



Balochistan Human Capital Investment Project – BHCIP

Education PMU Quarter Progress Report Apr-June 2024



BHCIP PHYSICAL SURVEY
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Developed By:
Project Management Unit
Secondary Education Department

Developed for:
The World Bank, Pakistan

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ACRONYMS

BHCIP	Balochsitan Human Capital Investment Project
BoC&Ex	Bureau of Curriculum & Extension
DEO	District Education Officer
ESSO	Environmental and Social Safeguard Officer
ESMF	Environmental and Social Management Framework
EDS&QA	Engineering Design Supervision & Quality Assurance
ECE	Early Childhood Education
ESMP	Environmental and Social Management Plan
EMIS	Education Management Information System
EOI	Expression of Interest
GBV	Gender Based Violence
GoB	Government of Balochistan
GRN	Goods Receiving Note
MIS	Management Information System
PMU	Project Management Unit
RTSM	Real Time School Monitoring
SED	Secondary Education Department
UNHCR	United Nations Commissioner for Afghan Refugees

BALUCHISTAN HUMAN CAPITAL INVESTMENT PROJECT (BHCIP)

SECONDARY EDUCATION DEPARTMENT

GOVERNMENT OF BALUCHISTAN

For the Quarter

April – June, 2024

Prepared by M&E Specialist BHCIP

1.0. Project Introduction:

Baluchistan is the province with the largest territory, but with lowest economic indicators and lowest Human Capital Index (HCI) score of 0.34. The HCI score is even lower for women (0.32). This low score in HCI is partially linked to Baluchistan's alarmingly high (42 percent) poverty rate and prevailing sociocultural norms which hinder the utilization of health and education services in the province.

Delivery of both health and education services in Baluchistan has been further affected by the inflow of Afghan refugees, as the province has been hosting Afghan refugees for over 40 years. According to UNCHR, while most have now been repatriated, there are still around 325,000 registered Afghan refugees residing in different districts of the province, including Quetta, Pishin, Chagi, Killa Saifullah, Loralai, and Killa Abdullah. The presence of large number of refugees without commensurate increase in resources has put extra pressure on the already stretched social sectors, severely affecting access to and quality of health and education services for both host communities and refugees.

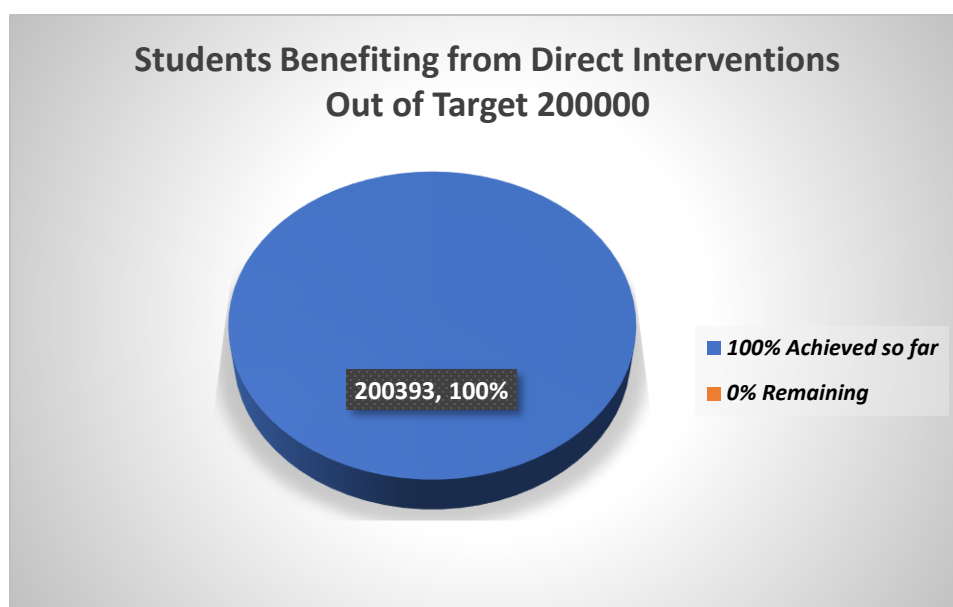
The Government of Baluchistan (GoB) is implementing the 'Baluchistan Human Capital Investment Project' (BHCIP) with the assistance of the World Bank to improve the utilization of quality health and education services in selected refugee hosting districts of Baluchistan, by investing to fill supply and demand side gaps and strengthening service delivery systems through improved management and governance. It is expected that BHCIP will provide impetus to generating significant social and economic returns in the long term through a more educated and healthy population. The project will pay special attention to: (a) gender equity; (b) quality of

