



Pakistan (Balochistan) Team

Case study in progress from the KIX-EAP learning cycle “Diagnostic tools for improving education policy planning” held in collaboration with IIEP UNESCO

Sarwat Mehmood Alam

Abdul Khaliq

Irfan Ahmed Awan

Alia Ayub

Inayatullah Mengal

Safyan Jabbar



About case studies in progress

This case study in progress was drafted by a national team that participated in the KIX EAP Learning Cycle: Equitable Access to Education with Geospatial Data. Case studies in progress are ongoing and incomplete studies. As such, the KIX EAP Hub/ NORRAG does not guarantee the quality of the work nor the accuracy of the data.

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About the KIX-EAP Hub

The Global Partnership for Education (GPE) Knowledge and Innovation Exchange (KIX) is a joint endeavour with the International Development Research Centre (IDRC) to connect expertise, innovation, and knowledge to help GPE partner countries build stronger education systems and accelerate progress toward SDG 4. There are globally four KIX hubs or Regional Learning Partners, overseen by IDRC. The hub functions as a regional forum within KIX. NORRAG (Network for International Policies and Cooperation in Education and Training) is the Regional Learning Partner for the KIX Europe Asia Pacific (EAP) hub.

The KIX EAP hub facilitates cross-country knowledge and innovation exchange and mobilisation, learning, synthesis, and collaboration among national education stakeholders in 21 GPE partner countries in the EAP region. The hub also offers opportunities for peer learning and exchange by means of professional development and inter-country visits.

About the KIX EAP Learning Cycle Equitable access to education with geospatial data

This case study in progress is a result of the KIX EAP Learning Cycle “Diagnostic tools for improving education policy planning”. Facilitated by the UNESCO International Institute for Educational Planning (IIEP), this professional development course ran from 20 September to 11 November 2022. Across 8 weeks, this Learning Cycle enabled participants to identify system bottlenecks for improving education policy planning, with a special focus on the use of diagnostic tools for system performance analysis. 14 national teams from 13 countries took part in this Learning Cycle: Cambodia, Georgia, Kyrgyz Republic, Lao PDR, Maldives, Moldova, Mongolia, Pakistan (Balochistan), Pakistan (Sindh), Papua New Guinea, Sudan, Tajikistan, Timor Leste and Yemen.



1. Introduction

Developing greater understanding about diagnostic tools for policy formulation has long been a driving force for people working not only in the public sector organizations but also in the private sector organizations including academia.

Our group consisting of people belonging to different sectors (public, private, academia, UN Agency) has shown keen interest to register themselves for this particular Learning Cycle on Diagnostic Tools to learn as to how these diagnostic tools can be used in the development of educational policies / plans / projects. After attending various online sessions, our group developed a broad consensus on analysing the primary completion rates amongst girls living in ten (10) Afghan Refugee Villages in Balochistan as the refugees themselves can be considered as marginalized community / group in Balochistan. Improvement of educational opportunities / outcomes for Afghan Refugee children especially girls is critical for Balochistan as these people in one way or the other are becoming part of the society. If they have basic foundational literacy and numeracy skills, they can contribute to the economic and social development of the host communities.

For improvement of educational opportunities / outcomes for all communities in Balochistan, the Government of Balochistan, School Education Department, developed its first ever historic Balochistan Education Sector Plan (BESP) in 2013 after conducting a comprehensive situational analysis, also known as, Education Sector Analysis (ESA). In other words, Balochistan conducted its first ever ESA in 2010-11 soon after the devolution of education as a subject to the provinces in April 2010 as a result of the 18th constitutional amendment.

After expiry of the first Education Sector Plan of Balochistan in 2018; the School Education Department subsequently with support of Global Partnership for Education (GPE) started working on conducting its second ESA in 2019. The earlier ESA and the later one both highlighted access to education and learning as the major issues in Balochistan. The ESA report produced in 2019 resulted in the development of 2nd Balochistan Education Sector Plan (BESP).

It is pertinent to highlight here that Balochistan is the only province in Pakistan that has clearly identified Afghan Refugee children as marginalized community and the BESP (2020-25) has also offered clear strategies as to how the educational situation can be improved for Afghan Refugee children in Balochistan.



