

Improving Access for Marginalized Children to Quality Education in Baluchistan TORs for Conducting Baseline Study

1. Introduction:

Save the Children started working in Pakistan in 1979, when millions of people from Afghanistan took refuge in Pakistan after the Russian invasion of their own country. Until 1995, we ran projects focusing on health, education and improving people's lives in the countryside. Today, we work in partnership with local agencies and organisations to improve children's experience of school and to keep them healthy and safe from harm. We also respond to emergencies such as earthquakes and floods. We use our experience of working with and learning from children to campaign for changes to national policies and legislation that affect young people. Overall, last year we reached nearly 92,000 children through our work.

In our endeavors to improve the plight of the children of Balochistan particularly in the field of education, Save the Children with the support of the Royal Netherlands Embassy has developed a 5 year project. The project will be implemented in 3 districts of Balochistan and would focus on Access, Quality, Child Protection, Governance and Advocacy and Community and Child Participation with regards to Education. The project will be implemented by a consortium of local NGOs with technical support and backstopping by Save the Children in partnership with the Department of Education, Government of Balochistan. (Project Brief Attached)

The project is in its inception stage where partnerships with the local implementing NGOs and government are being firmed up and the project implementation plan is under development. Assessing the baseline situation regarding the envisaged interventions of the project before the formal initiation of the project activities is one of the steps Save the Children wants to undertake.

2. Purpose and Scope of the Baseline Study:

To assess the present situation of education with regards to access, quality, management and child protection in the three project districts of Balochistan

3. The Specific Areas of Focus for the study would be:

Access:

- a) The availability of government schools; primary, middle and secondary vis-à-vis the number of school going age children (in and out of schools with gender) in the feeding area in the three districts
- b) The facilities available/not available in the schools and the state of these facilities (both from teachers and students) Physical state of the classrooms and school in general
- c) The presence of private schools and the number and percentage of children (girls/boys) attending these schools and the reasons from parents and children for attending these private schools
- d) % age of the school going children (girls and boys) who are out of schools and the reasons for not attending the schools (from children, parents and community leaders)
- e) The reasons hampering easy access to schools particularly of girls and young children with special focus on the most marginalized children (location of the school, distance, etc.)
- f) No & locations of single teacher schools in selected districts
- g) Qualitative socio-economic contextual analysis of the selected districts from secondary data

- h) % children (boys and girls) transiting between pre-primary and primary school
- i) % children (boys and girls) transiting between primary school and middle school

Quality of Education:

- a) No & location of registered vis-à-vis activated PTSMCs (Parents Teachers School Management Committees). No of males and females who are active in PTSMC's.
- b) The drop-out rate for both girls and boys, the reasons for drop-out (from teachers, children and parents)
- c) The state of affairs of the dropped-out children
- d) % age of the teachers trained and the types of training imparted
- e) Prevalence of corporal punishment & other forms of violence against children in schools
- f) The teachers students ratios in the surveyed schools
- g) Availability of the specialized Early Childhood Education facilities (not katchi) in schools
- h) The number of children in katchi classes by age and gender
- i) The retention levels of children in government schools by age, class and gender.
- j) Listing of training imparted by PITE
- k) Availability of sufficient and quality of learning materials and resources (by level/class)
- l) Availability of safe play ground
- m) Are the teachers qualified?
- n) Availability of an updated Disaster Risk Reduction plan?
- o) Availability of sport and or extracurricular activities? Frequency and kind of activities.

Governance:

- a) Teachers' attendance in the schools in the last three months and frequency and reasons of their absence and transfers
- b) The government monitoring system practiced for the schools and the reasons (if any) for weak monitoring
- c) The frequency of monitoring from the District Education Office with follow-up actions if any with evidence in the last six months
- d) Availability of functional District Education Management Information Systems (DEMIS), planning & monitoring cells in selected districts

4. Target Groups to be included in the Study:

- a) Children of school going age (girls and boys)
 - i. school going Primary, Middle and High (Government and Private)
 - ii. dropped out
 - iii. out of school
- b) Parents of school going (govt and private), dropped-out and out of school children
- c) PTSMCs
- d) Community leaders
- e) Teachers of government schools
- f) Government Officials including PITE, Education, Planning & Development, Bureau of Curriculum
- g) Implementing partners

5. Process:

The following general steps are proposed for conducting the baseline study:

- a) Review the Country Strategic Plan /Thematic Programme Plan for Education and the proposal of the project and any other relevant document.
- b) Prepare an inception report with methodology, sample size and sampling techniques and information gathering techniques and tools with the format of the report and timeframe with budget.
- c) Finalise the methodology with Save the Children
- d) Collect the data as per the sample and techniques
- e) Consolidated analysis and recommendations of the result over all and district-wise.
- f) Reflection of gender based desegregated information / age group of children based on ECE, Primary, Middle and Secondary.
- g) Submission of three copies of Draft Report covering both qualitative and quantitative aspects of the areas mentioned above under Access, Quality and Governance.
- h) Three copies of the final report to be submitted in spiral binding (along with softcopy of the database, analysis and the report). All filled up questionnaires, FDGs etc. should also be submitted.