services; and (c) synergies between health and education interventions to maximize accumulation of human capital.

2.0. Project Development Objectives Indicators Progress Update:

2.1. Students benefiting from direct interventions to enhance learning

Concept of Indicator: The number of the students (girls and boys both) who are benefitted with any of the facilities provided under the project activities including schools' supplies, IT and Science Lab equipment, school construction/rehabilitation, EMIS Cells establishment, and Teachers training etc.



Indicator Description: By the reporting quarter, 100% students (200,393) target of total 200,000 target has been achieved.

Indicator Status through the Following Interventions with Update:

- i) IT Lab material to (55 of 55 Set-1 schools),
- ii) Science Lab to (51 of 51 Set-1 schools),
- iii) TLM kits to (339 of 358 Set-1 schools),
- iv) Solar System in (57 of 57 Set-1 schools),
- v) Furniture Supply (286 of 295 Set-1 schools)
- vi) Gillam Supply (348 of 358 Set-1 Schools)
- vii) Schools Supplies (345 of 358 Set-1 Schools)

- viii) Teachers training in (658 schools (318 of 358 Set-1 schools and 340 Set-3 schools) of the target districts) and
- ix) EMIS Cells material supplied to (227 of 231 schools including 31 Set-1 schools and 196 Set-2 Schools) cumulatively benefitted $318+340+196=854$ schools with the above mentioned activities.

Target Achievement Status: The target has been achieved.

Please note that the 854 cumulatively benefitted schools include 318 of 358 *Set-1 schools, 196 of 231 of **Set-2 schools, 340 of ***Set-3 schools which include the school facilitated only with teachers training and the schools provided with all teachers training along with other facilities.

There are three sets of schools described under the project given as below:

***Set 1**= 358 schools to be provided with various facilities in different number of schools from the same set including 358 schools with ECE/TLM Kits, 295 with construction/rehabilitation works & sports material, 51 schools with Science Lab Equipment, 55 schools with IT equipment, and 57 schools with solarization facility.

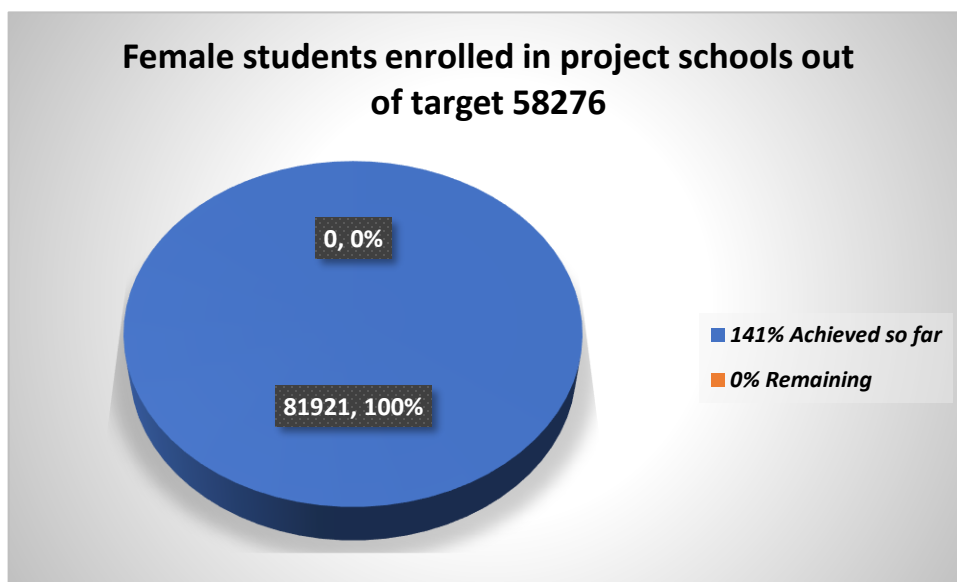
****Set 2**= 231 Schools to be provided with the EMIS Cells Material including 31 schools of Set 1 and 200 other schools

