

ECW FUNDED MULTI-YEAR RESILIENCE PROGRAMME

BASELINE AND SITUATION ANALYSIS REPORT FEBRUARY 2023

*'IMPROVING ACCESS TO INCLUSIVE AND EQUITABLE QUALITY EDUCATION FOR
REFUGEE, CRISIS- AFFECTED AND OTHERWISE VULNERABLE CHILDREN AND
ADOLESCENTS IN PAKISTAN'*

HIMAT CONSULTING (PVT.) LIMITED, ISLAMABAD

THANK YOU EDUCATION CANNOT WAIT (ECW) FOR PROVIDING FUNDING TO SUPPORT EDUCATION IN BALOCHISTAN.

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ACRONYM LIST

ASER	Annual Status of Education Report
BEF	Baluchistan Education Foundation)
CWD	Children with Disability
DEO	District Education Officer
DRR	Disaster Risk Reduction
ECE	Early Childhood Education
ECW	Education can't wait
FGDs	Focus group discussions
GBV	Gender Based Violence
GGMS	Government Girls Middle school
GoB	Government of Baluchistan
GoP	Government of Pakistan
HH	Household
KIIs	Key Informant Interviews
LSOs	Local Support Organizations
MHM	Menstrual Hygiene Management
MHPSS	Mental health and psychosocial support
MYRP	Multi-Year Resilience Programme
OOSC	Out of school children
PITE	Provincial Institute for Teacher Education
POR	Proof of Registration
PTA	Parent Teacher Association
PTC	Parent Teacher Committee
RSPN	Rural Support Pakistan Network
RTSM	Real Time School Monitoring
SMCs	School Management Committees
SOPs	Standard operating procedures
TVET	Technical and Vocational Education Training
UC	Union council
VSO	Voluntary Service Overseas
WASH	Water, Sanitation and Hygiene

Executive Summary

Education Cannot Wait (ECW) is a Multi-Year Resilience Programme (MYRP) for Pakistan funded by UN-Global Fund for Education in Emergencies/ Crisis. The programme strives to improve access to inclusive and equitable quality education for at least 155,000 refugees, crisis-affected, and otherwise vulnerable children and adolescents in Pakistan. ECW in support of in-country partners plans to reach at least 18,900 children through pre-primary education, 105,000 children through primary education, and 31,100 children through secondary education. Within each targeted group, different partners will seek to reach 60% of girls and 12% of children with disabilities, and at least 40% of the beneficiary population will be made up of refugees.

To measure the impact of the project contribution, the baseline and situation analysis was conducted in the targeted areas. The main objective of the baseline is to establish benchmarks against defined project outcome and output indicators for tracking project progress and measuring results of the intervention overtime, in line with the project's result matrix. The baseline aimed to assess the level of access to uninterrupted, safe, and protective basic education opportunities for most vulnerable out of school, Afghan refugees' children and crisis affected children (boys and girls) and to understanding of the specific needs of girls and boys including returnees, refugees, migrants, internally displaced and people living with disabilities.

A mixed method of research design was adopted to uncover quantitative and qualitative insights and findings through review of the relevant project documents i.e. Proposal of the project, MYRP Programme Document and the Result Framework, and the school and household surveys, in-depth semi-structured interviews and focus group discussions (FGDs) with beneficiaries, and stakeholders in the target district of Balochistan namely 1) District Kohlu, 2) District Panjgur and 3) District Loralai.

Data was collected from all 151 target schools to assess the situation and capacity of schools. Interviews were conducted with 813 households in the catchment area of the target schools. Similarly, in total, 12 Focused Group Discussion (FGDs) were conducted with children (10 FGDs with children in schools and 2 FGDs with Afghan refugees children who are out of school / dropped out). Key Informant from community Institutions (Local Support and community groups), education officials at provincial and districts, Afghan Commissionerate and Baluchistan Education Foundation were also interviewed.

Key Findings

1) Access: The most vulnerable girls and boys including adolescents and those living with disabilities have access to inclusive, relevant, and quality learning

Due to the wide spread of population, most of the people complained "schools are too far away", "lack of basic facilities in schools like electricity, chairs/ desks etc" and "non-availability and attendance of teachers". Similarly, none of the schools were found to be appropriate/inclusive for those living with disabilities, which shows that the situation about inclusive, relevant, and quality learning needs a lot of efforts.

None of the targeted schools has Early Childhood Education (ECE) centers/classrooms/ facilities and most of them do not have drinking water facilities, desks/ chairs, handwashing points, laboratories, libraries and computers. Almost 85% of the targeted schools have buildings, anyhow there is a need of repair and renovation in almost 100% of schools, 49% of the targeted schools have boundary walls,

and in 65% of the schools the boundary walls need repair and renovation. Similarly, only 52% of the schools have gates, 23% of schools have electricity, 27% of schools have toilets, 7% of schools have drinking water facility, 7% of schools has playground and 21% of schools have desks/ chairs enough for students. While none of the school has Handwashing points, laboratory, library and computers.

The children during FGDs in school also highlighted missing facilities like washroom, drinking water facilities, library, or sports equipment and electricity. Students are sitting at the ground and classrooms are not clean and in very poor condition. Teachers are not regularly coming to schools, and they also do not pay any special attention to studies. There is no awareness among parents regarding importance of education and hence students are encouraged or supported which most of the time results in dropouts. There are no focused initiatives from the government to attract children to education and teachers to perform their duties. Children also shared that they feel unsafe as school walls are broken and collapsed, there is no gate at entering point, due to which stray dogs enters in school and there are no watchman / chowkidar at school gate. During the FGDs, students were asked “what they would like to change at the school”. The top three things shared by children are 1) availability of water, hand washing facility, electricity and other basic facilities, 2) provide colorful books to schools and encourage readings as they see on YouTube and 3) Sports room and playground in the school along with sports equipment.

Capacity building and professional development is very important for quality education and should be a continuous process, anyhow the data shows that there are no such training opportunities for teachers. Only 3% of schools (4/151 schools) reported that teachers and head teachers have received any training ever. Anyhow, none of the teacher from the target schools have received any training on “Inclusive and relevant learning for girls and boys of all ages, for children living with disabilities, and for learners who have experienced crisis”, “Mental health and psychosocial support (MHPSS) and psychological support”, “Emergency preparedness, DRR, risk management”, “Self-care techniques to improve their wellbeing and their ability to deliver quality teaching”, and “Gender based Violence (GBV) risks”.

The key informant from district and provincial education department also shared that teachers usually receive sporadic trainings, which are mostly supply-driven and not based on teachers’ actual needs. The teachers usually receive trainings as part of interventions in Schools by development / implementing partners. The training are designed in such a manner that does not take into account the teachers’ actual classroom needs. Anyhow, the Government of Balochistan is initiating a programme for teachers to receive training on a continuous basis in a period of 3 years. Under this programme, the teachers in 12 Districts of Balochistan will receive training in different cycles to improve their content knowledge and professional skills, as well as classroom management skills. The Government has also aligned the donor interventions in the area of capacity building of teachers with continuous professional development programme for teachers.

Out of School Children (OOSC) and students’ dropout are also one of the major challenges, due to far distance of schools and lack of facilities and teachers. Overall, there are 3,457 school age children living in the 813 households, who were interviewed. Among these 3,457 children, 1,602 (46%) are going to school while 1,855 (54%) are not going to school. This shows that more than half of the school age children do not go to school. In other words, there are out of school children in 548 respondent households (67%, 548/813), highest in Loralai (75% of the households reported children

who are out of school) 69% of these are Pakistani households and 81% are Afghan refugees' households. The number of school age girls who are out of school is higher than that of boys. Among these 3,457 school age children, 1,840 are boys and 50% of them (926/1,840) are out of school. Similarly, 1,617 are girls and 57% of them (929/1,617) are out of school. When asked about the reasons of children being out of school, most of the respondents mentioned that they have to work for pay or family business, followed by lack of facilities in schools, school is too far and parents cannot afford schooling.

Out of School Children's opinions/concerns shared during FGDs: Most of the out of school children were aware of the importance of education and were eager to go to schools. The biggest problem faced by Afghan refugees is the extreme poverty and lack of awareness. Instead of going to school, parents prefer engaging their children to earn money and work in different shops. Girls take care of their younger siblings at home and boys help their parents in earning. Some of the children shared that they had not even seen a school. Some of them also shared that they could not afford Private schools and they want to join government schools but there are no facilities and schools are far away.

Kills shared that the Education Department with financial support of UNICEF has commissioned a research study on finding the reasons of drop out of children from schools. The study is underway. Other important initiative are the recruitment of teachers through a reputed public sector university on merit. The recruitment of teachers would help the department in overcoming the staffing issue in schools across Balochistan. The availability of teachers in schools will definitely result in the decrease of dropout in schools across Balochistan, as well as the increase the enrolments in schools.

Satisfaction of households with the available education services is low. In total, 22% of the respondents' households reported "satisfied" with education services, 64% shared "not satisfied" while 14% reported "don't now/ not sure". The data shows lack of basic facilities, long distance of schools/ non-availability of nearby schools, transport issues, affordability, non-availability of teachers, poor school environment are some of the main reasons of the dissatisfaction of parents with education services.

2. Learning Environment and Mental & Physical Well-being (MHPSS)

The situation related to availability of activities/ programmes/ mechanism related to Health and Psychosocial wellbeing of children is also not satisfactory. Only 8% of the schools (12/151) has Mental Health and Psycho-social Support (MHPSS) activities being implemented in the form of counselling. Anyhow, none of the schools have "Children's clubs", "Recreational and cultural programmes", "School health programmes", "MHM facility/ corner", "Safety and security mechanisms", "SEL/life skills instruction curricula", "Complaint mechanism for students", "Transportation support to adolescent girls" and "Cash transfers programmes to children for education".

Regarding "WASH Facilities" like toilets, are available in only 27% of schools (41/151), but in only 10% of such schools (4/41) toilets are in good condition. To sum up, in only 4 out of 151 schools there are toilets in good condition while in 147/151 schools either there is a need of construction of toilets or repair and renovation.

3. Education System (Governance)

The status of Parents Teachers School Management Committee (PTSMC) is also not satisfactory. In only 9% of schools (14/151) PTSMCs is notified. And only one school reported that the PTA/SMC is functional and conducting meetings on monthly basis. Most of the head teachers shared “PTSMCs are not functional as schools in Balochistan are struggling with basic needs of the schools and community interest is very low. The situation reveals that in 150 out of 151 schools (99.34%) there is a need to revitalize PTSMCs and mobilize the schools to ensure proper meetings of the PTSMCs, keep proper record of the meetings, develop action plans for schools and do the required follow up. According to a KII from education department, every School has a PTSMC. however, in those Schools the PTSMC are functional where either the Head Teacher is active, or the school is receiving any sort of intervention from development / implementing partners.

There is no district specific education strategy available in any of the three districts. According to the KIIs from the department of education, the GoB has developed Balochistan Education Sector Plan (2020-25). The Plan identified two core policy focus areas: learning and access & participation, as these two areas emerged as the key problems / issues in Balochistan. As per Balochistan Education Sector Plan (2020-25), there should be a District Specific Education Sector Plan to address the core problems / issues critical for improving the educational situation in the district in particular and province in general, and these will be developed soon.

4. Resources mobilization and mapping for quality education

None of the District education departments has any district level resources mobilization strategy of the government, and no such partnerships and resources for education are available. The KII from provincial education departments shared “the Government has no specific resources mobilization strategy. However, it uses Local Education Group (LEG) to generate much needed financial resources for the activities reflected in the BESP. LEG has a unique composition and many of its members are development partners. The Government of Balochistan has developed Balochistan Education Sector Plan (2020-25), which is a guiding document for improvement of education sector in Balochistan. The implementation of the Plan is overseen by the Local Education Group (LEG), which is a composition of Government departments, UN Agencies, Development Partners, Civil Society Organizations, and teacher associations.”

5. Coping Strategies/ Solutions (KIIs with Education Departments)

The KIIs from departments were asked about the key government priorities related to education and especially education of most vulnerable out of school, Afghan refugees’ children and crisis affected children. One of the KII shared “government has already prioritized learning and access & participation as key policy focus areas as reflected in the Balochistan Education Sector Plan (2020-25). The Sector Plan also places high emphasis on girls’ education and education of most vulnerable children such as children with disabilities and children of Afghan Refugees.”

Regarding the key relevant interventions/ activities which should be implemented by the project, the department of education shared:

- Provision of missing facilities in the schools is key to improving access to education for children for all communities including the most vulnerable children. The recent floods / rains have also affected the school buildings severely and they need to be rehabilitated to ensure the continuity of learning.

- The other important thing is to recover the learning losses caused by the recent floods and rains in Balochistan, as well as Covid-19 pandemic. For this purpose, teachers may be provided targeted training as to how the learning losses of children can be recovered by specifically focusing on foundational literacy and numeracy skills. Children are facing difficulty in reading, they cannot read as required by their grade level and if they cannot read at the grade level, it means they are susceptible to dropout.
- Moreover, supporting materials in the shape of big books or other resources are also required. As provided by Pakistan Reading Project in the focused districts, the children shows keen interest in big books, which also resulted in increased interest in reading and improvement in their literacy skills. Such type of interventions are critical for recovering the learning losses occurred due to recent floods / rains and covid-19 pandemic.

For further details about conclusions and recommendations, refer to 4. Conclusions and Recommendations.

