



Balochistan Human Capital Investment Project – BHCIP

**Education PMU
Quarter Progress
Report Oct-Dec 2022**



Developed By:
Project Management Unit
Secondary Education Department

Developed for:
The World Bank, Pakistan

TABLE OF CONTENTS

- 1. Introduction**
- 2. Project Activities Conducted during Reporting Quarter**
 - 2.1 Scope of work of 149 schools completed*
 - 2.2 Packages finalized for districts Chaghi and Quetta*
 - 2.3 Scope of work submitted to EDS&QA*
 - 2.4 Specifications of civil works submitted to PMU by EDS&QA*
 - 2.5 Tender Documents of District Chaghi*
 - 2.6 Provision of school supplies in coordination with SED*
 - 2.7 Induction Training Module Development*
 - 2.8 ToT (Training of Trainers)*
 - 2.9 Teachers Induction Training*
 - 2.10 Procurement process initiated and Contracts Signed*
 - 2.11 Environment Social safe guard Management*
 - 2.12 Project MIS-M&E*
- 3.0 Project Activities Underway**
- 4.0 Project Results Framework**

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
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

October – December, 2022

Prepared by M&E Specialist BHCIP

1.0. Project Introduction:

Balochistan 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 Balochistan'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 Balochistan 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 Balochistan (GoB) is implementing the 'Balochistan 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 Balochistan, 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 Activities Conducted During the Reporting Quarter

2.1. Scope of work of 149 schools completed:

The scope of work of 149 schools was completed during this quarter. The scope of work includes new classrooms, toilet repair, new boundary walls, repair of boundary wall, play area, ramp etc. The scope of work of districts Chaghi and Quetta were collected from technical assessment baseline data and were finalized with the help of education section.

2.2. Packages finalized for districts Chaghi and Quetta:

The 149 schools were then divided into union councils in these 2 districts and 5 packages for each district were finalized. District Chaghi was divided into 5 packages (Package 1 18 Schools, Package 2 20 schools, Package 3 20 schools, Package 4 18 schools and Package 5 12 schools). District Quetta was also divided into 5 packages (Package 6 11 schools, Package 7 16 schools, Package 8 13 schools, Package 9 13 schools and Package 10 12 schools).

2.3. Scope of work submitted to EDS&QA:

District Quetta and Chaghi scope of work was submitted to EDS&QA for the estimation cost, master plan, detail drawings and rate analysis against each school. EDS&QA submitted the above mentioned to PMU on 20th Dec 2022.

2.4. Specifications of civil works submitted to PMU by EDS&QA:

Detailed specification of the civil works eg. Beam, columns, structure etc of building were submitted to PMU by EDS&QA.

2.5. Tender Documents of District Chaghi:

The following documents were submitted to the World Bank for approval:

- i) Chaghi volume 1 tender documents
- ii) Chaghi volume 11 B.O.Qs
- iii) Chaghi volume III specifications
- iv) Chaghi volume IV drawings
- v) Chaghi rate analysis

2.6. Provision of school supplies in coordination with SED:

Provision of school supplies (science lab and IT lab equipment) in the project focused schools in District Killa Abdullah, Pishin, Chaghi and Quetta has started. PMU staff monitored the delivery of supplies in schools and ensured that supplies reach the schools as per delivery plan.

Proper coordination has been maintained with SED relating to all issues pertaining to the delivery of schools.

2.7. Induction Training Module Development:

A proper module for training comprising of all the important and relevant topics for the induction of the teacher training was developed by a group of experts engaged by PITE. As the module was compiled and finalized, it was submitted to BoC&Ex-Buearu of Curriculum & Extension to be reviewed by a module review committee. The module

review committee thoroughly reviewed the module and provided feedback to be incorporated for rolling out of induction training.

2.8. ToT (Training of Trainers):

In the reporting quarter, PITE engaged the module experts to provide training to trainers which will then train teachers on the same module. The ToTs were conducted successfully.