*****Set 3**= All four target districts maximum number of schools to be supported with their teachers training.

The enrollment figure has been copied from the latest EMIS data of School Education Department, Government of Balochistan.

2.2. Female students enrolled in the project schools

Concept of Indicator: Number of female students of Set-1 and Set-2 schools benefitting from the facilities provided under the project.



Description: In the reporting quarter, 81,921 (141%) female students have been enrolled of total target of 58,276. Target overachieved.

Indicator Status through the Following Interventions with Update:

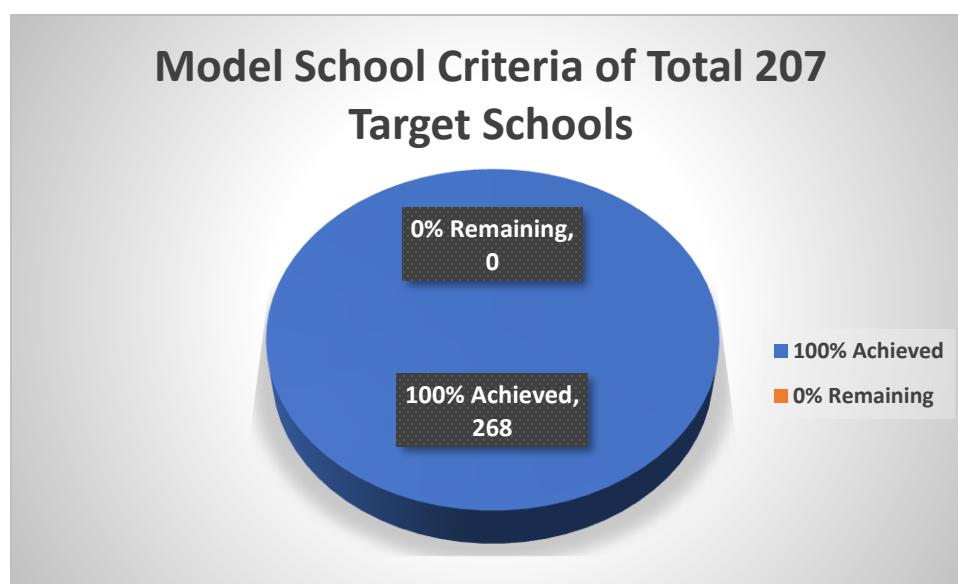
- i) IT Lab material to (55 of 55 Set-1 schools),
- ii) Science Lab to (51 of 51 Set-1 schools),
- iii) TLM kits to (339 of 358 Set-1 schools),
- iv) Solar System in (57 of 57 Set-1 schools),
- v) Furniture Supply (286 of 295 Set-1 schools)
- vi) Gillam Supply (348 of 358 Set-1 Schools)
- vii) Schools Supplies (345 of 358 Set-1 Schools)
- viii) EMIS Cells material supplied to (227 of 231 schools including 31 Set-1 schools and 196 Set-2 Schools) cumulatively benefitted $339+196=535$ schools with the above mentioned activities.

Reasons for over-achievement: The target has been overachieved. Besides, other girls schools under the project, the project activities include a set of cluster schools (231) in four target districts which are High Level Schools and contain highest number of enrollment. Therefore, the target is overachieved.

2.3. Targeted schools meeting at least 3 model school criteria

PDO Indicator Description: 70% of the target schools to meet at least three model school criteria from total five in 295 target schools. The criteria are: i) Early Childhood Education (ECE) classrooms and teachers ii) 50% of teachers trained using scripted lessons, iii) boundary walls and functional toilets iv) desk and chair for each student v) trained parent teacher school management committees meeting regularly and endorsing monthly teacher attendance.