1. INTRODUCTION

1.1 Introduction and Background

Education Cannot Wait (ECW) is a Multi-Year Resilience Programme (MYRP) for Pakistan. The programme strives to improve access to inclusive and equitable quality education for at least 155,000 refugees, crisis-affected, and otherwise vulnerable children and adolescents in Pakistan. ECW in support of in-country partners plans to reach at least 18,900 children through pre-primary education, 105,000 children through primary education, and 31,100 children through secondary education. Within each targeted group, different partners will seek to reach 60% of girls and 12% of children with disabilities, and at least 40% of the beneficiary population will be made up of refugees. ECW is funded by UN-Global Fund for Education in Emergencies/ Crisis. ECW is administered under UNICEF's financial, human resource, and demonstrative rules and regulations; however, operations are run by its independent governance structures.

MYRP Pakistan will be implemented in partnership with Government of Pakistan (GoP)/Government of Balochistan (GoB) & Consortium led by; UNICEF, RSPN, and VSO. The MYRP will be by three complementary consortia, based on a shared set of objectives and cross-cutting strategies to achieve six overarching outcomes.

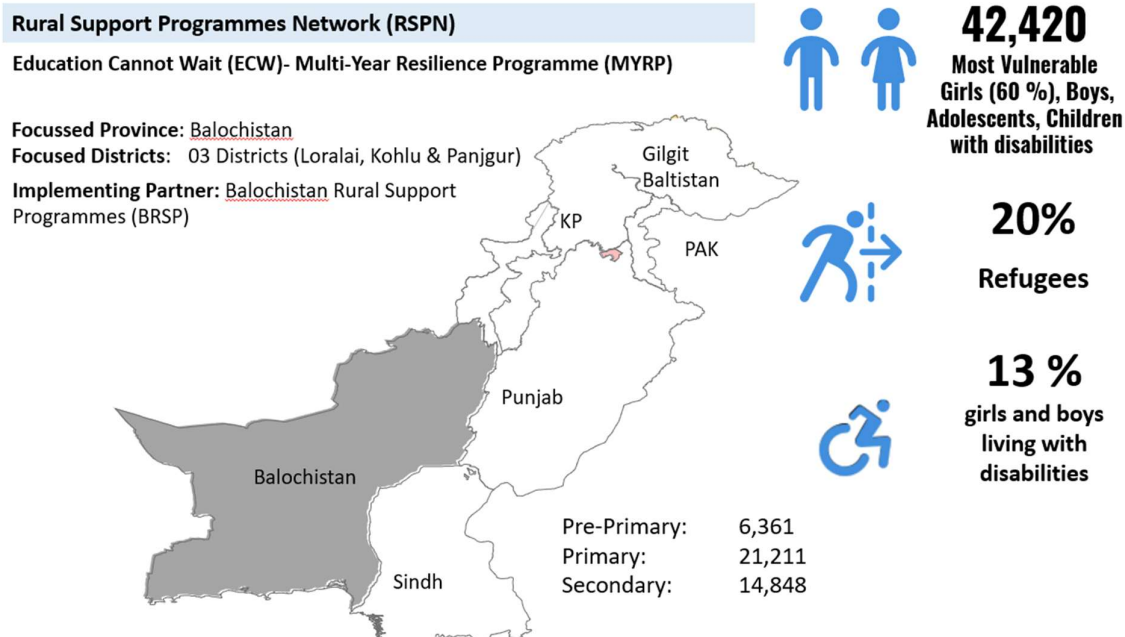
- MYRP will guarantee improved access to quality education for the most vulnerable out-of-school girls and boys, including many Afghan refugees and other children affected by the crisis.
- The programme will ensure that target beneficiaries have access to interventions that improve both their mental and physical well-being and are better protected from harm.
- The programme will improve learning environments by ensuring safety and inclusivity for all learners.
- Fourth, the MYRP partners will work with the national and provincial education authorities to make education systems more resilient.
- Fifth, the MYRP partners have dedicated a specific outcome to improving access and learning outcomes for girls, because of the specific and pronounced barriers to education that they face.
- Finally, sufficient resources will be mobilized to further scale up programme implementation.

1.2. PROJECT OUTCOMES

#	Outcome	Outcome Statement
1	Increased Access	The most vulnerable girls and boys including adolescents and those living with disabilities have access to inclusive, relevant, and quality learning
2	Mental & Physical Well-being	The most vulnerable girls and boys including adolescents and those living with disabilities are better protected, and have improved mental and physical well-being
3	Learning Environment	Learning environments are safe, accessible, and conducive to learning for all learners starting with the most vulnerable girls and boys, and including adolescents and those living with disabilities

4	Strengthening of Education System	Education systems in Pakistan are strengthened through sustained capacity development support at the national, provincial, community and school levels
5	The educational outcomes of girls	The educational outcomes of girls, including adolescent girls, are improved through targeted programming focused on enrolment, retention, and learning
6	Resources Mobilization	Sufficient resources are mobilized to scale the implementation of the multi-year programme and to monitor programme quality

Figure 1: A snapshot of the project



1.3 About the Baseline Survey and Situation Analysis of ECW funded MYRP

The main objective of this assignment is to establish baseline benchmarks against defined project outcome and output indicators for tracking project progress and measuring results of the intervention overtime, in line with the project's result matrix and theory of change.

The baseline and situation analysis aimed to **assess the level of access** to uninterrupted, safe, and protective basic education opportunities for most vulnerable out of school, Afghan refugees' children and crisis affected children (boys and girls) and to **understanding of the specific needs** of girls and boys including returnees, refugees, migrants, internally displaced and people living with disabilities.

1.4. Specific Objectives

The specific objectives of the consultancy services, as explained in the ToRs, are summarized as below:

- To determine the needs for inclusive, relevant, and quality learning of the most vulnerable girls and boys, including adolescents and those living with disability, including returnees, refugees, migrants, internally displaced people.
- To conduct holistic risk mapping and risk awareness to ensure that the most vulnerable girls and boys including adolescents and those living with disability are better protected and have improved mental and physical wellbeing.
- To determine the status of learning environments about safety, accessibility, and conduciveness towards learning for all learners starting with the most vulnerable girls and boys and including adolescents and those living with disability.
- To assess the capacity of existing Education system, public-school teachers, community, and schools level status of infrastructures, especially in project locations to outline the capacity building and infrastructure needs or identify missing facilities.
- To determine the educational outcomes in terms of enrolment, retention and learning of girls and boys.
- To determine the potential barriers for access, retention and learning of adolescent girls (for example access, psycho-social support, Menstrual Health and Hygiene etc.)

1.5. Scope of the Baseline Survey & Situation Analysis

The baseline assessment & situation analysis was conducted in three (03) project districts of Balochistan, namely Kohlu, Panjgur and Loralai. The target institutions and key project stakeholders were:

- 150 schools, focused for gender specific latrines, drinking water facilities and suitable/appropriate infrastructure facilities for children with disabilities (boy and girls).
- Teachers, Head Teachers
- Parents / Households
- Children with disabilities and refugees
- Community Institutions such as Local Support Organizations and community groups
- Education Department
- Teachers Training Institutions
- Technical and Vocation Education

2. METHODOLOGY AND APPROACH

This section presents the detailed methodology and approach adopted for the study according to the assignment's ToRs.

2.1. Study design and sampling

A mixed method of research design was adopted to uncover quantitative and qualitative insights and findings through a comprehensive review of the relevant project documents i.e. Proposal of the project, MYRP Programme Document and the Result Framework, the school and household surveys, in-depth semi-structured interviews and focus group discussions (FGDs) with beneficiaries, and stakeholders.

2.1.1. Study locations and key Population

Province: Balochistan

Districts: 1) Kohlu, 2) Panjgur and 3) Loralai.

Both quantitative and qualitative data was collected to gather information about the existing relevant characteristics, situation and baseline benchmark of target schools and communities related to the objective of study. Based on the objectives of the study, the overall sampling, as agreed, is explained in the table below:

Data Collection Technique/ Method	# of Respondents/ Key Population
School Survey	150 targeted Schools. In total 151 schools were surveyed.
Household Survey (Its sampling is further explained below this table)	801 HH The household survey was conducted in the catchment area of the schools with 20 households from each sampled catchment area. 20% HH (refugees), 13% HH with children with disabilities and 67% other
Focus Group Discussion (FGDs) with children	12 FGDs, participated by at least 8 to 10 children from each sampled school
KIIs with Community Institutions (Local Support Organization (LSOs) and community groups)	9 KIIs (3 Per District with LSOs/ Community Groups)
Key Informant Interviews (KIIs) with District and Provincial level Stakeholder	Total 11 KIIs (6 in 3 district with male and female DEOs and 5 at Provincial level with Education Department, Teachers Training Institutions (PITE), Technical and Vocation Education Institutes (TVET), Afghan Commissionerate and Balochistan Education Foundation)
Total Respondents/ interviews	1,200+

Sample size calculation of Households and enrollment of Households

We have employed the following formula¹ to determine sample size:

$$n = z^2 \times p(1-p) / d^2]$$

where

- z = statistic corresponding to level of confidence (we have considered 95% confidence level)
- p = expected variation (we have assumed 50% expected variation in the population, which is fairly large enough)
- d = precision (we have assumed 5% precision)
- stages of sampling = 2 (i.e. school and household)

Detail of the sampling is given table below

Expected prevalence (p)	0.50
Z statistic corresponding to level of confidence	1.96
Z^2	3.8416
$1-p$	0.500
$Z^2 \times (1-p)$	1.9208
$Z^2 P \times (1-p)$	0.9604
precision = d	0.050
d^2	0.0025
$[z^2 \times p(1-p) / d^2] = \text{sample size } (n)$	384
Design factor (k) [no. of stages of sampling]	2
Total estimated sample size (round)	780
Added 2% none-response rate	801

For Households with refugees and person with disabilities we adopted purposive sampling technique. Interviews with refugees households were conducted in Loralai district only.

Two-stage systematic random sampling technique was used. In the first stage, 10 schools from list of 50 schools of each district were randomly selected. In the second stage, 20 households were randomly selected for interview in each village.

2.2. Data Collection and Analysis

A team of 20 enumerators (11 male and 9 female) were hired for the study (8 for Loralai, 6 for Kohlu and 6 for Punjgur). Fourteen of the enumerators were selected for conducting schools survey and household survey while 6 were hired to conduct FGDs and KIIs. They were provided a comprehensive 2-day training on tools, protocols, sampling and data collection. Followed by the training the enumerators started data collection and completed the exercise in 10 days.

¹ Pourhoseingholi, M. A., Vahedi, M., & Rahimzadeh, M. (2013). Sample size calculation in medical studies. Gastroenterology and Hepatology from bed to bench, 6(1), 14.

Similarly, 3 supervisors were hired, one for each district to follow up with data collection team on daily basis, review the data collected, support the enumerators and guide them during data collection processes.

Data cleaning was carried out on daily basis and issues were communicated/ addressed on the same while coordinating with the data collection team and supervisors. After completion of the data collection, data was analyzed in excel with frequencies, percentages, and univariate and bivariate analysis techniques where applicable like district, gender, level of schools, education and occupation etc.

2.2.1. District-wise breakup of instruments and respondents

2.2.1.1. School Survey

The school survey tool was administered in total 151 schools, 57% are girls schools (86/151), while 43% are boys schools (65/151), likewise 66% are primary schools (99/151) and 35% are middle schools (52/151).

District	Primary Schools			Middle Schools			Total Schools		
	Boys*	Girls*	Total	Boys	Girls	Total	Boys	Girls	Total
Loralai	19	18	37	3	12	15	22	30	52
Kohlu	18	24	42	1	7	8	19	31	50
Punjur	10	10	20	14	15	29	24	25	49
Total	47	52	99	18	34	52	65	86	151

*Boys Schools/ Girl Schools

2.2.1.2. Household Survey

In total 813 households were interviewed, against the target sample of 806 households. Among these 813 households, 22% of the respondent households were Afghan refugees i.e. 176/813 (45% of the total HH interviewed in Loralai district) and 7% (55/813) were households with persons with disabilities.

District	Households (HH) Respondents				% Refugees	% HH with CWD
	Host/ Pak	Refugees	HH with CWD	Total		
Loralai	199	176	13	388	45%	3%
Kohlu	178	0	36	214	0%	17%
Punjur	205	0	6	211	0%	3%
Total	582	176	55	813	22%	7%

2.2.1.3. Focus Group Discussion (FGDs) in schools

In total, 12 FGDs were conducted with children. Ten FGDs were conducted with children in schools and two (2) with Afghan refugees children who are out of school / dropped out (Loralai district only).

Six (6) FGDs were conducted in Loralai, out of these 4 FGDs were conducted with school going children (1 with Boys and 2 with Girls at primary level, and 1 with Girl at middle/high school) and 2 FGDs with out of school /dropped out children. Three (3) FGDs were conducted in Kohlu and same

in Punjgur (1 with Boys and 2 with Girls at primary level, and 1 with Girl at middle/high school). In each FGD at least 8-10 children participated.

District	FGDs with students in Schools			FGDs with Out of Schools / Dropped out refugees		Total FGDs
	Primary Boys	Primary Girls	Middle/High Girls	Boys	Girls	
Kohlu	1	1	1	-	-	3
Panjgur	1	1	1	-	-	3
Loralai	1	2	1	1	1	6
Total	3	4	3	1	1	12

2.2.1.4. Key Informant Interviews (KIIs)

KIIs were conducted with Community Institutions (Local Support and community groups) available in each UC. With random sampling technique we conducted the KIIs with 9 out of the total 46 LSOs/ community groups (3 in each district). The sample was extracted from the list of 46 LSOs shared by RSPN and the interviews were conducted with president of the LSOs.