As per UNHCR, there are 324,291 registered Afghan Refugees in Balochistan, which constitutes 21 per cent of the total Afghan refugees living in Pakistan. The refugees living in Balochistan are settled in ten (10) Refugee Villages and urban settlements. Around 65 per cent of Afghan refugee children are out of school in Balochistan and there are only 35 Schools operating in ten (10) Afghan refugee villages with total enrolment of 19,610. The primary completion rate amongst Afghan refugee girls is only 17 per cent, which is a great concern for the Government, as well as for our team. Thus, our team has decided to delve deep into this issue and wanted to see what policy options we have to alleviate this issue by utilizing our learning acquired as a result of this Learning Cycle on Diagnostic Tools for development of educational policies / plans / projects.



2. Section 1 - Introduction to BEMIS

Balochistan Education Management Information System (BEMIS) was introduced in 1990s to collect, manage and analyse data related to schools, human resources and students studying in public schools across Balochistan. The BEMIS helped the policy makers in improving access to education at the primary level in the initial stages.

However, it was realized in 2013 that BEMIS needed to be upgraded to meet the requirements of Millennium Development Goals (MDGs), as well as the constitutional obligation in the shape of Article 25/A, which was inserted in the 1973 Constitution through 18th Amendment. As a result of this amendment, education has been declared as fundamental right of children between the ages of 5 and 16 years in Pakistan.

The reformed Education Management Information System (EMIS) maintains three (03) distinct profiles: School Profile, HR Profile and Student Profile. The EMIS data is not only used by Real Time School Monitoring (RTSM) System to ensure the attendance of students and teachers in Schools across Balochistan, but also for educational planning and allocation of financial resources to schools. How the data is collected, entered, maintained and used for various purposes can be understood through Fig 1.1.

EMIS updates information by regularly conducting annual school census in Balochistan. The process is cumbersome and usually takes one complete year. EMIS collects data against 80+ indicators from 15089 Schools, more than one million children and 78000+ human resource. Some of the indicators on which EMIS collects / maintains data can be seen at Table 1.1.

Presently, EMIS does not have learning management system (LMS) to link it with input level indicators to see how the input level indicators affect the learning outcomes of students studying in the public sector schools. Moreover, EMIS also does not have information about children studying in Afghan Refugee Villages Schools.

However, the School Education Department, Government of Balochistan, has started working on integration of Non-formal Education Management Information System (NF-EMIS) into EMIS, as well as integration of LMS.