Result of the Indicator:



Result Description: 268 (129%) of total target 207 (100%) has been achieved by the reporting quarter.

The number of 207 schools stands 100% target out of total 295 model schools under project. Total 91 out of 207 schools meet any of the three out of five model school criteria. The 129% is calculated per ratio of 268 schools out of 207 schools.

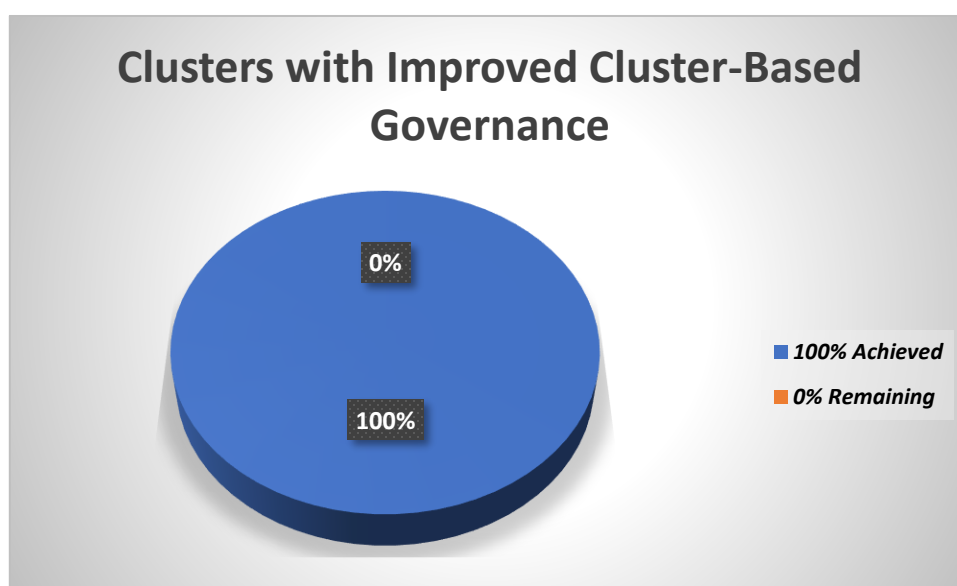
Following is the breakup of the schools meeting criteria separately:

- a. Dedicated ECE Room & Teacher= 261
- b. 50% of teachers trained using scripted lessons= (in process)
- c. Boundary wall & Toilets= 261
- d. Desk & chair for each student= 268
- e. PTSMC Trained = 217

3.0. Intermediate Results Indicators Progress/Process Report:

3.1. Targeted school clusters with improved cluster-based governance

IR Indicator Description: Percentage of targeted school clusters providing evidence for: (a) DDO code allocated to cluster head; (b) LECs preparing cluster plans and budgets; (c) training of head teachers at the cluster head-level on participatory planning, school-based budgeting, cluster-level procurement, and conducting summative and formative student assessments; and (d) EMIS Cells gathering cluster data and submitting to DEA and SED



Description: Total 44 schools are target under this indicator. The target set in the RF is 50% schools meeting governance criteria. Total 44 (100%) out of 44 schools meet the governance criteria. Despite the target set in the RF is 50% (22 schools), the achievement is calculated against 44 (100%) schools for the governance indicator due to the WB progress system not accepting any progress beyond 100% when set in the percentage.

3.2. Student learning assessment reforms strategy implemented

UNICEF completed the diagnostic study of the Assessment system by BAEC-Assessment and Examination Commission and submitted their result to School Education Department. Based on their findings and recommendations, ToRs are under development for hiring of a firm to develop the assessment strategy for the School Education Department. The firm hiring is expected to complete in the following quarter.