Similarly, KII were also conducted with the key education officials at provincial (Chief Planning Officer, PPIU) and district (DEOs/DDEOs) and provincial level, heads of the training institutes, head of the vocational training institutes and Afghan Commissionerate and Baluchistan Education Foundation.

2.2.1.5. KIIs with Community Institutions and District Education Department

District	KIIs with Community Institutions (Local Support and community groups)	KIIs with District Education Department
Kohlu	3	2 (1 Male, 1 Female)
Panjgur	3	2 (1 Male, 1 Female)
Loralai	3	2 (1 Male, 1 Female)
Total	9	6 (3 Male, 3 Female)

2.2.1.6. KIIs with District and Provincial level Stakeholder

Stakeholders	KIIs with Provincial Stakeholders
School Education Department (Provincial)	1
Teachers Training Institutions	1
Technical and Vocation Education Institutes	1
Afghan Commissionerate	1
Baluchistan Education Foundation	1
Total	5

2.3. Limitations

The main objective of the study, as explained in the introduction part, was to obtain baseline for this specific project in only three Districts of Balochistan 1) Loralai, 2) Kohlu and 3) Punjgur. Furthermore, the sample and respondents were from 150 targeted schools and the catchment areas (villages) of these schools. The findings are only relevant and related to these specific locations and the target

schools, therefore it is strongly recommended not to generalize the findings to the province or the mentioned districts.

2.4. Quality Assurance and Control

The consulting firm core team (Survey Expert and Supervisors) monitored the day-to-day data collection. Core team randomly verified filled instrument while supervisors verified 100% of the tool on daily basis. The supervisors implemented the following procedures:

- Close track of sampling units issued and completed questionnaires submitted. They sent in daily field reports to the Survey Expert that indicated how many and which respondents have been interviewed and which have not, reasons for non-response, and details on any challenges encountered in the field.
- Checked every completed questionnaire on a daily basis and took notes of every mistake. Each evening, each team had a meeting where the day's experiences and problems were discussed. For major mistakes, the enumerator re-visited respondents.
- Undertook live observation of interviews on a random basis or where questionnaire checks suggest that an enumerator was having particular problems.
- Communicated problems that were identified to all field teams, via the central survey management team, to improve understanding.
- Uploaded all completed questionnaires and fieldwork assignment-completion tracking forms at the end of each completed day to HCPL for archiving and further data processing activities.

HCPL core team ensured:

- All teams are supported and supervised in the field by HCPL staff, at all critical stages of the fieldwork process, especially at the start of the survey.
- All teams were observed by HCPL staff (more intensively during training and the first stages of data collection) to observe how questions were being asked, how responses were being recorded, how the respondents were being treated and whether selection and fieldwork protocols were implemented properly.
- The central data management unit created a dashboard that includes progress as well as performance broken down by teams and enumerators and this was monitored on daily basis.
- Data was transferred electronically on a daily basis to the central data management unit to check the quality of the data.

Keeping in view the result framework of the project, we have explained the

The table explains the outcomes and the relevant questions which needs to be responded by the study, along with the data source/ instrument to collect and provide information for these questions. Refer to Annex 1 “Result Framework /indicators” and their current status/ values of the baseline. Tools / Instruments are attached as Annex 2.

baseline study / evaluation framework, in the table matrix below.

Outcomes/ Outputs	Key Questions	Data Sources/ Tool/Method	Technique/ Analysis
Outcome 1: Increased Access: The most vulnerable girls and boys including adolescents and those living with disabilities have access to inclusive, relevant, and quality learning			
Output 1.1 to 1.5	Early Childhood Education: What is the current status of ECE/ School readiness in the target schools? Is there any room available to establish ECE centers?.	School/ Institutional Survey Household Survey KIIs	Statistical/figures Descriptive
	Current attendance rate of conflict and/or crisis affected boys, girls and adolescents in the targeted schools and non-formal education centers? (disaggregated by gender, host, refugee, children with disability)	Institutional Survey	Primary /Secondary Data/ Content and Statistical analysis from quantitative and qualitative data and triangulation
	What is the current number of out of schools’ children in the school catchment area (disaggregated by gender, host, refugee, children with disability, conflict affected)	Household Survey KIIs with Teachers/ Head Teachers/ PTC Members KIIs with Education Officials	Disaggregation: by sex, host, refugee, children with disability (where applicable)
	What are the key issues/reasons / barriers related to out of schools’ children, why they are not enrolled (disaggregated by gender, host, refugee, children with disability, conflict affected)	Household Survey Institutional Survey- KIIs with Teachers/ Head Teachers/ PTC Members	
	What is the status of accessibility to school for those who are not enrolled? Are they far away from households? If yes, how much?	FGD with Students KIIs with Stakeholder (Education Department) KIIs with Afghan Commissionerate	
	Are any non-formal education centers available at the local level? If yes, how much students they can accommodate and what is the average distance?	Household Survey KIIs with Teachers/ Head Teachers/ PTC Members KIIs with Education Officials	
	Are any technical and vocational training centers available at the local level? If yes, how much adolescents are currently enrolled (disaggregated by gender, host, refugee, children with disability, crises affected and vulnerability)	KIIs with Stakeholder (Technical and Vocation Education Institutes)	
	Does your children/ you have easy access to technical and vocational training institute?	Household Survey	
	What percent of teacher of the target school are trained? If yes which topics they were trained?	Institutional Survey KIIs with Stakeholder (Teachers Training Institutions)	

	Are they better equipped to provide inclusive and relevant learning for girls and boys of all ages, for children living with disabilities, and for learners who have experienced crisis?	KIIs with Stakeholder (Education Department)	
Outcome 2: Mental & Physical Well-being: The most vulnerable girls and boys including adolescents and those living with disabilities are better protected, and have improved mental and physical well-being			
Output 2.1 to 2.3	What percent of schools features MHPSS activities for children and adolescents?	Institutional Survey FGD with Students	Same as above
	Does the target school features MHPSS activities for children and adolescents?	Institutional Survey FGD with Students	
	If yes, are these activities 1) structured? 2) goal-oriented, 3) evidence-informed, 4) targeted and tailored to different sub-groups (inclusive)	Institutional Survey FGD with Students	
	What type of MHPSS activities are currently there for children and adolescents in the target schools.	Institutional Survey FGD with Students	
	Are there any children clubs established in the schools and functional? Are there any recreational and cultural programming?	Institutional Survey FGD with Students	
	Are there any "School health programmes" currently available in the target school? If yes, do these programmes provide girls and boys, including adolescents, with learning that helps them improve their physical wellbeing?	Institutional Survey FGD with Students	
	Do these programmes provide girls and boys, including adolescents, any referrals to health and nutrition service providers?	Institutional Survey FGD with Students	
	How many teachers of the schools have been trained in MHPSS and psychological support topics? If yes, when and how many days, what were the topics?	Institutional Survey KIIs with Teachers/ Head Teachers/ PTC Members KIIs with Education Officials	
Outcome 3: Learning Environment: Learning environments are safe, accessible, and conducive to learning for all learners starting with the most vulnerable girls and boys, and including adolescents and those living with disabilities			
Output 3.1 to 3.4	Assessment of schools related to WASH Facilities: (pupil to latrine ratio, other hygiene facilities and comparison with number of students, number of latrines in the school, gender appropriate sanitation and hygiene spaces, safe water, status of WASH facilities keeping in view inclusiveness (children with disabilities)	Institutional Survey FGD with Students KIIs with Teachers/ Head Teachers/ PTC Members KIIs with Education Officials	Same as above
	Is the school accessible and conducive to learning for girls and boys living with disability? Is there any improved infrastructure and supplies?	Same as above	

	Are there any teaching / learning materials available and used in the school?, IF yes, who provided and what is the use?	Same as above	
	How many teachers/ administrators of the schools are trained in emergency preparedness, DRR, risk management topics? If yes, when and how many days, what were the topics?	Same as above	
	Are there any children clubs established in the school? If yes? Are they functioning, how functioning, its structure and purpose? How many /what percent of students participate in these clubs?	Same as above	
	Is the school currently offering any curricula that offer SEL/life skills instruction?	Same as above	
	If yes, do they cover these thematic areas: 1) self-awareness, 2) interpersonal skills, 3) thinking skills	Same as above	
	Are there any mechanisms in place in the target school that address bullying and issues of exclusion?	Same as above	
	Do you feel safe in school? Is there any complaint or bullying issues you face? If yes, what you do? Do you complain? If yes, how is that complaint resolved? And how much time does it take?	FGD with Students	
Outcome 4: Strengthening of Education System: Education systems in Pakistan are strengthened through sustained capacity development support at the national, provincial, community and school levels			
Output 4.1 to 4.4	Is there a district specific education strategy available?, Obtain the copy. If yes,	KIs with Education Officials KIs with Teachers/ Head Teachers	Same as above
	Is the strategy aligns to and strengthens provincial and national education sector planning?	KIs with Education Officials KIs with Teachers/ Head Teachers	
	Does this strategy helps improve learning continuity at the school level?	KIs with Education Officials KIs with Teachers/ Head Teachers	
	How many teachers of the schools have been trained in in self-care techniques? If yes, when and how many days, what were the topics?	KIs with Teachers/ Head Teachers KIs with Education Officials	
	Do teachers receive professional development support that helps them to improve their wellbeing and their ability to deliver quality teaching?	KIs with Teachers/ Head Teachers KIs with Education Officials	

	What is the status PTA/SMCs in the target school? Is it notified? Is it functional? Do they meet on regular basis? Is there any record of meetings? What is the frequency of meetings? Do they develop action plan? If yes, is there any follow up on action plans?	Institutional Survey KII with PTC Members KIIs with Teachers/ Head Teachers KIIs with Education Officials	
	What is the role of PTA/SMCs in the target school? Do they provide support to the schools? If yes, what type of support? Do they engage with community also? If yes, what is the type of engagement? Do they play any role in enrollment of out of school children?	Institutional Survey KII with PTC Members KIIs with Teachers/ Head Teachers KIIs with Education Officials	
	Does the target school/Education department conduct any assessments to better understand the differentiated needs of girls and boys, including returnees, refugees and migrants, and those living with disabilities?	KIIs with Teachers/ Head Teachers KIIs with Education Officials	
Outcome 5: The educational outcomes of girls: The educational outcomes of girls, including adolescent girls, are improved through targeted programming focused on enrolment, retention, and learning			
Output 5.1 to 5.4	Are there any safety and security mechanisms regarding harassment, bullying and protection of children in place in the target schools?"	Institutional Survey KIIs with Teachers/ Head Teachers KII with PTC Members KIIs with Education Officials	Same as above
	Does the school / department provide any transportation support to adolescent girls who cannot otherwise safely access their learning space? If yes, who provide and how much?	Institutional Survey KIIs with Teachers/ Head Teachers KII with PTC Members KIIs with Education Officials	
	Does the school / department provide any menstrual care kits, female hygiene kits, or similar assistance to conflict and/or crisis affected adolescents girls? If yes, Who provide and how much?		
	Do the most vulnerable children receive any cash transfers for education? If yes, from whom? And how much?		
	Number of ECW supported teachers trained on GBV		
	How many teachers / administrator of the schools have been trained on Gender based violence (GBV)?, If yes, when and how many days, what were the topics?	KIIs with Teachers/ Head Teachers KIIs with Education Officials	
	If yes, have you implemented a Code of Conduct that makes learning spaces safer and more conducive to learning for all girls?		

Outcome 6: Sufficient resources are mobilized to scale the implementation of the multi-year programme and to monitor programme quality

Output 6.1. to 6.3	<p>Is there any resources mobilization strategy of the Government available?</p> <p>What are the current available partnerships and resources for education. Is it Government only, any Public Private Partnerships or other resources?</p> <p>What are the key constraints /challenges related to resources mobilization?</p>	KIIs with Education Officials	
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3. Findings

This section presents the overall findings of the baseline and situation analysis conducted in schools and communities (catchment area villages) through school survey, household survey, Key Informant Interviews (KIIs) and focused Group Discussions (FGDs).

The baseline and situation analysis was conducted in 151 target schools, 57% girls schools (86/151), and 43% boys schools (65/151). Among these schools 66% are primary schools (99/151) and 35% are middle schools (52/151).

Similarly, in total, 813 households were interviewed from the catchment areas of these targeted schools. Among these 813 households, 22% of the respondent households were Afghan refugees i.e. 176/813 (45% of the total HH interviewed in Loralai district) and 7% (55/813) were households with persons with disabilities.

In total, 12 FGDs were conducted with children. Ten FGDs were conducted with children in schools and two (2) with Afghan refugees who are out of school / dropped out (Loralai district only). KIIs were conducted with Community Institutions (Local Support and community groups) available in each UC. KII were also conducted with the key education officials at district and provincial level, heads of the training institutes, head of the vocational training institutes and Afghan Commissionerate and Baluchistan Education Foundation.