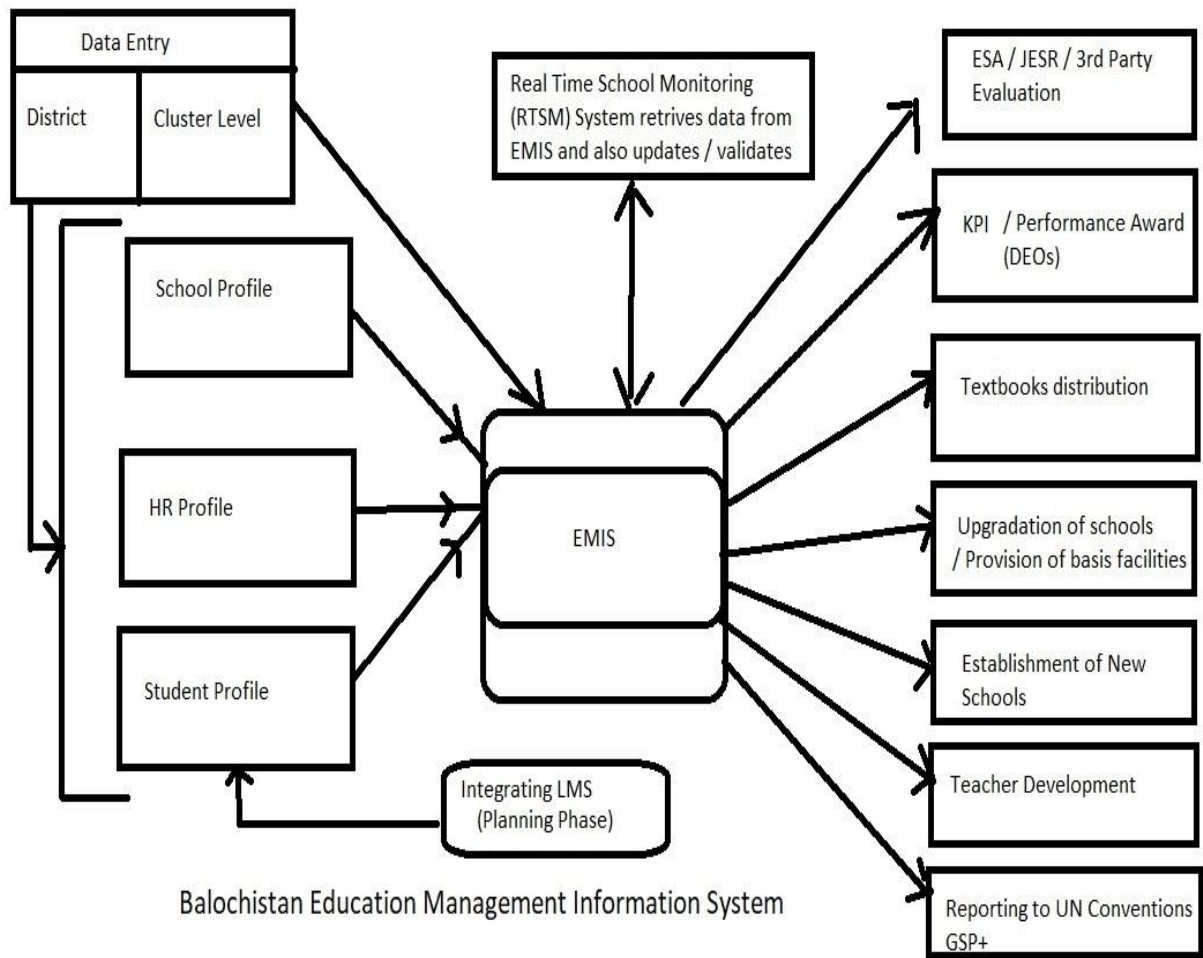


Fig 1.1 shows the various purposes of EMIS

EMIS has also information about private and religious schools (madaris) functioning in Balochistan. The information about private schools and madaris needs to be updated on regular basis, so that the Government can arrange educational opportunities for children who are still out of school in Balochistan.

The integration of information into EMIS regarding Afghan refugee children studying in Refugee Villages Schools can be helpful for the Government to ensure access to educational for all including Afghan refugee children in Balochistan.

Table 1.1: Shows some of the indicators on which EMIS collects / maintains data

School Profile	
BEMIS Code	Unique Code / ID
Name of School	
Level of School	(Primary / Middle / High / Higher Secondary)
Building Facility	(Yes / No)
Toilet Facility	(Yes / No)
Drinking Water	(Yes / No)
Human Resource (HR) Profile	
Personal Number	Unique ID
Name of Teacher	
Gender	(Male / Female)
Academic Qualification	(Matric / Inter / Bachelor / Master)
Professional Qualification	(PTC/CT/ADE/BED/MED)
Student Profile	
Student ID	Unique ID
Name of Student	
Date of Birth	(DD/MM/YYYY)
Gender	(Male / Female)
Grade	

3. Section 2 Part A: Examining the causes of low primary completion rate

Our group, after detailed discussion, has developed this consensus that we have to work on the low level of primary completion rate amongst girls living in Afghan Refugee Villages in Balochistan as one of the marginalized groups. Afterwards, our group has developed a problem tree to identify the root and underlying causes of the problem and what are the possible effects of the problem. The problem tree with potential root and underlying causes can be seen at Fig 2.1.