3.3. Grade 5 and 8 students scoring at least 50% in concept-based learning assessment in project schools

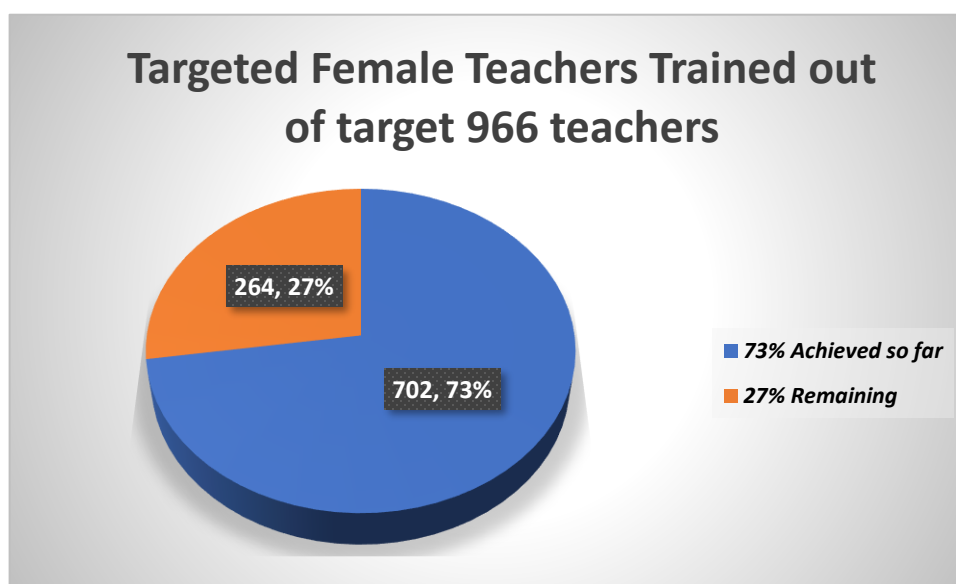
The students' assessment activity has started. The baseline assessment has been conducted and shared with the World Bank. The assessment activity will be completed by end of current year (2024).

3.4. Targeted female teachers trained

Scope of Indicator: 12 days training basically planned for teachers who were inducted by the Govt but have never been trained on how to teach. It focuses on pedagogy. Main components are:

1. Professional standards of teaching
2. Classroom engagement
3. Modern teaching techniques
4. Curriculum
6. Assessment and reflection
7. Teaching practices

Outcome of the training includes improved classroom management skills, utilization of improved teaching methods which will help improve learning process.



Description: By the reporting quarter, 702 (73%) female teachers were trained of target 966 teachers in 343 project schools.

The remaining teachers will be trained in by the end of this year.

3.5. Grievances registered related to delivery of project benefits that are addressed

The Grievance Redress Mechanism has been placed in the PMU. It includes the Online and in person grievance registration mechanism. There would be three types of the grievances: General, Procurement, and High Court Cases. The general grievances are mostly lodged in person despite the availability of online grievance lodging facility. Culturally, the community is interested to meet the project implementation unit in person to understand the issues. However, PMU has provided contact information on a banner/chart/board on each project site for lodging any grievance either online or on call or on WhatsApp message in regard to any community dispute related to construction works, social safeguard and environment issues.

The grievances are reported with the status as the number of the grievances received and resolved once they are received.

Following is the detail of Grievances So far:

Grievance Type	No. of Grievances Lodged	Status (Resolved/Pending)
General	0	N/A
Court	0	N/A
Procurement	1	Resolved

4.0. Project Result Framework Updates

Project Development Objective Indicators				Progress Update		
Indicator Name	PBC	Baseline	End Target	Achievement Status	Remarks	Projection
2. Improving utilization of quality education services						
Students benefiting from direct interventions to enhance learning (CRI, Number)		0	200,000	200,393 (100%)	Enrolment from 318+340+196=854 Schools: these include different set of schools provided with at least one or more of the following: IT Lab Material, Science Lab Material, TLM Kits, EMIS cells material, Solar System, Furniture, Gillam, Schools Supplies, Construction/Rehabilitation and Teachers Training etc.	The target has been achieved.
Female students enrolled in project schools (Number)		13,530	58,276	81,921 (141%)	Enrolment from 339+196=535 schools: these include different set of schools provided with at least one or more of the following: IT Lab Material, Science Lab Material, TLM Kits, Furniture, Gillam, Schools Supplies, Construction/rehabilitation and EMIS cells material etc.	100% target is achieved.
Targeted schools meeting at least 3 model school criteria (Percentage)		0	70	100%	268 of 207 Target schools meet the required 3 of 5 model schools criteria	100% target has been achieved.