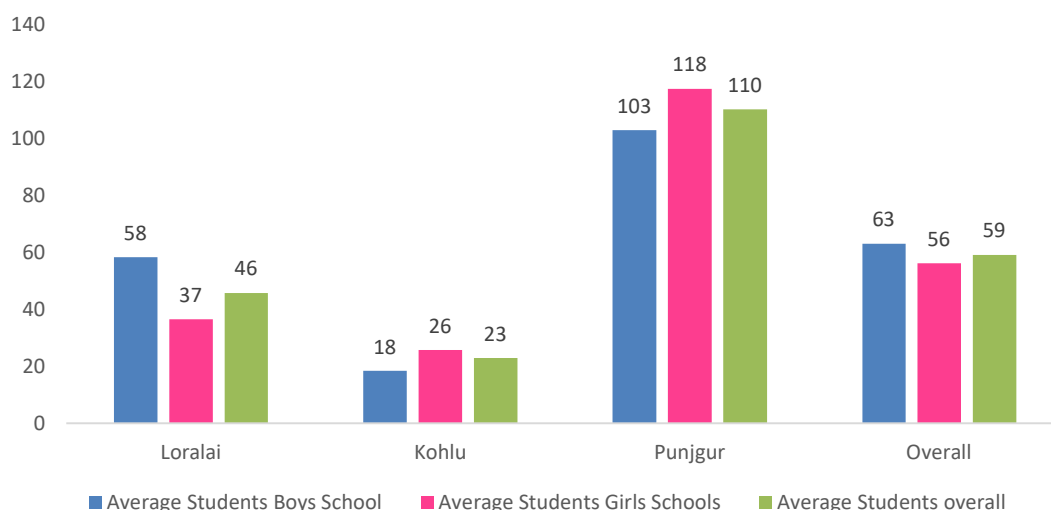
3.1: Access: The most vulnerable girls and boys including adolescents and those living with disabilities have access to inclusive, relevant, and quality learning

Some of the major challenges related to access to education for overall boys and girls is that due to the wide spread of population, most of the people were complaining that “schools are too far away” and other mentioned lack of basic facilities in schools. Although the data related to number of schools and classrooms and ratio of students VS classroom is almost 20:1, which is quite appropriate, anyhow, availability and attendance of teachers, lack of basic facilities in schools like electricity, chairs/ desks etc. and when it comes to inclusive, relevant, and quality learning, there is a lot to do. None of the schools were found to be appropriate/inclusive for those living with disabilities.

Baseline and Situation Analysis of Schools

In total, there are 8,943 students currently enrolled in the targeted schools. Among these 4,105 are boys, enrolled in 65 boys targeted schools (average 63 students per school) and 4,838 are girls, enrolled in the 86 girls targeted schools (56 per school). As explained in the figure below, enrollment in Punjgur district is highest (110 students per schools) followed by Loralai (45.8 students per schools) and lowest at Kohlu (23 students per schools).

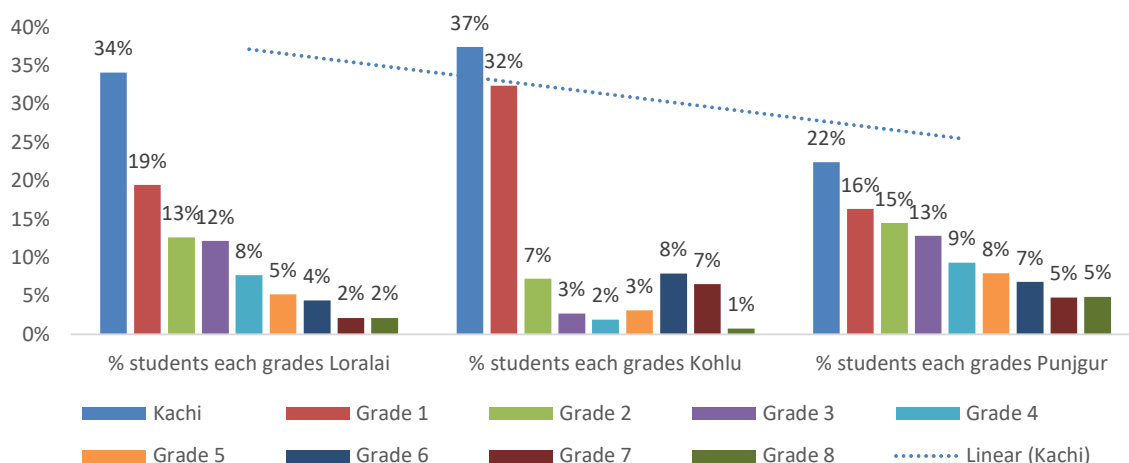
Figure 1: Average students per school



The figure below shows district wise details of % of students by different grades. The district-wise situation is very much different. For example, while looking at the overall situation, there are 27% of the students in Kachi Grade while same is 19% at Grade 1 and 13% at Grade 2. And the data shows that percentage of students is highest at Kachi which is dropping down by each grade especially at Grade 2. The district wise situation is explained as below:

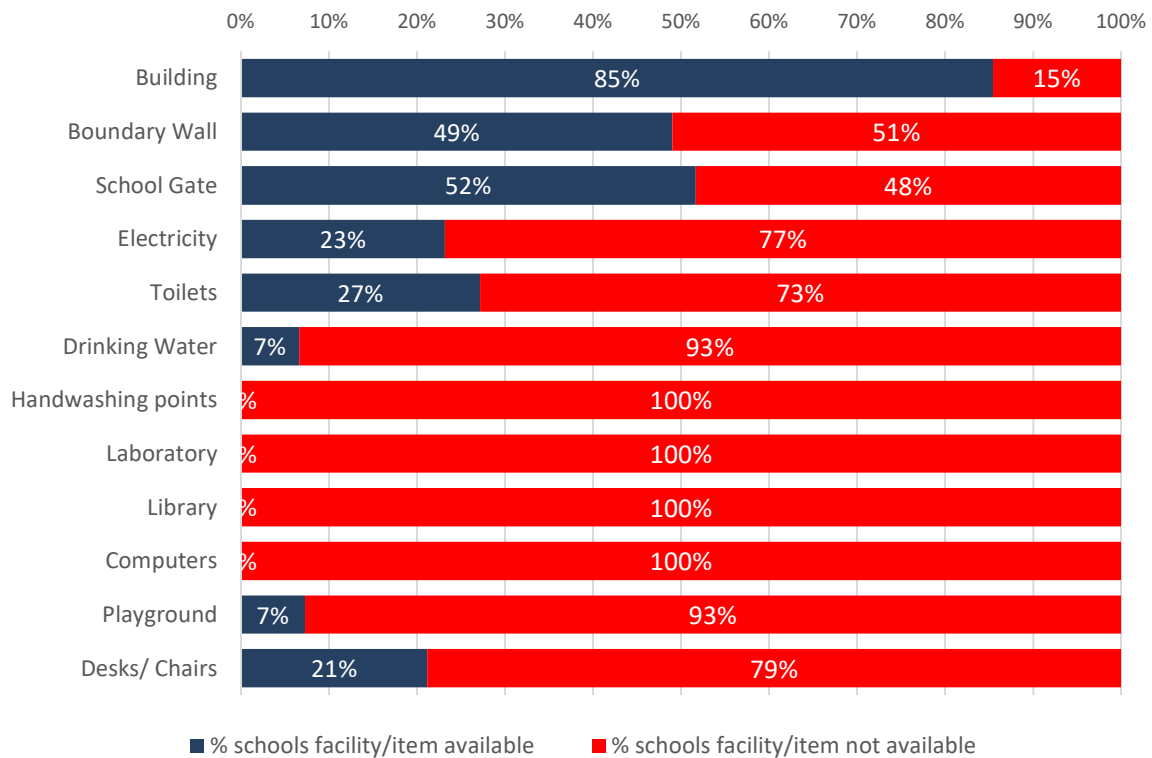
- In Loralai there are 34% of students in Kachi and 19% in Grade 1, drastically decreased from 34% to 19%.
- In Kohlu there are 37% of students in Kachi and 32% in Grade 1, not that much drop but when it comes to Grade 2, same is only 7%, drastically decreased from 32% to 7%.
- In Punjgur, the percentage distribution from Kachi to Grade 8 is smooth. There are 22% of students in Kachi, 16% in Grade 1 and so on, and there is not that much decline from one grade to another grade.

Figure 2: Grade-wise and district-wise % of students in each grade



- None of the targeted schools has Early Childhood Education (ECE) centers/classrooms/ facilities. And when asked whether there are any rooms available in the target school to establish ECE centers, 9% of the schools (13/151) mentioned that there is a room available to establish ECE centers, most of them are middle schools (8/13).
- Drinking Water facilities, Handwashing points, Laboratory, Library, Computers, Playground and Desks/ Chairs shows that there is a need of these items/ facilities in almost all targeted schools.
- In total, 85% of the targeted schools (129/151) have buildings, anyhow in only 19% (24/129) schools the condition of building was found to be appropriate while 81% (105/129) of schools building need repair and renovation.
- 49% of the targeted schools (74/151) have Boundary Walls, anyhow when it comes to the condition of Boundary Walls, in only 35% (26/74) schools the Boundary Walls were fine while in 65% (48/74) the boundary walls need repair and renovation.
- Similarly, only 52% of the schools (78/151) have gates, 23% of schools (35/151) have electricity and 77% (116/151) are without electricity.
- Likewise, 27% of schools (41/151) have toilets, 7% of schools (10/151) have drinking water facility, 7% of schools (11/151) has playground and 21% of schools (32/151) have desks/ chairs. While none of the school has Handwashing points, laboratory, library and computers.

Figure 3: Number and percent of schools with



Baseline and Situation Analysis of Schools by Districts

The table below explains the situation, as explained above, by Districts. The percentage of schools with buildings is lowest in Loralai as compared to the districts (75% of target schools), while same is highest in Punjgur (92% of schools) and followed by Kohlu (90% of schools). Overall, 49% of schools have boundary walls, lowest in Kohlu (34%) and highest in Punjgur (61%), followed by Loralai (52%).

Likewise, 52% of schools have gates, lowest in Kohlu as compared to other districts (30%) and highest in Punjgur (71%), followed by Loralai (54%). Electricity is available in 23% of schools, lowest in Loralai (8%), followed by Punjgur (18%) and Kohlu (44% of schools). Toilets are available in 27% of the target schools, 39% of schools in Punjgur, 37% of schools in Loralai and lowest in Kohlu i.e. 6% of schools. Drinking water facilities are available 7% of schools, none of the schools in Kohlu, 8% of schools in Punjgur and 12% of schools in Loralai.

Table 1: Number and percent of schools where the facility/ item is available- by Districts

Facilities	Availability Overall (n=151)		Loralai (n=52)		Kohlu (n=50)		Punjgur (n=49)	
	Freq	%	Freq	%	Freq	%	Freq	%
Building	129	85%	39	75%	45	90%	45	92%
Boundary Wall	74	49%	27	52%	17	34%	30	61%
School Gate	78	52%	28	54%	15	30%	35	71%
Electricity	35	23%	4	8%	22	44%	9	18%
Toilets	41	27%	19	37%	3	6%	19	39%
Drinking Water	10	7%	6	12%	0	0%	4	8%
Handwashing points	0	0%	0	0%	0	0%	0	0%
Laboratory	0	0%	0	0%	0	0%	0	0%
Library	0	0%	0	0%	0	0%	0	0%
Computers	0	0%	0	0%	0	0%	0	0%
Playground	11	7%	4	8%	1	2%	6	12%
Desks/ Chairs	32	21%	6	12%	3	6%	23	47%

The table below explains the situation, as explained above, by gender and level of schools. The situation is good mostly in girls schools as compared to boys schools.

Table 2: Number and percent of schools where the facility/ item is available- by gender and level of schools

Facilities	Availability Overall (n=151)		Boys Schools (n=65)		Girls Schools (n=86)		Primary Schools (n=99)		Middle Schools (n=52)	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Building	129	85%	51	78%	78	91%	81	82%	48	92%
Boundary Wall	74	49%	23	35%	51	59%	37	37%	37	71%
School Gate	78	52%	19	29%	59	69%	38	38%	40	77%
Electricity	35	23%	8	12%	27	31%	20	20%	15	29%
Toilets	41	27%	13	20%	28	33%	19	19%	22	42%
Drinking Water	10	7%	5	8%	5	6%	4	4%	6	12%
Handwashing points	0	0%	0	0%	0	0%	0	0%	0	0%
Laboratory	0	0%	0	0%	0	0%	0	0%	0	0%

Library	0	0%	0	0%	0	0%	0	0%	0	0%
Computers	0	0%	0	0%	0	0%	0	0%	0	0%
Playground	11	7%	7	11%	4	5%	3	3%	8	15%
Desks/ Chairs	32	21%	13	20%	19	22%	11	11%	21	40%

School Children's opinions/concerns shared during FGDs about schools

While sharing their opinions and **challenges about schools**, they mentioned:

- There is no washroom, drinking water facilities, library, or sports equipment in the school for children. There is not even electricity in most of the schools.
- We are sitting at the ground which is very difficult for us.
- Classrooms are not clean and in very poor condition.
- Absenteeism of teachers.
- Teachers also do not pay any special attention to studies and most of them needs proper training.
- There is no awareness among parents regarding importance of education and hence they are not able to make their children aware of the importance.
- There are no such focused initiatives from the government to attract children to education and teachers to perform their duties.

When asked “**Do you feel safe in the school?**”, most of them quoted “safe” while some of them reported:

- The school walls are broken and collapsed.
- There is no gate at entering point, due to which stray dogs entered in school
- Any unwanted or irrelevant person can enter in school without any permission.
- There is no watchman / chowkidar at school gate.

Regarding **bullying in the school**, most of them mentioned “sometime” and they also shared that there is no proper complaint system. Some students shared that they faced verbal bullying by their class fellows and other schoolmates, and they reported to the teachers about them.

When asked whether their **parents/caregivers support and encourage them for education/** school and homework, most of them reported:

- There is no one educated at their family.
- Education is not considered good in our homes especially for girls.

Students were asked whether they had ever been told /**oriented about sanitation and hygiene**, and COVID-19, in their school. Most of them reported that there were campaigns in which they were told about washing hands, wearing face mask and keeping distance from each other even at home as well.

When asked **what they would like to change at the school**, the students shared:

- Availability of water, hand washing facility, electricity and other basic facilities.