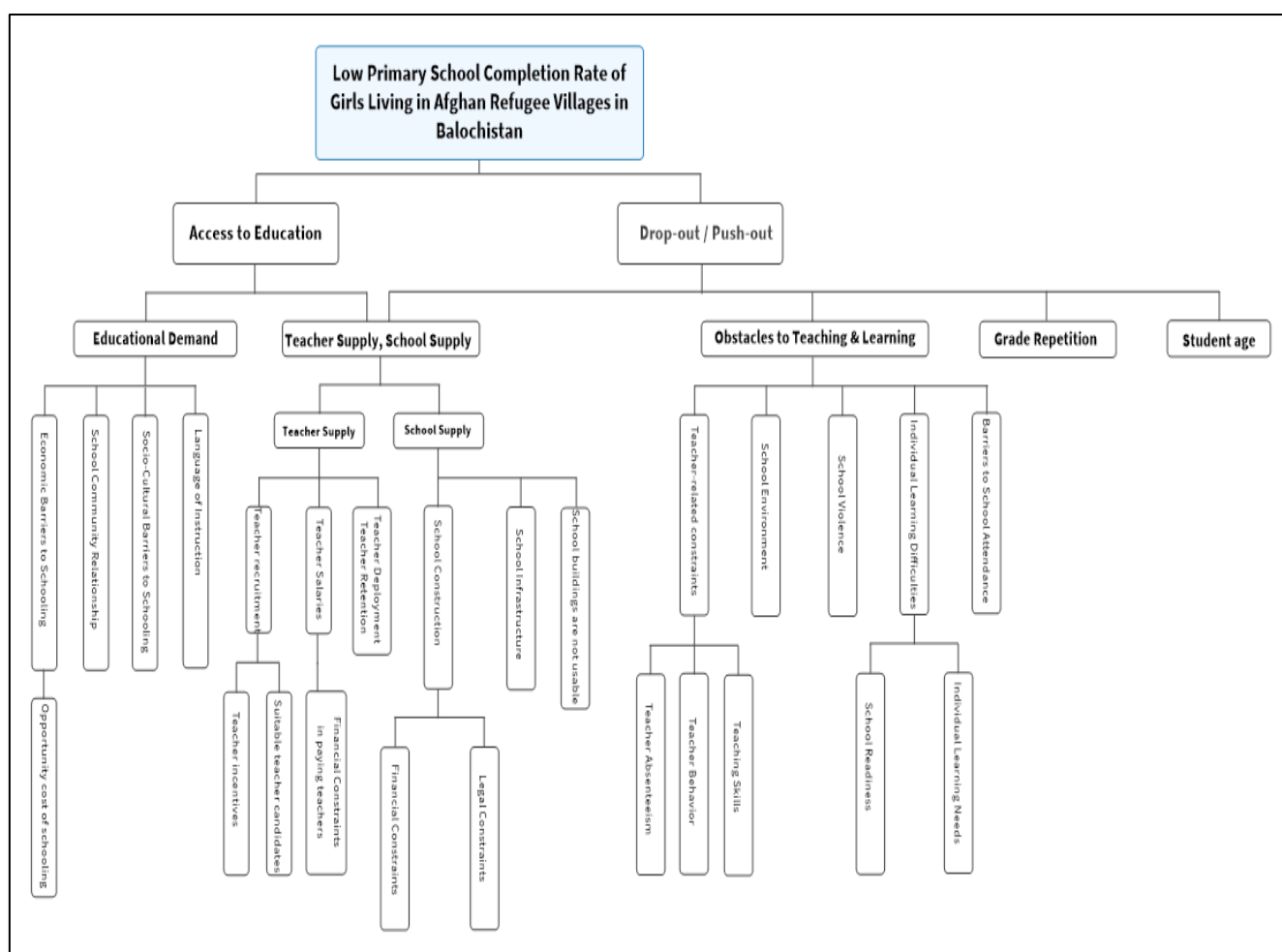


Fig 2.1 showing root causes of low primary completion rate of Girls living in Afghan Refugee Villages in Balochistan

Since EMIS does not have information about schools, teachers and students studying in Refugee Villages Schools established by UNHCR in Balochistan, our group has obtained some important information about educational facilities available in Refugee Villages in Balochistan through a local implementing partner of UNHCR.

As per the information shared by the local implementing partner of UNHCR, there are 324,291 Afghan Refugees, who are living in ten (10) Refugee Villages established by UNHCR through Government of Pakistan in Balochistan. Out of which, 119,798 are children between the ages of 5 and 17 years, and there are only (35) Schools for these children in the Refugee Villages with total enrolment of 19,610. Out of which, 7,542 are girls. More importantly, the primary completion rate amongst girls living in Afghan Refugee Villages is only 17 per cent compared to boys' completion rate, which is 26 per cent. The important information about Afghan refugees residing in Refugee Villages in Balochistan can be seen at Table 2.1.