Intermediate Results Indicators by Components						
Indicator Name	BPC	Baseline	End Target			
2. Improving utilization of quality education services						
Targeted school clusters with improved cluster-based governance (Percentage)		0	50%	100%	(The target is 50% against his activity (50% of 44 schools which is 22. Percentage calculated based on achieved number (44 schools), considering 44 as 100%.	100% target has been achieved.
Student learning assessment reforms strategy implemented (Text)		No strategy exists	Dissemination of assessment results from 10% target primary schools		The hiring of firm is expected in the following quarter.	
Grade 5 and 8 students scoring at least 50% in concept-based learning assessment in project schools (Percentage)		0	20%	In Process	Baseline Assessment has been conducted.	The baseline is expected to be completed by the end of this year.
Targeted female teachers trained (Percentage)		0	80%	73% (702)	The teachers have been trained in the female target project schools.	CPD trainings will complete in current year..
Grievances registered related to delivery of project benefits that are addressed (Percentage)		0	75%	100%	1 complaint has been lodged and has been resolved.	Achieved

5.0. Formation and Training of Parent Teacher School Management committees and Local Education Councils

5.1. Formation and Training of Parent Teacher School Management Committees

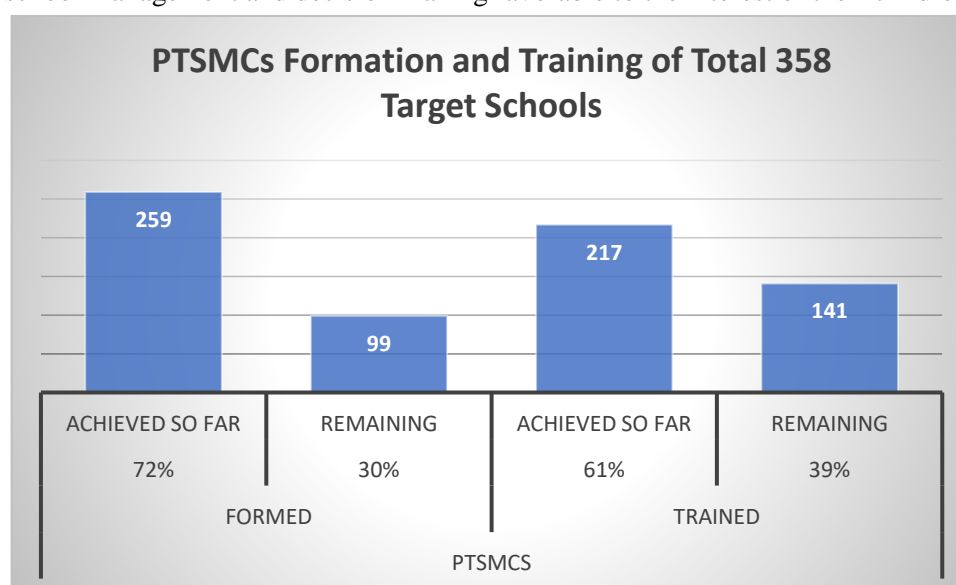
Composition of the PTSMC: Referring to the recent policy notification by School Education Department, following will be the composition of the PTSMC:

- 1- A parent of the student(s) (Chairperson)

- | | |
|--|--------------------|
| 2- Principal/Head Mistress/Master/In charge of the school | (Secretary/Member) |
| 3- Two Teachers of the school | (Member) |
| 4- Parents of the Students in the school (Male 1 & Female 1) | (Member) |
| 5- One male elected representative from local government | (Member) |
| 6- One female elected representative from local government | (Member) |
| 7- Representative of youth group | (Member) |
| 8- Representative of Civil Society | (Member) |
| 9- Retired Teacher/Educationist | (Member) |

Objective of the PTSMC:

To facilitate parents and community members' participation in the activities aimed at improving academic and physical environment at the school level by giving voice to parents' concerns regarding the education of their children through provision of a platform to influence the school management and decision making favorable to the interest of their children.