- Provide colorful books to schools and encourage readings as we see on YouTube.
- Make a sports room in the school and have some good sports equipment
- Build a playground or play area in the schools
- Well-furnished classrooms including desks and white board.

Training/ Capacity Building of Teachers

Capacity building and professional development is very important for quality education and should be a continuous process. In total, only 3% of schools (4/151 schools, 1 school from Loralai, 3 from Punjgur while 0 from Kohlu) reported that teachers and head teachers have received any training. Only 4% of the teachers (24/593) have received training, mostly female teachers especially from Punjgur district.

Anyhow, none of the teacher from the target schools have received any training on the topics mentioned below:

- Inclusive and relevant learning for girls and boys of all ages, for children living with disabilities, and for learners who have experienced crisis.
- Mental health and psychosocial support (MHPSS) and psychological support
- Emergency preparedness, DRR, risk management.
- Self-care techniques to improve their wellbeing and their ability to deliver quality teaching.
- Gender based Violence (GBV) risks.

Related to training/ capacity building of teachers, the KIIs from district and provincial education department shared that teachers usually receive sporadic trainings, which are mostly supply-driven and not based on teachers' actual needs. The needs of teachers are usually not addressed in the training programmes. That's why we do not see any positive impact on student learning outcomes.

The teachers usually receive trainings as part of interventions in Schools by development / implementing partners. The training are designed in such a manner that does not take into account the teachers' actual classroom needs. The teachers attend the training and do not see any relevancy of the training to their actual classroom situations.

The Government of Balochistan came up with a programme for teachers to receive training on a continuous basis in a period of 3 years with an estimated cost of 605 million PKR. Under this programme, the teachers in 12 Districts of Balochistan will receive training in different cycles to improve their content knowledge and professional skills, as well as classroom management skills.

The Government has also aligned the donor interventions in the area of capacity building of teachers with continuous professional development programme for teachers. After the alignment, UNICEF is focusing on 21 Districts, Balochistan Human Capital Investment Project is focusing on 4 Districts and the Government sponsored CPD Programme for teachers in focusing on 12 Districts of Balochistan. As a result of this alignment, all the teachers across Balochistan will get an opportunity to improve their content knowledge and professional skills to become effective teachers.

When asked "what type of training are provided to teachers, the KII shared *"teachers were provided one-off trainings with varying durations not based on teachers' needs. Now, the teachers will receive training based on their actual needs identified through a proper training needs assessment (TNA).*

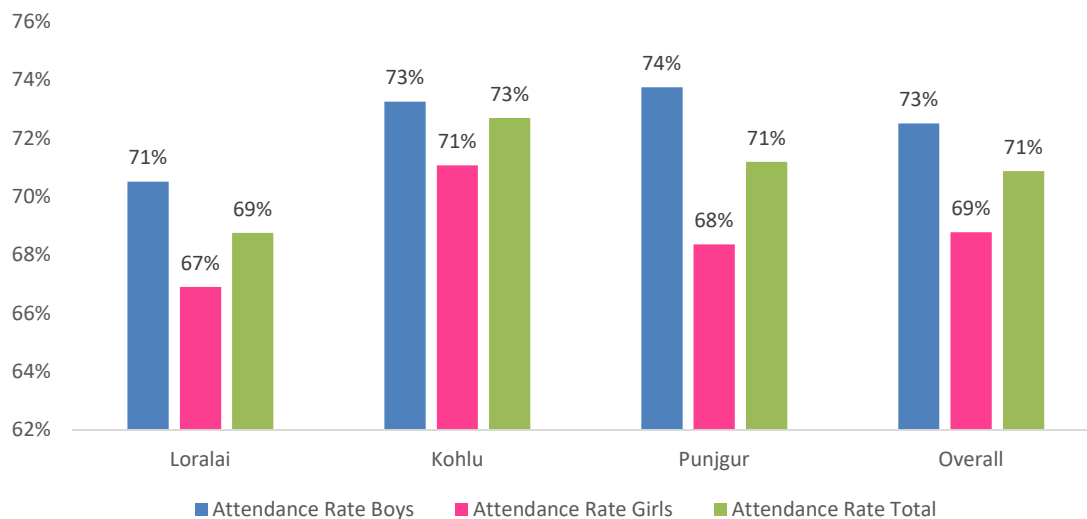
We recommend capacity-building programmes which are need based, cyclic in nature, have a follow-up, monitoring and on-job support mechanism. Moreover, the training imparted to teachers should have an impact assessment based on student learning outcomes as to what extent the training provided to teachers have improved the learning outcomes of students.”

Attendance Rate

It was one of the most challenging part of the data collection, as most of the school did not have this data readily available. Anyhow, in such schools we calculated the data from the register of grade 2 for November month. We also verified the data with “Balochistan RTSM Statistics -School Monitoring Report²”. According to Balochistan RTSM Statistics -School Monitoring Report, the average attendance is 76.20% overall, 78.10% boys schools and 72.40% girls schools. This is based on all districts of Balochistan.

Our data shows that average attendance in schools of the targeted three districts is 71% (73% Boys and 69% Girls). Likewise, it is 70% in primary schools (72% boys, 68% girls) and same is 72% in middle schools (74% boys, 70% girls). Attendance in Loralai district is lowest (69%), followed by Punjgur (71%) and Kohlu (73%).

Figure 4: Attendance of Students



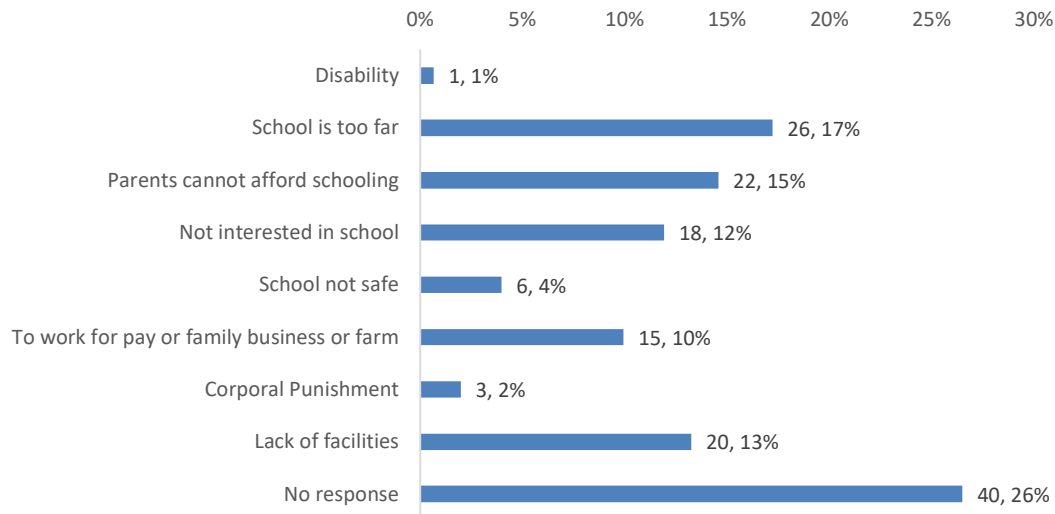
Dropouts

Students’ dropout is one of the key challenges, especially due to lack of facilities and teachers. According to the data, there is dropout of students from almost 20% of schools, 29% boys schools and 13% of girls schools, most of the dropouts are from boys schools. The district-wise data reveals that the percentage of schools with dropout is highest in Punjgur (35%) especially boys schools (58%). Please note that enrollment is also highest in Punjgur district which might also be the reason of the highest dropout.

² <http://www.emis.gob.pk/Uploads/BalochistanRTSMStatistics/BalochistanRTSMStatistics-FinalDisseminatedJune19.pdf>

Exploring the reasons of dropped out, as explained in the figure below, most of the schools' reported reasons like "school is too far" (17% i.e. 26/151), "Parents cannot afford schooling" (15% i.e. 22/151), "Lack of facilities", (13%, i.e. 20/151) "Not interested in school" (12% i.e. 18/151), "To work for pay or family business" (10% i.e. 15/151).

Figure 5: Specific reasons of dropout reported by schools (# and %) n=151



Out of School Children (OOSC)

The situation related to out of school children is alarming. In total, there are out of school children in 548 respondent households (67%, 548/813).

This is highest in Loralai where overall 75% of the households (290/388) reported children who are out of school (69% of the Pakistani households (147/212) and 81% of the Afghan refugees' households (143/176).

In Kohlu, 72% of the households (155/214) and in Punjgur 49% of the households (103/211) reported children who are out of school. The number of households, with "out of school children", is lowest in Punjgur as compared to the other two districts.

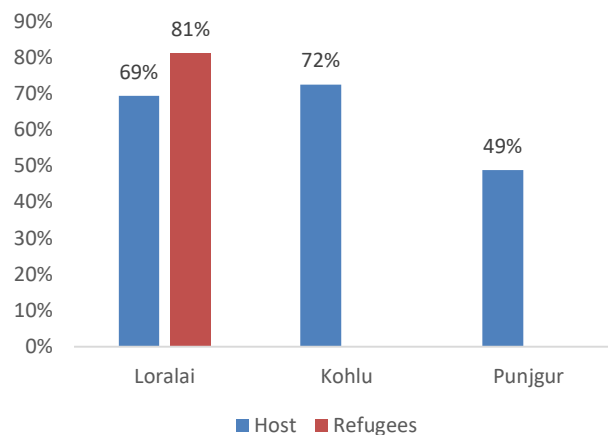
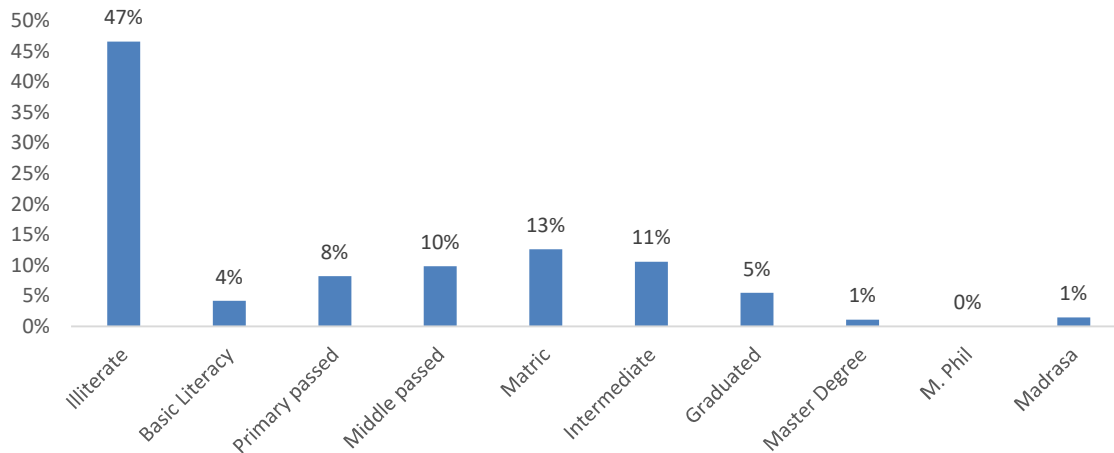


Figure 6: Percent of households where 1 or more school age children are out of school/ not admitted so far by District and Host/Refugees

The figure below shows that most of the OOSC are in those households where the respondent/ head of household is illiterate (47%, 255/548), mostly in Loralai district.

Figure 7: Percent of households where school age children are out of school (by Education of Household Respondent)

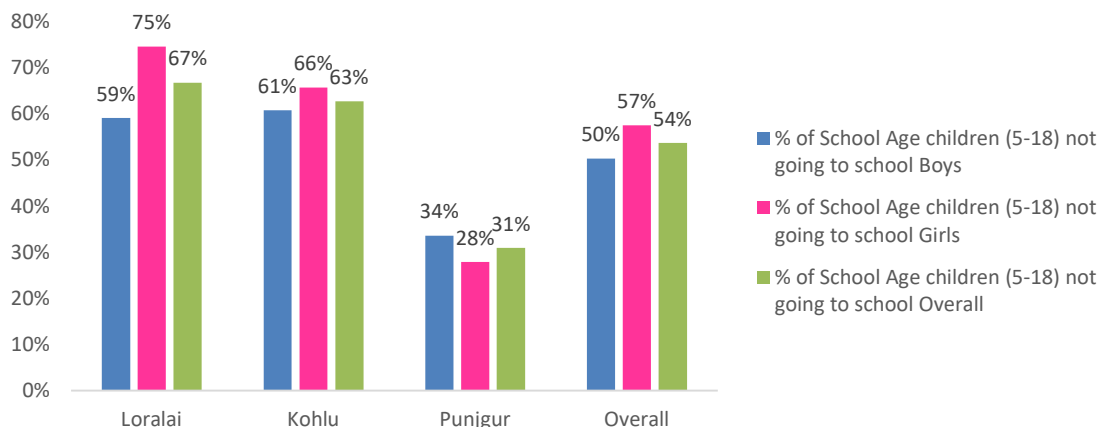


Overall, there are 3,457 school age children living in these 813 households. Among these 3,457 children, 1,602 (46%) are going to school while 1,855 (54%) are not going to school. This shows that more than half of the school age children do not go to school.

The number of school age girls who are out of school is higher than that of boys. Among these 3,457 school age children, 1,840 are boys and 50% of them (926/1,840) are out of school. Similarly, 1,617 are girls and 57% of them (929/1,617) are out of school.