2.9. Teachers Induction Training:

Induction training for teachers started in all project focused districts in the last week of December, 2022. The detailed report along with the number of the teachers trained district wise breakup will be shared in the following quarter progress report.

2.10. Procurement process initiated and Contracts Signed:

The procurement process for the provision of the following supplies was initiated and contract signed in project focused districts:

- a) Science lab for 51 High schools
- b) IT Lab for 55 high schools in focused districts
- c) Establishment of 207 EMIS cells
- d) ECE TLM for 357 schools
- e) Sports Material for 294 schools
- f) Classroom articles for 44 schools that are to be upgraded
- g) 5 emergency response schools (construction and rehabilitation work has been initiated)
- h) IT firm (Android application and Dashboard creation for real-time monitoring)

2.11. Environment Social safe guard Management:

Occupational health and safety guidelines have been prepared to ensure the safety of labor working in the project focused sites. Workplace safety protocols banners produced for future sessions with labor for safeguard considerations during construction work.

Community health and safety guidelines have been prepared to avoid environmental, health and safety related issues for the community residing in the project focused areas.

Close coordination has been kept with procurement section to incorporate the environment & safeguard guidelines in tender documents. Also participated in a pre-bid meeting for the execution of civil works and ESMP officer had a brief session with all the participants highlighting the importance of social safeguards for the execution of the civil works.

2.12. Project MIS-M&E

8 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 have been shared with the IT consultancy firm for development of mobile apps and dashboard modules. Regular discussions are held between PMU and firm in regard to the automation of tools and dashboard.

Data entry and verification module of Physical survey baseline tool & ESMP baseline tool was developed and deployed on MIS Dashboard. 294 schools' data was collected on both these tools and reflected on the Dashboard. Data analysis has been reflected on the dashboard which is currently used by Development and Education section for development of BOQs etc.

3.0. Project Activities Underway:

- Bid Evaluation for the procurement and installation of Solar system in 57 High schools
- Publication of the M&E Android/IOs Applications
- Publication of Environment Social safeguard MIS Android Application
- Finalization of development of schools civil works master plans and BoQs for Pishin and Killa Abdullah (including Chaman)

4.0 Project Results Framework

Balochistan Human Capital Investment Project-BHCIP Results Framework

Project Statement: To improve utilization of quality health and education services in selected refugee hosting districts of Balochistan

Project Development Objective Indicators			
Indicator Name	PBC	Baseline	End Target
1. Improving utilization of quality health services			
People who have received essential health, nutrition, and population (HNP) services (CRI, Number)		0	141000
People who have received essential health, nutrition, and population (HNP) services - Female (RMS requirement) (CRI, Number)		0	109000
Number of deliveries attended by skilled health personnel (CRI, Number)		0	77,000
Number of children immunized (CRI, Number)		0	64,000
Number of children immunized - Female (Number)		0	32,000
2. Improving utilization of quality education services			
Students benefiting from direct interventions to enhance learning (CRI, Number)		0	200,000
Female students enrolled in project schools (Number)		13530	58,276
Targeted schools meeting at least 3 model school criteria (Percentage)		0	70
Intermediate Results Indicators by Components			
Indicator Name	BPC	Baseline	End Target
1. Improving utilization of quality health services			
Targeted HFs having majority of essential medicines for RMNCHN services (Percentage)		20	75
Absenteeism among key staff to provide RMNCHN services (Percentage)		50	25
Targeted health care providers with minimum knowledge and competencies in RMNCHN services (Percentage)		0	80
Targeted HMIS digitally integrated into DHIS(2) (Number)		0	3
2. Improving utilization of quality education services			
Targeted school clusters with improved cluster-based governance (Percentage)		0	50

Student learning assessment reforms strategy implemented (Text)		No strategy exists	Dissemination of assessment results from 10% target primary schools
Grade 5 and 8 students scoring at least 50% in concept-based learning assessment in project schools (Percentage)		0	20
Targeted female teachers trained (Percentage)		0	80
Grievances registered related to delivery of project benefits that are addressed (Percentage)		0	75