Description: By the reporting quarter, 259 (70%) of total target 358 PTSMCs have been formed and 217 (61%) of total target 358 PTSMCs have been trained.

5.2. Formation and Training of Local Education Councils

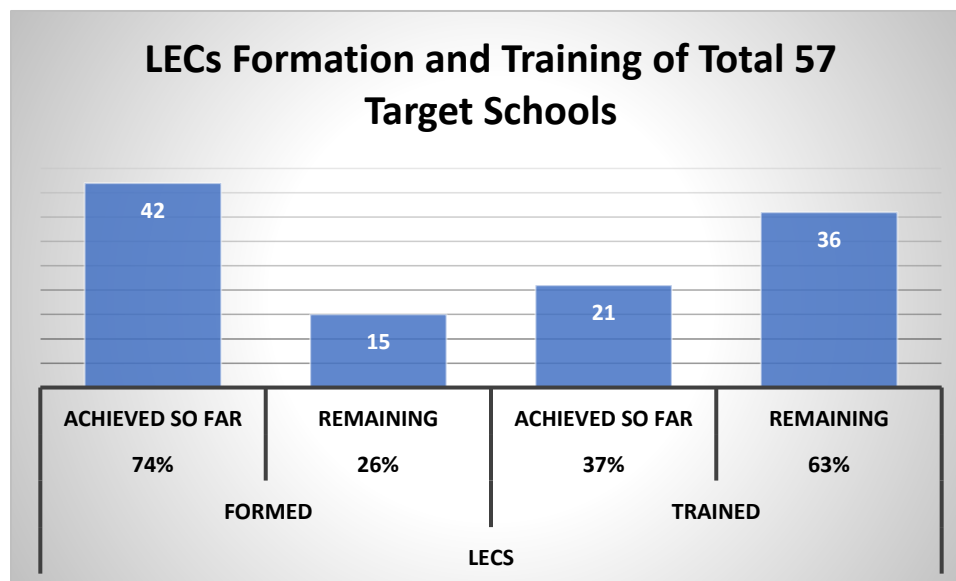
Composition of the PTSMC: Referring to the recent policy notification by School Education Department, following will be the composition of the LEC:

- | | |
|---|----------|
| 1- Head Teacher of the Cluster Hub School (High/Higher Secondary) | |
| (Convener/Secretary) | |
| 2- PTSMC Chairpersons from the Cluster/Feeder Schools | (Member) |
| 3- Learning Coordinator (LC) of the area/circle | (Member) |
| 4- One member of Local Education Purchase Committee (LEPC) | (Member) |
| 5- One Academician (preferably a retired teacher) | (Member) |

- | | |
|---|----------|
| 6- One Councilor (Local Government if available) | (Member) |
| 7- One Representative of Civil Society | (Member) |
| 8- Doctor/Health Technician from closest BHU/RHC/DHQ | (Member) |
| 9- One member of Champion Club/Boy Scouts/Girls Guide | (Member) |

Objective of the PTSMC:

To develop, promote policies, practices, and activities for enhancement of the quality of physical and learning environment of the school and the levels of student achievements through community, department, student and parental involvement in the education process at the Cluster Level.



Indicator Description: By the reporting quarter, 42 (74%) of total target 57 LECs-Local Education Councils have been formed and 21 (37%) of total target 57 LECs have been trained.

Indicator Status: The activity is on track and will be completed in the given timeline.

Reasons for under-achievement: The Community Mobilization Firm was hired later due to back and forth comments/discussions on their ToRs. However, the activity is on track, in progress and will be completed in the given timeline.