As shown in figure below, the district-wise data shows that the number of out of school children among the respondents' households is highest in Loralai (67%, 1,157/1,734), followed by Kohlu (63%, 326/520) and lowest, as compared to these two districts, in Punjgur (31%, 372/ 1,203). The number of girls who are out of school is higher than boys except in district Punjgur where 28% of girls are out of school, as compared to 34% boys.

Figure 8: Percent of School Age children (5-18) not going to school out of the total school age children



According to the ASER Report 2021, there are wide intra-provincial disparities with some regions such as Balochistan and Gilgit-Baltistan containing a significant proportion of young children out of school. Even before the pandemic, Pakistan was facing a crisis in education, with 32% of children aged 5-16 years estimated to be out of school, and poor learning outcomes for those who are in

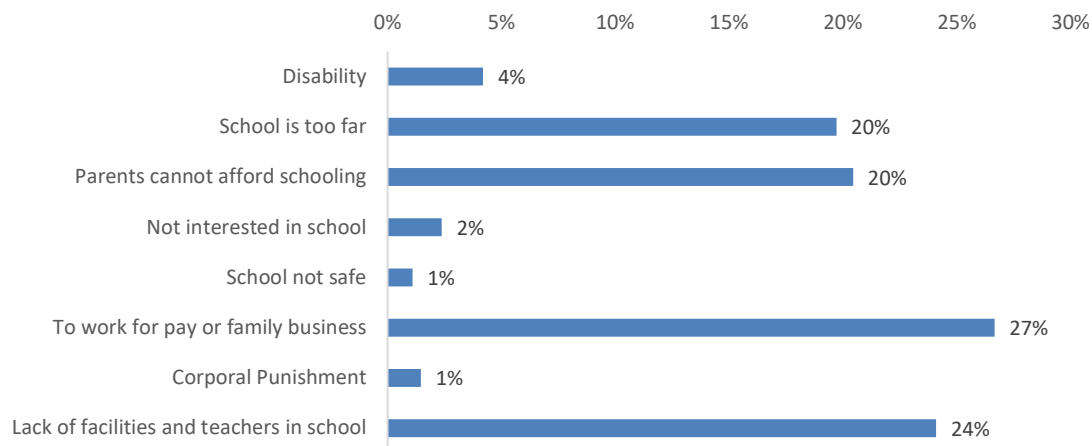
education. The closure of educational institutions due to COVID-19 has directly impacted on 40 million school-going learners from pre-primary and primary to higher secondary levels and magnified the risks and vulnerabilities of an already weak education system. Similarly, 69% of the age group 3-5 are out of school from early years schooling/ early childhood education³. The report mentions that overall, 38% children are out of school in Balochistan which is highest in Loralai (above 30%) Kohlu (21%-30%), and Punjgur (6%-10%) - “ASER Report National 2021 Page 47 and 56”.

Reasons of children being out of school

When the 548 households with OOSC were asked about the reasons of their children being out of school, most of the respondents mentioned that they have to work for pay or family business, followed by lack of facilities in schools, school is too far and parents cannot afford schooling.

Almost 27% of the respondents (146/548) mentioned “To work for pay or family business”, 24% (132/548) reported “lack of facilities and teachers in school”, 20.4% (112/548) reported “Parents cannot afford schooling”, 19.7% (108/548) mentioned “school is too far”, 4% (23/548) mentioned “Disability” while 2% (13/548) shared “Not interested in school”.

Figure 9: Percent of households with OOSC, shared reasons of their children being out of school (n=548)



Out of School Children’s opinions/concerns shared during FGDs

The biggest problem faced by Afghan refugees is the extreme poverty and lack of awareness. Due to migration, health problems are also very common among these people. Children's education and health cannot be given attention due to poverty and struggle for basic needs and living.

Instead of going to school, parents prefer fighting poverty and changing their home conditions to earn money and work in different shops. Children either take care of their younger siblings at home or help their parents in earning. The government has also been unable to take any concrete steps to change the conditions of these people.

When asked about their opinions related to the importance of education, they shared:

³ http://aserpakistan.org/document/aser/2021/reports/national/ASER_report_National_2021.pdf

Education is the right of everyone. The Prophet of Allah has said that it is a duty of men and women to obtain education. Education is very important to live a free, and good life and is also very important to bring change in our lives. Education has a great impact on the thinking ability.

Why they are out of school?

Most of them quoted “due to poverty they cannot afford expenses of school, and schools are very far away and there is no school near camp”. Some of them shared that they have not even seen a school, there is lack of awareness among parents and some of them shared that want to join government schools but there are no facilities and schools are far away.

The reason for the high number of out-of-school children are that parents do not want to send their children to school due to poverty. Parents feel that it is better to have their child learn a skill in a shop and contribute to the household expenses. In the same way, girls sit at home and take care of their younger siblings and help their mothers in domestic chores.

When asked what the project can do for them, in response the children shared that the project should arrange for awareness campaigns, and support us with in kind, cash assistance and bursary or conditional grants for households with OOSC/ dropout.

One of the FGD respondent shared “due to teachers' lack of interest in teaching, their absence makes children even more depressed and they become discouraged from school and learning. Teachers are not interested in their profession, so they also discourage children to attend school. A strict accountability system for teachers' performance could improve the situation. It is Government duty not only to improve the condition of schools but also ensure that teachers are supervised to perform their duties properly. Government officials should also fulfill their responsibilities by arranging monitoring visits and a system for attendance of teachers”.

The KIs from education department were asked whether there is any action plan to enroll out of school and drop out children in the school and minimize the out of school and dropouts, in response the KII from provincial department shared that the Education Department with financial support of UNICEF has commissioned a research study on finding the reasons of drop out of children from schools. The study is underway.

The KII also shared “the other important initiative is the recruitment of teachers through a reputed public sector university on merit. The recruitment of teachers will help the department in overcoming the staffing issue in schools across Balochistan. The availability of teachers in schools will definitely result in the decrease of dropout in schools across Balochistan, as well as the increase the enrolments in schools.”

KIs from district education department shared:

- Children do not go to school because of the parents because the later prefer to send their children to work instead of school, as children who work are the earning members of their families.
- Poverty is a general and pervasive problem that leads to countless other problems in society including education and health.

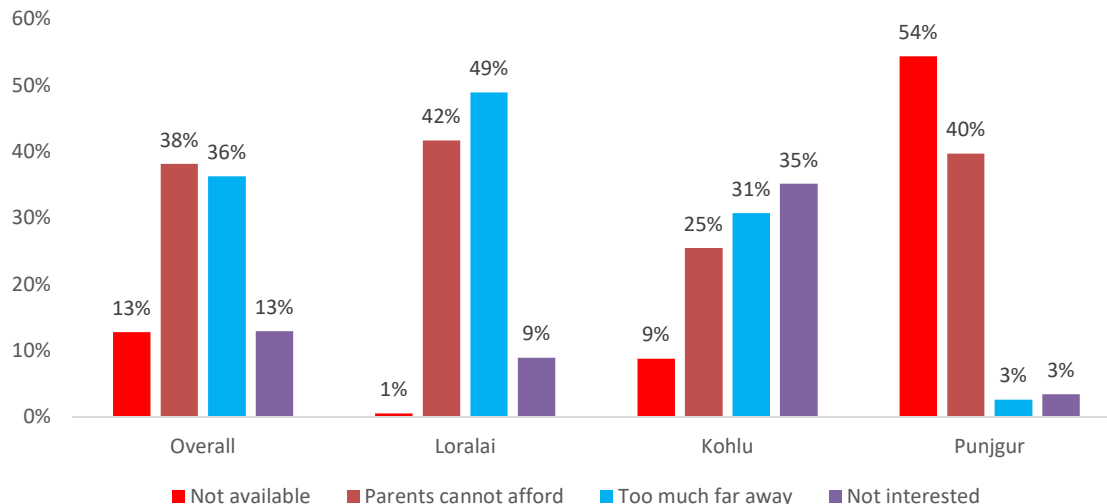
- The conscious people of society who want to do some good work for society and for the people certainly play their positive role and stay in touch with the parents and school to increase their enrollment. But it is not enough to mentally convince them.
- There is a need of grants, cash assistance, transport assistance, bursary support to families, and funds are also required to improve the situation in schools, provide basic facilities and quality education. We need to introduce mobile schools, alternative learning programmes, accelerated learning programmes at local level.

According to the KII from Afghan Commissionerate *“the situation in Loralai district is a bit challenging when it comes to easy access, camps are far and in scattered areas, and population is very low in each camp. One of the major issue related to the education of children is the dropout ratio which is very high, and needs to be addressed. The main reason is that most Afghan refugees need their children to work at home or for earning.”*

Access to Non-Formal or Technical and Vocational Training Centers

When the households were asked about access to technical and vocational training institute, only 1% (7/813) reported that they had access. When asked about the reasons, 13% (75/588) mentioned these services are “not available”, 38% (224/588) mentioned parent cannot afford, 36% (213/588) reported “too far away” and 13% (76/588) mentioned “not interested”.

Figure 10: Reasons as reported by respondents regarding access Non-Formal or Technical and Vocational Training Centers



Non-formal /community-based education centers are not available at local level, only 8 /813 responded shared that there are community-based education centers (madrasas) available while other opted “no” or “don’t know”.

Satisfaction of households with education services

Satisfaction of households with the available education services is low. In total, 22% of the respondents' households (178/813) reported "satisfied" with education services, 64% (522/813) shared "not satisfied" (63% i.e. 515/813 opted "not satisfied" while 1% i.e. 7/813 opted "Not at all Satisfied", while 14% (113/813) reported "don't now/ not sure".

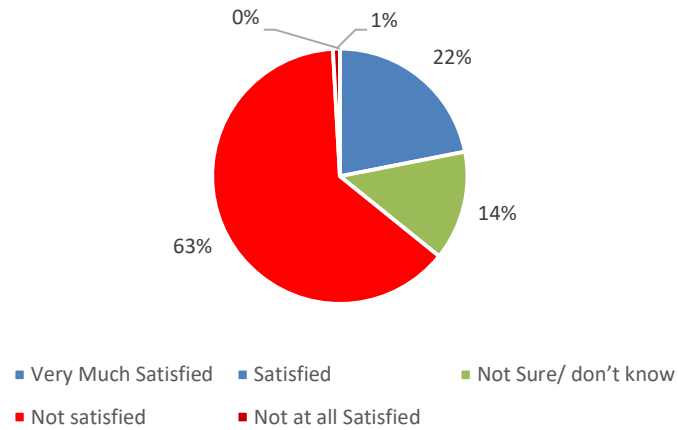
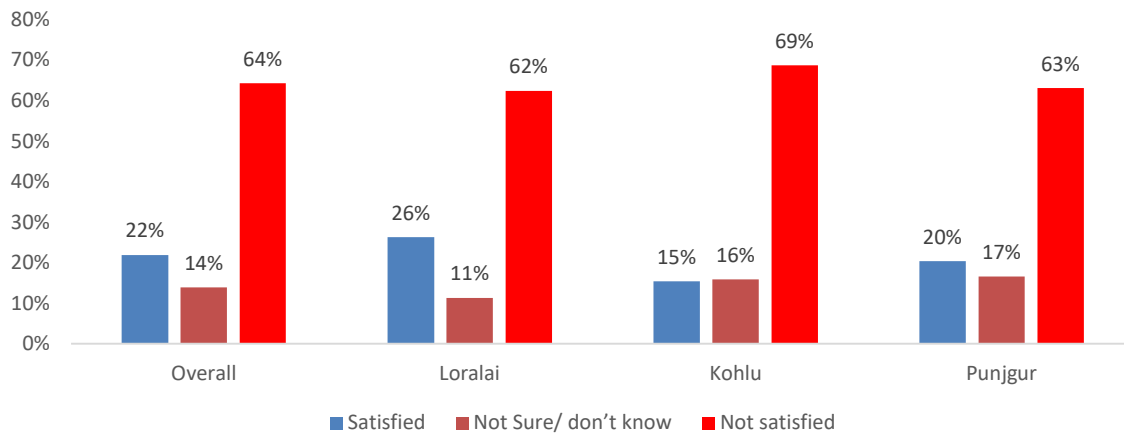


Figure 11: Satisfaction of Households with educational services

The satisfaction of households with education services is highest in Loralai (26% i.e. 102/388) as compared to other districts. In Kohlu it is lowest as 15% (33/214) and in Punjgur 20% of the households (42/211) showed satisfaction with education services. The data related to dissatisfaction of households is almost same in all three districts i.e. overall 63%, Loralai 62%, Kohlu 65% (highest as compared to other) and Punjgur 63% of households shared that they were not satisfied with education services.

Figure 12: Satisfaction of Households with educational services (by district)

Note: Since only 7 households shared "not at all satisfied" therefore it has been summed up with Not satisfied.



The data from FGDs, KIIs, Schools Survey and Household shows below challenges as one of the main reasons of non-availability, low quality or dissatisfaction with education services.

- 1) Lack of basic facilities like water, washrooms, boundary walls, desks, materials, electricity, and teachers in schools.
- 2) Distance of schools, far away schools.
- 3) Non-availability of nearby schools.
- 4) Transport issues.

- 5) Families cannot afford transport and books.
- 6) Behaviour of Teachers is harsh and not student friendly.
- 7) Non availability of teachers.
- 8) School environment is not safe.
- 9) No interest of children in education.
- 10) POR issue (Afghan refugees)
- 11) School is often closed, teachers are absent.

When asked whether these challenges are same for boys and girls, mostly (more than 90%) shared that these are same for both boys and girls, few mentioned that for girls it is more difficult to access far away school, there are no transport system and there are no proper and enough schools for girls.