Table 2.1: Afghan Refugees residing in RVs in Balochistan

Population	
Total Population of Afghan Refugees Living in Refugee Villages	324,291
Male Population	173,236
Female Population	151,055
Population (5-17 years old)	
Total Population of 5-17 Years Children in Refugee Villages	119,798
Girls (5-17) Years	57,658
Boys (5-17) Years	62,140
Schools	
Total Number of Refugee Villages in Balochistan	10
Total Number of Refugee Village Schools (RVS) in Balochistan	35
Enrolment	
Total Enrollment in RVS in Balochistan	19,610
Girls Enrollment	7,542
Boys Enrollment	12,068
Primary Completion Rate	
Girls	17%
Boys	26%

Source: Society; a local implementing partner of UNHCR

Our group after extensive discussion and deliberations on the available data about Afghan refugee children, we have identified that Afghan Refugee children especially girls have low primary level completion rates not only because of lack of access to education but also because of high drop out amongst them. We have then looked into main and underlying causes of access to education and drop out. We have found out that there are both demand level, as well as supply level issues in Afghan Refugee Villages. We have also found out that



a good number of children especially girls drop out of school prior to completion of primary education due to obstacles to teaching and learning, as well as grade repetition and age factor as many families usually do not allow girls to continue their education after certain age.



Section 2

Part B: Examining the constraints

As discussed in the preceding sections, Balochistan EMIS does not have explicit information about Afghan refugee children whether they are studying in Refugee Villages Schools or public / private schools. The information about Afghan refugee children is maintained by UNHCR and Commissioner Afghan Refugees Balochistan. However, the Balochistan Education Sector Plan (2020-25) has a separate section for Afghan Refugee Children complemented with clear strategies as to how the education of children residing either in Afghan Refugee Villages or in urban settlements can be improved.

During the discussion in our group, we have come across some constraints of the education system. The major one was the information about Afghan Refugee children residing in Balochistan. The Balochistan EMIS does not specifically recognize / identify children belonging to Afghan refugees as it totally dependent upon the children and families to show themselves as Afghan Refugee while admitting themselves in public or private schools. The public and private schools admit children to any grade whether they have the Birth Certificate/ B-Form or not. The Government has taken this measure to facilitate educational opportunities for all children residing in Balochistan. Earlier, the Government had conducted an exercise for enrolment of children in schools with legal documents in the shape of Birth Certificate / B-Form. It resulted in low enrolment in schools across Balochistan as the large majority of children did not have legal documents. However, we have overcome this challenge by requesting one of our group members whose organization is working with UNHCR for provision of educational facilities for children in Afghan Refugee Villages.

The other constraint was the non-availability of information about the economic and social barriers children face in getting education while residing in Refugee Villages. We also do not know how the parents of girls living in Refugee Villages view the significance of education for their children. The views of parents as well as girls themselves are critical for improving primary completion rates amongst girls living in Afghan Refugee Villages in Balochistan. Those who are living in Refugee Villages come from different areas of Afghanistan. They have some commonalities and some differences. Some of them speak Pashto while the others speak Dari or Farsi (Persian Language). Some value education for their girls to be productive persons while others see no relevancy of education for girls as they hold this belief that girls have to marry and raise children, as well as to do house chores. Due non-availability of this information, it became a second major constraint for the education system to improve educational outcomes for all without any discrimination.



The other major constraint was non-availability of information about teachers as to who they are and what qualifications they hold and what factors motivated them to become teachers in Refugee Villages Schools and where they received their academic and professional qualifications and what they themselves view the importance of education for children of Afghan Refugee. Due to non-availability of this information, it became very difficult for us to really connect the high dropout rates amongst girls prior to completion of their primary education.

Another constraint was the non-availability of information about the school infrastructure located in Afghan Refugee Villages. The Refugee Villages have been set up soon after the USSR invasion into Afghanistan in 1979 to provide temporary shelters for the Afghan refugees. Once the invasion is over, the refugees would be repatriated through UNHCR. However, it has not taken place so far. The refugees come and go and they settle themselves in these villages. The schools established in these villages are in dilapidated conditions. They are established with the view that the children would be provided education for temporary purposes and will be closed once the refugees are repatriated. These schools are financially supported by UNHCR through its local implementing partner.