6.0. Financial Summary

Following is the finance expenditure summary by the reporting quarter:

Financial Progress							(in Millions)
Funds Received Inception to till June 2024 (PKR)	Funds Received Inception to till Dec 2023 (USD)	Expenditure Inception till June 2024 (PKR)	Expenditure Inception till June 2024 (USD)	Funds Received in FY 2023-24 (PKR)	Funds Received in FY 2023-24 (USD)	Expenditure April-June 2024 (PKR)	Expenditure April-June 2024 (USD)
3309.7	13.39	2,539.50	10.64	2030.17	7.1	909.75	3.18

7.0. Environment and Social Management and Monitoring Plan (ESMP) Activities Update

Health screening:

- PMU-Education planned a health screening program for 20 schools near BHCIP health facilities in focused districts in collaboration with the PMU health. Initially, it was decided to screen 20,000 students from 44 schools. However, due to limited healthcare staff, school distances, and transportation issues, the target was reduced to 2,249 students in 20 schools.
- Health screening was conducted in 13 schools in district Quetta, Pishin, and Killa Abdullah. Through this activity screening of 1,215 students from 13 schools was successfully completed. Screenings for 7 schools in Chagai will start in September 2024 after the summer break. A report on the health screenings will be shared.

Plantation Campaigns in schools: The PMU-SED carried out plantation campaigns in 32 schools, with 8 schools in each of the targeted districts. A total of 120 plants were planted across these districts, with each district receiving 30 plants distributed among the 8 selected schools. Both students and teachers actively participated in planting the trees, ensuring their ongoing care and sustainability. This initiative aims to educate students about the importance of plants for a better quality of life.

Field visits: Field visits were conducted at 9 schools in focused districts where construction work had commenced to ensure compliance with ESMMP guidelines.

8.0. Development/Infrastructure Activities Update

- The contracts have been awarded to all the packages of all four districts, i.e. Chaghi, Quetta, Pishin, and Qila Abdullah and now the construction work has started in 243 schools so far of all four target districts. The schools breakup where the schools works started follows as 75 schools in Chaghi, 55 schools in Quetta, 56 schools in Pishin, and 57 schools in Qila Abdullah. 84 schools work has completed. 47 schools have been handed over.

- One new school was identified in a flood emergency during the visit of the World Bank team in the name of Government Boys High School, Hanna. The school construction is under progress. The works in progress include Plaster on ground floor, first floor brick masonry, and top floor roof laid.

9.0. Procurement Activities Update

- Furniture supply activity completed
- Prepared TOR's for hiring of firm for Technical Assistance for capacity Development of Balochistan Assessment and Examination Commission
- Supply of Gillam Carpet completed

10.0. Project MIS-M&E

- Eight monitoring tools (Tool 1 – Student Enrolment, Tool 2 – Model School Criteria, Tool 3 – PTSMC Formation, Training & Performance, Tool 4 – Cluster Based Governance, Tool 5 – EMIS Cell, Tool 6 – New Construction/Repair Works Inspection Checklist, Tool 7 – School Construction, Repair Works, Completion & Handing Over and Tool 8 – Provision of School Supplies) have been finalized and shared with the World Bank after multiple discussions.
- The finalized tools were shared with the IT consultancy firm for development of mobile apps and dashboard modules. Regular discussions were held between PMU and firm in regard to the automation of tools and dashboard during the reporting quarter.
- The EMIS Apps have been developed and deployed in the field. The enrollment data collection has been done by the PMU staff in the first round in 3 target districts of District Quetta, Pishin and Killah Abdullah. The EMIS data of these three districts was validated with the help of the collected data of these three districts and was found valid. It is reliable to use the EMIS data for any reference. The second round of validation data collection is completed in the reporting quarter.
- Regular data verification of the construction works stage wise images and Good Receiving Notes-GRN's continues during the reporting period. The verification process involves regular data cleansing, and follow up with the relevant sections for streamlined M&E-MIS Dashboard
- Regular facilitation to other PMU sections in regard to data sets required, in particular by Education and Development Sections of the PMU.

- Quarterly Progress Report-QPR is developed, compiled and shared regularly by 45th day of the following quarter of the reporting quarter with the WB. The QPR involves rapid follow up with all the sections for updated status of the activities besides referring the Project M&E-MIS Dashboard for the Result Framework progress updates.