3.2: Learning Environment and Mental & Physical Well-being (MHPSS)

The situation related to availability of activities/ programmes/ mechanism related to Health and Psychosocial wellbeing of children is also not satisfactory.

As shown in the table below, in only 8% of the schools (12/151) Mental Health and Psycho-social Support (MHPSS) activities are being implemented. These 12 schools are from Punjgur (all girls schools) while it is 0% in other districts.

Similarly, none of the schools have “Children’s clubs”, “Recreational and cultural programmes” are available in only 1 school (Girls Middle School from Punjgur), “School health programmes” are available in only 1 school (Girls Middle School from Loralai) and “MHM facility/ corner” is available in only 1 school (Girls Middle School from Punjgur).

While “Referrals mechanisms for students”, “Safety and security mechanisms”, “SEL/life skills instruction curricula”, “Complaint mechanism for students”, “Transportation support to adolescent girls” and “Cash transfers programmes to children for education” are not available in any of the targeted school.

Table 3: Number and percent of schools with programmes/ mechanisms available for children related to Health and Psychosocial wellbeing of children.

Programmes/ Mechanisms	Availability Overall (n=151)		Loralai (n=52)		Kohlu (n=50)		Punjgur (n=49)	
	Freq	%	Freq	%	Freq	%	Freq	%
MHPSS activities	12	8%	0	0%	0	0%	12	24%
Children’s clubs	0	0%	0	0%	0	0%	0	0%
Recreational and cultural programmes	1	1%	0	0%	0	0%	1	2%
School health programmes	1	1%	1	2%	0	0%	0	0%
Referrals mechanisms for students	0	0%	0	0%	0	0%	0	0%
Safety and security mechanisms	0	0%	0	0%	0	0%	0	0%

SEL/life skills instruction curricula	0	0%	0	0%	0	0%	0	0%
Complaint mechanism for students	0	0%	0	0%	0	0%	0	0%
Transportation support to girls	0	0%	0	0%	0	0%	0	0%
MHM facility/ corner (Girls Schools)	1	1%	0	0%	0	0%	1	2%
Cash transfers to children for education	0	0%	0	0%	0	0%	0	0%

WASH Facilities- Toilets

In total 27% of schools (41/151) have toilets while 73% (110/151) schools do not have toilets. Schools with toilets are lowest in Kohlu district where toilets are available in only 3/50 schools (all girls schools). In boys' schools, toilets are available in only 20% of schools (13/65) while in girls' schools, toilets are available in 33% of schools (28/86). There are 88 toilets in these 41 schools, on average 2 toilets per school, 1 toilet for 45 students (overall: 1:45, Boys School: 1:73, Girl School 1:34)

Condition of Toilets

Among these toilets in 10% of schools (4/41) are in good condition/meets WASH minimum standards, 7% (3/41) were fair/ to some extent while 83% (34/41) were found in poor condition. To sum up, in only 4 out of 151 schools there are toilets in good condition while in 147/151 schools either there is a need of construction of toilets or repair and renovation.

Table 4: Percent of schools with condition of toilets (N= 41 schools with toilets)

Rating	Schools in Loralai			Schools in Punjgur			Schools in Kohlu		
	Boys	Girls	Overall	Boys	Girls	Overall	Boys	Girls	Overall
N=	6	13	19	7	12	19	0	3	3
Very Good	0%	0%	0%	0%	0%	0%	0%	0%	0%
Good	0%	15%	11%	0%	0%	0%	0%	67%	67%
Fair	17%	8%	11%	0%	8%	5%	0%	0%	0%
Poor	0%	8%	5%	14%	33%	26%	0%	0%	0%
Very Poor	83%	69%	74%	86%	58%	68%	0%	33%	33%

While assessing the current situation in terms of missing facilities in the toilets, mostly poor condition of toilets, non-availability of water, non-availability of cleaner, and non-availability of light, Kundi, Door were the missing facilities.

3.3: Education System

According to the District Education Departments of the three targeted districts, there is no district specific education strategy available. According to the KIIs from the department of education, the GoB has developed Balochistan Education Sector Plan (2020-25). The Plan identified two core policy focus areas: learning and access & participation, as these two areas emerged as the key problems / issues in Balochistan. As per Balochistan Education Sector Plan (2020-25), there should be a District Specific Education Sector Plan to address the core problems / issues critical for improving the educational situation in the district in particular and province in general, and these will be developed soon.

Parents Teachers School Management Committee (PTSMC) (PTSMCs)

Similar to the situation in other areas, the status of Parents Teachers School Management Committee (PTSMC) is also not satisfactory. In only 9% of schools (14/151) PTSMCs is notified. This is mostly in Punjgur district where 24% of the schools (12/49) has a notified PTSMCs. On average 7 members are part of each PTSMCs.

Anyhow, only one school “GGMS Goth Bahadur Washbood, Punjgur district reported that the PTA/SMC is functional and conducting meetings on monthly basis.

Likewise, none of the schools with PTSMCs reported that PTSMCs have received any funds.

When asked about the reasons, why PTSMCs are not functional, most of the head teachers shared that schools in Balochistan are struggling with basic needs of the schools and community interest is very low.

The situation reveals that in 150 out of 151 schools (99.34%) there is a need to revitalize PTSMCs and mobilize the schools to ensure proper meetings of the PTSMCs, keep proper record of the meetings, develop action plans for schools and do the required follow up. Project also needs to work with schools and community to ensure PTSMCs and their engagement with community.

According to the KII from education department, “every School has a PTSMC. however, some Schools have functional PTSMCs and they regularly conduct their meetings and also document the minutes as well. To be specific, PTSMCs are more functional in those Schools where either the Head Teacher is active or the School has any sort of intervention from development / implementing partners. Moreover, it is also pertinent to highlight here that more than 50% of population in Balochistan are illiterate. The parents usually share that they do not know how to contribute positively to school development programs as they have never experienced schools. They usually say that the teachers know better than us and they can improve the schools.”

Action Plans/ Assessments

When asked whether the schools develop any action plans based on the issues/ needs of the school, only 8% of the schools (12/151) reported that they develop action plans based on the issues/ needs of the school. Among these 12 schools, 11 schools (10 boys and 1 girl) are from Punjgur and 1 girl school from Kohlu.

Head teachers were also asked whether they or the department conduct any assessments of students, other than routine examinations, to better understand the differentiated needs of girls and boys, including returnees, refugees /migrants, and those living with disabilities. According to the response from head teachers, none of the schools or education department has ever conducted any such assessment.

3.4: The educational outcomes for girls focused on enrolment, retention, and learning

Only 1 school (Girls Middle School from Punjgur) reported that the school has an “MHM facility/ corner” available. while none of the schools have “Safety and security mechanisms”, “SEL/life skills instruction curricula”, “Complaint mechanism for students”, “Transportation support to adolescent girls” and “Cash transfers programmes to children for education”.

The KII from provincial education department shared “the Government of Balochistan has some development schemes pertaining to provision of buses for pick and drop of students and teachers in 141 Government Higher Secondary Schools in Balochistan. There are two other development Schemes reflected in the Public Sector Development Programme for the current financial year 2022-23, which are related to provision of transport facility to students through PPP mode.”

3.5: Resources mobilization and mapping for quality education

The district education stakeholders were asked related to resources mobilization strategy of the Government, current available partnerships and resources for education and the key constraints /challenges related to resources mobilization. All of the District education departments shared that there is no such district level resources mobilization strategy of the government, and no such partnerships and resources for education are available

The KII from provincial education departments shared “the Government has no specific resources mobilization strategy. However, it uses Local Education Group (LEG) to generate much needed financial resources for the activities reflected in the BESP. LEG has a unique composition and many of its members are development partners. The Government of Balochistan has developed Balochistan Education Sector Plan (2020-25), which is a guiding document for improvement of education sector in Balochistan. The implementation of the Plan is overseen by the Local Education Group (LEG), which is a composition of Government departments, UN Agencies, Development Partners, Civil Society Organizations, and teacher associations.”

3.6: Coping Strategies/ Solutions suggested (KIIs with Education Departments)

When asked about the key government priorities related to education and especially education of most vulnerable out of school, Afghan refugees’ children and crisis affected children, the respondents shared “government has already prioritized learning and access & participation as key policy focus areas as reflected in the Balochistan Education Sector Plan (2020-25). The Sector Plan also places high emphasis on girls’ education and education of most vulnerable children such as children with disabilities and children of Afghan Refugees.”

Regarding specific initiative of the government related to the needs of girls and boys including returnees, refugees, migrants, internally displaced and people living with disabilities, the KIIs shared that one of the important aspect which needs to be highlighted is that the Government has recently included an indicator in the Education Management Information System (EMIS) about disability, which will help in obtaining information about children who have some sort of disabilities and to develop relevant strategies for them.

Regarding the key relevant interventions/ activities which should be implemented by the project, the department of education shared:

- Provision of missing facilities in the schools is key to improving access to education for children for all communities including the most vulnerable children. The recent floods / rains have also affected the school buildings severely and they need to be rehabilitated to ensure the continuity of learning.
- The other important thing is to recover the learning losses caused by the recent floods and rains in Balochistan, as well as Covid-19 pandemic. For this purpose, teachers may be provided targeted training as to how the learning losses of children can be recovered by specifically

focusing on foundational literacy and numeracy skills. Children are facing difficulty in reading, they cannot read as required by their grade level and if they cannot read at the grade level, it means they are susceptible to dropout.

- Moreover, supporting materials in the shape of big books or other resources are also required. As provided by Pakistan Reading Project in the focused districts, the children shows keen interest in big books, which also resulted in increased interest in reading and improvement in their literacy skills. Such type of interventions are critical for recovering the learning losses occurred due to recent floods / rains and covid-19 pandemic.

3.7: Suggestions/ Ideas from households to address these challenges

When asked as what can be done to help them /address these challenges, the households shared their opinions which are listed as below:

- Construct new schools in villages.
- Construct classrooms and washrooms in schools.
- Repair and renovation of schools, classrooms, washrooms and boundary walls.
- Provide basic facilities to schools especially electricity, water, teachers, materials and equipment.
- Install solar system in schools.
- Training of teachers on dealing with children.
- Provide education material and teaching Aids.
- Provide Book and bags and uniform to students.
- Provide special assistance (cash/ in kind) to girls.
- Involved the parents and community in the new or existing schools' constructions or repair and renovation work.

3.8: Concerns of Afghan Refugees related to Education

The main concerns or fears of refugee parents related to schools are:

- They don't have documents for admission, most of them don't have PoRs
- They fear that even if their children are enrolled, they might not get certificates degree
- Schools are very far away and no other option for their children especially in camps
- They cannot afford cost of education and transport and due to poverty, their children have to work for earning

During KII with Provincial Education Department, the respondent shared *"Afghan Refugee children have also access to education. Mostly, Afghan Refugees are dependent on aid and they live in Refugee Villages. They have limited opportunities to work outside the Refugee Villages to increase their income. Although children of Afghan Refugees receive free education both in and outside Refugee Villages, but they cannot afford the opportunity as it involves opportunity cost and they cannot separately allocate budget / financial resources for education of their children. The Refugees*

who reside in Refugee Villages and other parts of Balochistan have varying attitudes towards education especially girls' education. A significant number of Afghan Refugee families do not send their children especially girls to schools despite having access to education".

According to Balochistan Education Sector Plan 2020-25⁴, student can be enrolled in schools primary, middle and high schools but there is no provision for refugee children to continue their education beyond school. There is no mechanism or quota for them in colleges, and they cannot appear in examinations of the Balochistan Examination Board. Anyhow refugees claim that schools ask for PoRs and those who do not have PoRs are not enrolled in schools.

What do Afghan Refugees think needs to be changed to enable their children to benefit from education and achieve their full potential?

- Their children should be admitted in schools without requirement of documentations.
- Construction/ arrangement /establishment of nearby schools for refugees living in camps.
- Advocacy and system / policies are needed to ensure easy procedures for enrollment in schools, attainment and retention of their children in schools.
- Establish Village/ camp-based committees which help and work for Afghan Refugees education related issues/ challenges.

Note: For further details of schools and household survey, refer to Annex 2c (School Survey) and 3a. Household Survey

⁴ <http://emis.gob.pk/Uploads/BESP2020-25.pdf>

4. Conclusions and Recommendations

4.1. Conclusions

Access to education

- Access is considered below average mostly because due to the wide spread of population “schools are too far away” and “lack of basic facilities in schools”.
- Ratio of students VS classroom is almost 20:1, which is quite appropriate, anyhow, availability and attendance of teachers, lack of basic facilities in schools like electricity, chairs/ desks etc. and when it comes to inclusive, relevant, and quality learning, there is a lot to do.
- None of the schools were found to be appropriate/inclusive for those living with disabilities.
- Average 63 boys students and 56 girls students are enrolled per school
- The district-wise situation of students in different grades is very much different. For example, overall, there are 27% of the students in Kachi Grade while same is 19% at Grade 1 and 13% at Grade 2. Percent of students is highest at Kachi which is dropping down by each grade especially at Grade 2.
 - o In Loralai there are 34% of students in Kachi and 19% in Grade 1, drastically decreased from 34% to 19%.
 - o In Kohlu there are 37% of students in Kachi and 32% in Grade 1, not that much drop but when it comes to Grade 2, same is only 7%, drastically decreased from 32% to 7%.
 - o In Punjgur, the percentage distribution from Kachi to Grade 8 is smooth. There are 22% of students in Kachi, 16% in Grade 1 and so on, and there is not that much decline from one grade to another grade.
- **Situation Analysis of Schools**
 - o None of the targeted schools has Early Childhood Education (ECE) centers/classrooms/ facilities.
 - o In total, 85% of the targeted schools (129/151) have buildings, anyhow in only 19% (24/129) schools the condition of building was found to be appropriate while 81% (105/129) of schools building need repair and renovation.
 - o 49% of the targeted schools (74/151) have Boundary Walls, anyhow when it comes to the condition of Boundary Walls, in only 35% (26/74) schools the Boundary Walls were fine while in 65% (48/74) the boundary walls need repair and renovation.
 - o Similarly, only 52% of the schools (78/151) have gates, 23% of schools (35/151) have electricity and 77% (116/151) are without electricity, just 27% of schools (41/151) have toilets, 7% of schools (10/151) have drinking water facility, 7% of schools (11/151) has playground and 21% of schools (32/151) have desks/ chairs. While none of the school has Handwashing points, laboratory, library and computers.
 - o There is a need of Drinking Water facilities, Toilets, Handwashing points, Laboratory, Library, Computers, Playground and Desks/ Chairs in almost all targeted schools.

