity. While the schools in the Kech district are lacking basic facilities, the schools in Bromley are well equipped with all modern facilities.

Qualitatively, the curriculum in the Schools in Bromley is designed to prepare the students for coping in a fast changing world and to prepare them to become partners in the progress of the nation. The curriculum taught in the schools of district Kech totally ignores the importance of preparing the new generation in order to contribute for the development and progress of the nation. It only concentrates on instilling into the minds of students non-existing past glories of Muslims, distorted historical facts, and a very narrow world view.

While the administration and financial supervisions in the education department of the London Borough of Bromley are transparent to a large extent, there is rampant corruption in the selection of teachers, construction of buildings for schools, and consumption of budgets by the education administration in District Kech.

We have found out that 8% of the primary schools of the district Kech had no buildings, even in the era of 2012-13 and 66% primary schools had no boundary walls, even students got education in the developed era of the country in the period of computer under trees in an open area. Whilst, the education system in the London Borough of Bromley has been designed to give quality education to the students and there is strict monitoring on the functioning and deliverance of quality education.

Balochistan is the least developed territory in Pakistan and district Kech is lagging behind in almost in every walk of life especially in the field of education. It can be opined that comparing its education system with one of the richest Boroughs of London may not be fair, but the analysis and comparison may provide ideas which can make the education system of a developing region better in order to provide all the educational facilities and opportunities for the children of district Kech.

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