6. Time Frame:

The Evaluation shall be conducted in the month of March/April 2010 and final report of the baseline study to be submitted on or before May 15, 2010.

The interested Consulting Firms are required to submit their profile, related experience, brief methodology with sample size for undertaking the baseline study, the profile of the personnel to be dedicated for the study and financial proposal by March 05, 2010.

Executive Summary of the Project:

Education, as stipulated in the Human Rights Convention of the United Nations and the Children's Rights Convention is a fundamental human right of all individuals. However, within the developing world as a whole, and Pakistan specifically we find gross violations of this fundamental human right. Not only does Pakistan perform below par, when compared to international human rights' standards, it even under-performs when compared regionally and across other developing countries.

While analyzing the primary and secondary education enrolment rates in primary or secondary education, Pakistan is performing far below the averages for least developed countries. The secondary school enrolment ratios are half than the primary enrolment ratios.

In the province of Balochistan, area of implementation of the present programme, the lowest rate of literacy in the country can be found. This is one of the main reasons for Save the Children to focus its support to this province. The present programme envisions the creation and implementation of an inclusive educational approach in Balochistan, and is based on Save the Children's broad experience in the education sector and in particular the results of a pilot programme implemented in 10 schools in Quetta during the year 2008. A holistic educational approach will be used for the implementation of this programme in Quetta, providing increased access to higher quality education, whose main goal is to bring positive changes in the lives of vulnerable and marginalised children, of which the majority will be girls, through provision of quality education in three districts of Balochistan in particular and beyond on sustainable basis by 2013.

The programme will increase access to schools through increasing capacity of existing schools by providing infrastructural support. This entails introducing Early Childhood Education (ECE), upgrading of primary schools for greater space at the primary level; upgrading of selected primary schools into middle schools and selected middle schools to higher schools. This will create additional space for around 16,200 children. At the same time existing infrastructure will be improved through provision of missing facilities. Through this component, more than 73,000 children will benefit.

On the demand side, local communities will be organized around the schools through reactivation of Parent Teacher School Management Committees (PTSMCs); their capacity will be enhanced and they will be given greater awareness regarding the need for education. Besides, they will be actively involved in school planning and management amongst others, through enrollment campaigns and School Development Plans.

Parallel to this increased access, quality of education will be addressed in the programme, which should lower drop out percentages, improve net enrollment rates and continued learning. This includes

infrastructural improvements enhancing a better learning environment, and a main focus on building teachers' capacities. Through cooperation with expert institutions and close coordination with the department of education, capacity of the Provincial Institute of Teachers Education (PITE) will be strengthened for future programmes with similar focus. New instruments for feedback and monitoring will be developed, tested and implemented, in cooperation with the educational department. Schools will be continuously supported to promote child friendly teaching methodologies and to ensure children's participation. Within schools, extra curricular activities will be facilitated and concept of healthy competition will be promoted. Essential components of these are school based Disaster Rapid Response activities, crucial in this region that is regularly affected by natural disasters like earthquakes.

Thirdly and in line with the above mentioned holistic approach, the programme will address the management capacity, planning and budget allocation processes. Provincial Education Management Information Systems will be strengthened so that provincial level planning will improve. At the same time, the District Management Information System will be established in 3 districts which will feed into the Provincial Educational Management Information System (PEMIS).

In the three districts, District Education Plans (DEP) will be developed in consultation with all stakeholders. After the first two years, government will be supported to prepare DEPs for the remaining districts of Balochistan and the entire provincial planning based on this approach. Lastly efforts will be made in the field of advocacy for quality education at the federal level. The purpose of this advocacy is to assure an increase in budget allocation for Balochistan, as well as the use of education indicators (instead of population) for the allocation of development funds in terms of education.

Lastly, the programme will increase awareness level of the Dutch public and government and highlight issues that Pakistan faces and draw support for the uplift of the socio-economic conditions in the country. This will be done through media work, holding dialogues, and by participating in forums that bring the public and government together to discuss issues of wider importance around the world.

Programme sustainability is guaranteed through the progressive expansion of demonstrable results at the level of participating schools to other areas of the districts and province. Educational authorities will share responsibility for monitoring and evaluation, in coordination with strategic Alliance. Systematization, as a process of generating new knowledge, will involve children, youth, teachers, and parents in analyzing programme progress. A participatory communication strategy will ensure that results are communicated broadly at the local level, in the district, and nationally and internationally.

It is expected that through this five year programme, a model of inclusive education will be developed in which the focus lies on increased access for girls and a multi-stakeholder approach aimed at developing quality education.