

## ECW FUNDED MULTI-YEAR RESILIENCE PROGRAMME COMMUNITY DRIVEN EDUCATION IN BALOCHISTAN

### RURAL SUPPORT PROGRAMMES NETWORK (RSPN)

RSPN is Pakistan's largest, local, civil society network, working in close collaboration with the government, donors and communities, for realising people's potential for socio-economic development. It comprises nine Rural Support Programmes (RSPs) that espouse a common approach to rural development: social mobilization to community driven development (CDD), since its establishment by the RSPs in 2000. Our RSPs have worked directly with approximately 524,000 community organisations, having over 54 million rural community members from over 8.6 million organised households, across the country. Social mobilisation centres on the belief that poor people have an innate potential to help themselves. They can better manage their limited resources, if they organise and are provided technical and financial support. People's own institutions serve as the primary partners in fulfilling the nation's development agenda by extending outreach to the household level across the country. The RSPs provide social guidance and technical and financial assistance to the rural poor. RSPN provides capacity building support to RSPs to foster institutions of the people, and assists them in policy advocacy and donor linkages.



### CULTIVATING EDUCATIONAL REFORMS

Managed by RSPN, Pakistan's largest rural development network, Multi-Year Resilience Programme (MYRP) teams continue reaching **42,420 out-of-school children and adolescents**, including those living with disabilities, through formal and non-formal education in programme's select government schools in Kohlu, Loralai and Panjgur districts. Of these, **60% are girls**, **20% Afghan refugees** and **13% children with disabilities**.

**GOAL:** Improving access to inclusive and equitable quality education for refugees, crisis affected and out-of-school, marginalised and vulnerable girl and boy children and adolescents by providing "whole-of-child" solutions.

**IMPACT:** The most vulnerable girls and boys of school-age, including those living with disabilities, to have uninterrupted access to safe, protective, and quality learning that is sustained through strengthened education system and more resilient school communities.



### CULTIVATING EDUCATIONAL REFORMS

RSPN's established local community network in Balochistan is the foundation of Education Cannot Wait (ECW) funded MYRP. This programme is being implemented through community institutions established under multiple donor programmes, in particular the EU, thus complementing other donor efforts. RSPN's approach to CDD aims creating participatory and inclusive, people's institutions that implement programmes and make decisions transparently. A key element of this approach is to link people's institutions to government services, for post-programme sustainability. RSPN's social mobilisation creates three-tiered community institutions. These are: Community Organisations (COs) in the village neighbourhoods of 15-20 member households, clustering these COs at the village level into Village Organisations (VOs), and federating these VOs at the union council (UC) level (the lowest tier of government) into Local Support Organisations or LSOs. MYRP is working in 46 UCs in Kohlu, Panjgur and Loralai districts through these community institutions. which have a cumulative membership of **40,456 people**, of which **48% are women**.

**WE ARE THANKFUL TO EDUCATION CANNOT WAIT (ECW) FOR ITS FINANCIAL ASSISTANCE FOR SUPPORTING EDUCATION IN BALOCHISTAN.**

## RURAL SUPPORT PROGRAMMES NETWORK (RSPN)

- **LOCALISATION AND COMMUNITY DRIVEN DEVELOPMENT** – RSPN's approach to CDD is anchored in downward accountability to people's institutions i.e., COs, VO, and LSOs. Community engagement empowers people to raise awareness, demand their right to education and coordinate or negotiate with the local policy makers, politicians, and the Department of Education, to allocate funds to schools, and sensitise parents to enrol their children in schools. Community participation in local governance and decision-making regarding resource allocation is a key element of CDD that will sustain programme's benefits.
- **INCLUSIVENESS** - Our inclusive approach focuses on bringing the most marginalised people into the development process. This includes poorest, with prioritisation of women and girls, religious minorities, children with special needs and Afghan refugee children. Community LSOs include all these, except Afghan refugees, as they have a special status in Pakistan. However, LSOs are working with Afghan families for implementing MYRP.
- **POOREST** – Community institutions are encouraged to include the poorest households as members. A survey documented children in these households, and the LSOs committed to enrol the poorest children. A process of regular dialogue with LSOs seeks to identify possible solutions through local communities, to address issues confronted by the poor, out of school children.



**WOMEN** - There are **19,362 women CO members** in the ECW funded MYRP areas in the three districts. Women's organisations are actively involved in programme activities.



**CHILDREN WITH SPECIAL NEEDS** – LSOs have already assisted this category through other programmes implemented by BRSP. They are identifying children with special needs to enrol them in schools.



**AFGHAN REFUGEE CHILDREN** – Official data of the refugee population in the programme districts is **18,844<sup>1</sup>**. Of these **11,690** live in designated camps and are registered with Pakistani authorities. There is good reason to believe that the refugee population is much larger than this, with many living in integration with the local population, and many not registered. Afghan refugees living in or outside refugee camps are keen to enrol their children, including girls, in non-formal education centres established in refugee camps.

Community institutions are actively collecting data of out-of-school children, providing feedback on the current status of schools in their areas, on teachers' attendance and performance, identifying issues impacting enrolment of children (especially girls and Afghan children), awareness raising, especially on importance of education, and enrolling them in formal and non-formal education. LSOs are already providing solutions regarding how they can overcome barriers to girls' education and manage inclusion of Afghan children living amongst them, outside refugee camps.

The potential to enroll a large number of children exists. The Government of Balochistan is actively collaborating with MYRP in this work. Local solutions to enrolling children and creating education opportunities are critical. Our team regularly shares feedback with the government regarding educational support. This partnership approach is the only way that MYRP benefits can be sustained to educate Balochistan's children, while about **47% of 5-16 year old children in Balochistan are unable to attend school.<sup>2</sup>**

**2,451**

**Local Support Organisation - LSO**

at Union Council Level

**1,132** (46% Women only LSOs)

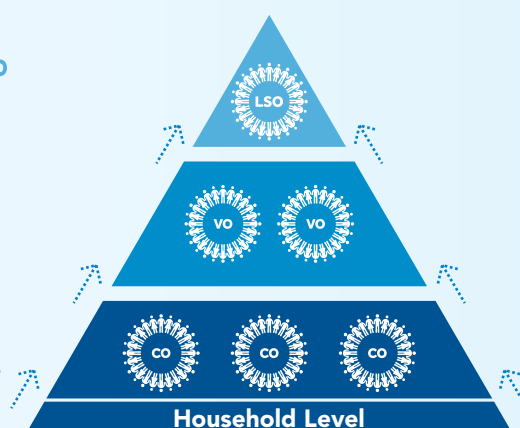
**42,622**

**Village Organisation - VOs**

(66% Women only VOs)

**523,810**

**Community Organisations - COs**



<sup>1</sup> Only District Loralai has Afghan Refugees Population in RSPN's targeted districts.

<sup>2</sup> Pakistan Alliance for Math and Science 2021. The missing third: an out of school study of Pakistani 5-16 year olds.