- Training/ Capacity Building of Teachers

- In total only 3% of schools (4/151 schools, 1 school from Loralai, 3 from Punjgur while 0 from Kohlu) reported that teachers and head teachers have received any training.
- Only 4% of the teachers (24/593) have received training, mostly female teachers especially from Punjgur district.
- None of the teacher from the target schools have received any training on the topics mentioned below:
 - Inclusive and relevant learning for girls and boys of all ages, for children living with disabilities, and for learners who have experienced crisis
 - Mental health and psychosocial support (MHPSS) and psychological support
 - Emergency preparedness, DRR, risk management
 - Self-care techniques to improve their wellbeing and their ability to deliver quality teaching
 - Gender based Violence (GBV) risks.

- Attendance Rate

- The average attendance in schools of the targeted three districts is 71% (73% Boys and 69% Girls). Likewise, it is 70% in primary schools and same is 72% in middle schools.

- Dropouts

- Students' dropout is one of the key challenge, especially due to lack of facilities and teachers. There is a dropout of students from almost 20% of target schools, 29% boys schools and 13% of girls schools, most of the dropouts are from boys schools.
- Exploring the reasons of dropped out, most of the schools' reported reasons like "school is too far" "To work for pay or family business", "Parents cannot afford schooling", "Lack of facilities".

- Out of School Children (OOSC)

- The situation related to out of school children is alarming. In total, there are out of school children in 548 respondent households (67%, 548/813).
- Most of the OOSC are in those households where the respondent/ head of household is illiterate (47%, 255/548), mostly in Loralai district.
- Overall, there are 3,457 school age children living in these 813 households. Among these 3,457 children, 1,602 (46%) are going to school while 1,855 (54%) are not going to school. This shows that more than half of the school age children do not go to school.
- Exploring the reasons of out of schools, most of the respondents mentioned that they have to work for pay or family bussiness, followed by lack of facilities in schools, school is too far and parents cannot afford schooling.

- **Access to Non-Formal or Technical and Vocational Training Centers**
 - Access to technical and vocational training institute, only 1% (7/813) reported that they had access. Mostly quoted reasons are these services are “not available locally”, “parent cannot afford”, and “too far away”.
- **Satisfaction of households with education services**
 - Satisfaction of households with the available education services is low. In total, 22% of the respondents’ households reported “satisfied” with education services, 64% reported “not satisfied”

Learning Environment and Mental & Physical Well-being (MHPSS)

- The situation related to availability of activities/ programmes/ mechanism related to Health and Psychosocial wellbeing of children is also not satisfactory.
- None of the schools have “Children’s clubs”
- There was only one school out of the total 151 schools where recreational and cultural programmes, school health programmes and MHM facility/ corner was available
- While “Referrals mechanisms for students”, “Safety and security mechanisms”, “SEL/life skills instruction curricula”, “Complaint mechanism for students”, “Transportation support to adolescent girls” and “Cash transfers programmes to children for education” are not available in any of the targeted school.
- None of the teacher from the target schools have received any training on Mental health and psychosocial support (MHPSS) and psychological support
- **WASH Facilities- Toilets and Drinking Water**
 - In total 27% of schools have toilets while 73% (110/151) schools do not have any toilets.
 - The schools where toilets are available are also in poor condition. In only 4 out of 151 schools there are toilets in good condition while in 147/151 schools either there is a need of construction of toilets or repair and renovation.
 - Drinking water facility is available in only 7% of the schools (10 /151),

Education System

- According to the District Education Departments of the three targeted districts, there is no district specific education strategy available. At the provincial level GoB has developed Balochistan Education Sector Plan (2020-25) and according to this plan, there should be a District Specific Education Sector Plan to address the core problems / issues critical for improving the educational situation in the district in particular and province in general, and these will be developed soon.
- Similar to the situation in other areas, the status of School Management Committee (SMC) /Parent Teacher Association (PTA) / Parent Teacher Committees (PTC) is also not satisfactory. In only 9% of schools (14/151) PTA/SMCs is notified. Anyhow, only one school “GGMS Goth Bahadur Washbood, Punjgur district reported that the PTA/SMC is functional and conducting meetings on monthly basis.

- Likewise, none of the schools with PTAs/SMCs reported that PTAs/SMCs have received any funds.
- None of the teacher from the target schools have received any training on Self-care techniques to improve their wellbeing and their ability to deliver quality teaching
- **Action Plans/ Assessments**
 - o Only 8% of the schools (12/151) reported that they develop action plans based on the issues/ needs of the school.
 - o According to the response from head teachers, none of the schools or education department has ever conducted any assessment of students, other than routine examinations, to better understand the differentiated needs of girls and boys, including returnees, refugees /migrants, and those living with disabilities.

The educational outcomes for girls through targeted programming focused on enrolment, retention, and learning

- None of the schools have any “Transportation support to adolescent girls” and “Cash transfers programmes to children for education”.
- None of the teacher from the target schools have received any training on Gender based Violence (GBV) risks

Resources mobilization and mapping for quality education

There is no district level resources mobilization strategy of the government, and no such partnerships and resources for education available at district level.

Regarding resource mobilization, the respondent from Provincial Education Department did not mention or share any strategy anyhow he explained the situation stating *“Balochistan Education Sector Plan (2020-25) is a reform agenda of the Government to improve the situation in Balochistan. The Plan requires around 72 billion PKR over and above the current School Education Department Budget allocated by the Government. As far as the challenges related resource mobilization is concerned, it is important to highlight here that both Covid-19 pandemic and the recent floods / rains have severely affected the revenue collection of the Government. Moreover, the resources collected have been allocated to testing of covid-19 pandemic and construction of roads and bridges severely affected by the recent rains / floods to ensure the smooth supply chain.*

The Government has restricted imports, which in turn have affected the revenue collection. So, the provinces will rely on the revenue collected by the Government. Apart from it, the Development partners are allocating financial resources to the response and rehabilitation activities in flood-affected areas”.

Children’s opinions related to Schools

- Non-availability of basic facilities in schools (washroom, drinking water facilities, library, or sports equipment, electricity, desks and chairs.

- Classrooms are not clean and in very poor condition.
- Absenteeism of teachers. Lack of interest from the teachers to pay any special attention to studies.
- There are no such focused initiatives from the government to attract children to education and teachers to perform their duties.
- The school walls are broken and collapsed.
- There is no gate at entering point, due to which stray dogs enter in school.
- Any unwanted or irrelevant person can enter in school without any permission.
- There is no watchman / chowkidar at school gate.
- There is no proper complaint system. Some students shared that they faced bullying by their class fellows and other schoolmates.

Children's opinions related to other challenges associated with education

- There is no awareness among parents regarding the importance of education. When asked whether their parents/caregivers support and encourage them for education/ school and homework, most of them reported there was no one educated at their family and education is not considered good in their homes especially for girls.
- In short, poverty (they have to earn and cannot afford), school far away, lack of basic facilities in schools, absenteeism of teachers are major challenges and reasons of them being out of school or dropped out.
- The biggest problem faced by Afghan refugees is the extreme poverty and lack of awareness. Due to migration, health problems are also very common among these people. Children's education and health cannot be given attention due to poverty and struggle for basic needs and living.

Key Challenges / barriers households and their children face in school/ related to education

- Lack of basic facilities like water, washrooms, boundary walls, desks, materials, electricity and teachers in schools.
- Distance of schools, far away schools.
- Non availability of nearby schools and Transport problems.
- Families cannot afford transport and books.
- Behaviour of Teachers is harsh.
- Non availability of teachers.
- School environment is not safe.
- No interest of children in education.
- POR issue (Afghan refugees).
- School is often closed, teachers are absent.

4.2. Recommendations

1) Increase Access to Education

Below are some recommendations to ensure the most vulnerable girls and boys including adolescents and those living with disabilities have access to inclusive, relevant, and quality learning

- The most important one is to improve the situation in schools via **construction and repair** of boundary walls, gates, classrooms, washrooms/ toilets, hand washing points,
- Early Childhood Education (**ECE**) centers needs to be established in schools.
- Provision of basic equipment and materials like desks, chairs, tables, teaching and learning materials,
- Training and Capacity building of teachers is required especially on inclusive and relevant learning
- Establishment of local level non-formal education centers, alternative learning programmes and accelerated education programmes
- Enroll those living in poverty and refugees in the formal and nonformal education centers
- Provide vulnerable and poor adolescents boys and girls to have access to technical and vocational training institute to improve their living condition and support them to earn for their families
- Provide in kind and cash-based assistance to poor families, girls and refugees, like cash assistance, conditional grants, transportation support, bursary support etc. to enable them to overcome financial barriers to education.

2) Learning Environment

In order to make learning environments safe, accessible, and conducive to students, some recommendations are shared as below:

- Construction and repair of gender segregated and disability friendly washrooms/ toilets, and hand washing points in schools.
- Formation of students' clubs (boys and girls clubs, protection clubs).
- Establishment committees/ school clubs that address bullying and issues of exploitation and exclusion.
- Development and provision of risk awareness materials.
- Training and capacity building of teachers is required especially on Emergency preparedness, DRR, risk management.
- Likewise, schools, administrators and teachers needs to be trained on GBV risks and supported to ensure that learning spaces are safer and more conducive to learning for all girls, refugees and other vulnerable children.

3) Mental & Physical Well-being (MHPSS) in Schools

Below are some recommendations to ensure that most vulnerable girls and boys including adolescents and those living with disabilities are better protected, and have improved mental and physical well-being.

- Proper materials and Sops/ guidelines need to be developed on MHPSS, Students' clubs formation and implementation, recreational and cultural programming, health and hygiene
- Advocacy and collaboration is required with department of education and targeted schools to initiate Health and hygiene programmes and mental health and psychosocial support (MHPSS) services programmes and referral mechanisms in their schools.
- Recreational and cultural programming needs to be regularized in schools.
- Proper SOPs and schedules should be developed for the MHPSS services, recreational and cultural programming. The Health and MHPSS services should be regularized and made part of the daily school schedule.
- Regular meetings with schools on progress of these activities, proper schedule, assessment of these activities to generate evidence for informed decisions and adjustment of interventions.
- Teachers should be trained on MHPSS so that they are able to provide mental and psychosocial support to students. They should also be trained on psychological first aid, and proper referral mechanisms to specialized mental health providers if there is a need.

4: Strengthening Education System

Below are some of the recommendations related to strengthening the education systems

- Advocacy at national, provincial and district level is required to improve school infrastructure, increase budget for education, develop district based strategies for education.
- A sustained capacity development support to the provincial, district and school levels authorities is required.
- Functionalize/ revitalize the school-management committee and / or parent teacher associations, arrange monthly meetings, develop and follow up on action plan.
- There is a need for a district level resources mobilization strategy of the government, and partnerships and resources need to be mobilized for education.
- In collaboration with department, develop strategies, mechanism and tools for assessments of students, other than routine examination.
- Conduct assessments of students to better understand the differentiated needs of girls and boys, returnees, refugees and those living with disabilities.

5) Suggestions/ Ideas from households

- Construct new schools in villages.
- Construct classrooms and washrooms in schools.

- Repair and renovation of schools, classrooms, washrooms and boundary walls.
- Provide basic facilities to schools especially electricity, water, teachers, materials and equipment.
- Install solar system in schools.
- Training of teachers on dealing with children.
- Provide education material and teaching Aids.
- Provide Book and bags and uniform to students.
- Provide special assistance (cash/ in kind) to girls.
- Involved the parents and community in the new or existing schools' constructions or repair and renovation work.

6) Suggestions/ Ideas from Afghan Refugees

- Construction/ arrangement /establishment of nearby schools for refugees living in camps.
- Advocacy and system / policies are needed to ensure easy procedures for enrollment in schools, attainment and retention of their children in schools.
- Establish Village/ camp-based committees which help and work for Afghan Refugees education related issues/ challenges.

5. ANNEXURES

Annex 1. Result Framework of ECW MYRP RSPN Baseline Values

Annex 2a- List of School verified ECW RSPN Baseline

Annex 2b- Data Sets and Analysis Sheet Tool 1 and School-wise situation

Annex 2c. School Survey Detailed Findings ECW RSPN Baseline

Annex 3a: Household Survey Detailed Findings ECW RSPN Baseline

Annex 3b: Data Sets and Analysis Sheet Tool 2 Households Survey ECW RSPN Baseline

Annex 4a. Data Set FGDs RSPN Baseline

Annex 4b. Data Set KIIs RSPN Baseline

Annex 5: Key Facts and Figures School Survey ECW RSPN Baseline

Annex 6: Pictures taken during data collection for ECW RSPN Baseline Survey

Annex 7: Tools and Survey Instruments