Last but not the least, the language of instruction is also considered as a major root cause of school dropout, which in turns results in low completion rates at all levels of education. Very recently, the Pakistani Curriculum has been introduced in Afghan Refugee Villages Schools. The children in these Schools are now studying Pakistani Curriculum and the medium of instruction is Urdu, national language of Pakistan. We do not know how the children and teachers react to this policy initiative and what they consider are the facilitating factors and what are the hindrance factors in the transition process. Whether this policy initiative has positive or negative impacts on the primary completion rates of children especially girls living in Afghan Refugee Villages in Balochistan. Previously, the medium of instruction in these Schools was Pashto / Dari and the Schools followed Afghani Curriculum.

Section 3

Policy Options & Prioritization

Following are some of the policy options critical for improvement of primary completion rates amongst children especially girls living in Refugee Villages in Balochistan.

1. **Investment in School Infrastructure:** Improving school conditions / infrastructures need to be the first priority of Government of Balochistan, UNHCR and Commissioner Afghan Refugees Balochistan. As this will affect other factors such as access, attendance rate, and school environment. Schools with attractive physical environment can be attractive for both children, as well as teachers. Consequently, it will result in improved primary completion rates amongst refugee children especially girls.
2. **Investment in Teacher Training programs:** UNHCR and Commissioner Afghan Refugees Balochistan need to work closely with School Education Department, Government of Balochistan, as to how they can facilitate transition from Afghani Curriculum taught in Refugee Village Schools to Pakistani Curriculum. School Education Department has a number of quality-related institutions, such as, Provincial Institute for Teachers Education (PITE), Bureau of Curriculum (BoC), Balochistan Text Book Board (BTBB) and Balochistan Assessment & Examination Commission (BAEC). UNHCR and Commissioner Afghan Refugees Balochistan can utilize the services of these institutions for smooth and effective transition of Schools from Afghani Curriculum to Pakistani Curriculum. Moreover, the trainings so designed for teachers need to be based TNA, so that teachers can benefit from the trainings designed for their personal and professional growth. Moreover, the teachers need to be provided maximum opportunities for developing of language proficiency in Urdu language, which is being planned to be used as the medium of instruction in all Refugee Villages Schools in Balochistan.
3. **Integrate resources in order to synergise efforts:** The School Education Department, Government of Balochistan, need to integrate information about children studying in Afghan Refugee Village Schools into EMIS, which is critical for better educational planning. For this purpose, the School Education Department also needs to work closely with UNHCR and Commissioner Afghan Refugees Balochistan as to how the information about Afghan Refugee children can be made part of EMIS.
4. **Generate evidence for decision making:** UNHCR and Commissioner Afghan Refugee Balochistan need to commission a field research study to find out the economic and social barriers of access to education and low primary completion rates amongst children especially girls living in Afghan Refugee Villages. The



findings / results of the study will be helpful for both the UNHCR, Commissioner Afghan Refugees Balochistan and School Education Department to address those barriers in the larger interest of children especially girls.

5. **Regular assessment of student learning:** UNHCR and Commissioner Afghan Refugees Balochistan need work closely with School Education Department to regular assess student learning outcomes, so that students who perform poorly can be provided timely academic support to reduce the dropout rates. For this purpose, the services of Balochistan Assessment & Examination Commission (BAEC) can be acquired to conduct student assessment on regular basis, as well as to measure the impact of the transition on the learning outcomes of students studying in Afghan Refugee Villages Schools in Balochistan.



Section 4

Conclusion

The KIX Learning Cycle 4 has provided an opportunity to our team members to delve deep into the low level of primary completion rates amongst girls living in Afghan Refugee Villages as a policy issue by applying our acquired knowledge and skills, and what we can offer as policy options to improve the educational situation for girls in the refugee villages schools in Balochistan. The process was both challenging and cumbersome, as well as equally enjoying as well. As a result, our team has developed greater understanding of diagnostic tools as to when and how they can be applied and in what situations. The whole team is committed to applying the acquired knowledge, understanding and skills in the development of educational policies, plans and projects in our contexts to improvement educational situation for all without any discrimination.