

Impact Evaluation Study of Early Childhood Development Programme (ECDP) in Balochistan

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EXECUTIVE SUMMARY

This study undertakes an evaluation of Early Childhood Development (ECD) programme of Aga Khan Foundation (AKF). ECD has gained currency in the development discourse during the last two decades; it is referred to stages of development amongst children from conception to the age of eight. Research shows that children, particularly aging between 0-8, require the kind of environment, which is crucial for their learning and cognitive development. Designed in 2010 on the aforesaid conceptual underpinnings of ECD, AKF implemented a three-year ECD project in 75 schools in Qilla Saifullah, Quetta, and Gawadar districts of Balochistan in partnership with local NGOs. The overall goal of the project was to improve access gender parity, and involvement of local communities and district education authorities in ECD interventions such as construction of ECD classrooms, hiring as well as capacity building of ECD teachers to improve the learning outcomes of children aging between 4-8. In addition, , Learning Resource Centers were established to provide mentoring of an experienced and senior lead teacher undertaking tasks such as monitoring the performance of newly hired ECD teachers and a valuable contribution towards their professional development in the course of ECD interventions. The selection of schools for the project interventions had to fulfill preselected criteria of hiring teachers for *Katchi* (pre-primary) and *Pakki* (primary) classes, construction of ECD classrooms in identified populous areas for further enrolment. The selection of schools entailed selecting five primary schools on the assumption of selecting one school part of a middle or higher secondary school, and the remaining four were declared as feeding schools, following a cluster based approach. The hub was established as Learning Resource Centre, entrusted to a Lead Teacher selected using a predefined criteria (See Appendix A). It was assigned to overseeing the ECE teaching practices by following progress, identifying gaps and mentoring through refreshers in ECD methodology. The project had fulfilled its outcomes pertaining to hiring of dedicated ECD teachers, construction of ECD classrooms, training of ECD teachers and the provision of establishing learning corners in classrooms for an activity based learning across the selected schools as evaluated under the scope of study. The main thrust behind the success of the project was the institutionalisation of programme as teachers hired under the project were absorbed into the cadres of district education department. Moreover, a well-conceived plan of creating awareness about the importance of early childhood development amongst project beneficiaries belonging to both urban and rural communities, and the ownership of the programme amongst district officials and policy makers are the visible impacts of project outcomes. Another significant feature of the project was equipping the classrooms with state-of-the-art ECD materials for which teachers were given extensive training in activity based interactive teaching. All the schools showed encouraging outcomes in terms of increase in enrolment, parents and teachers satisfaction in terms of learning outcomes, the level of confidence among young students, the transformation of teaching environment concerning child focused syllabus and concept based learning instead of didactic reinforcement. Majority of the schools where ECD interventions were introduced demonstrated increased regularity in attendance amongst children, and enhanced confidence level and learning outcomes of ECD classes. The project made an indirect impact on teachers of higher classes who have shown motivation to introduce innovative concept based teaching in classrooms. There is a greater demand from teachers and community to introduce similar interventions in grade 2, 3, 4, and 5 for concept based learning.

Parallel to demonstrable interventions, AKF had been engaged with policy makers and has managed to assist the government of Balochistan in devising an ECE policy for the entire province which has been made the part of provincial education sector plan. Under ECE policy, in the first phase, Balochistan government is building 2000 new primary schools with dedicated ECD classrooms following the specification and design introduced by AKF in ECDP. Moreover, the government aims to increase the number of ECD teachers to 12,000 in phases, which is clearly a success of reforming primary education across the province. Apart from policy success, the provincial government has adopted the design and

specification of AKF ECDP model to replicate the same in the new primary schools. Apart from the overall success of the project, there is a visible disconnect concerning awareness among masses as well as teachers in non-ECD schools seemingly cautious low profile intervention to avoid unnecessary attention due to security situation in the districts. This has been attributed to project outreach in terms of galvanising public support for the project interventions across areas where ECD interventions were not introduced but had been implemented in close vicinity. For instance, engaging parents through FRC was an interesting intervention, piloted so limited in scope, which requires further research especially within the existing diverse socio-cultural and religious influences in the social structures.

ACRONYMS/ABBRIVATIONS

AKF (P)	Aga Khan Foundation, Pakistan
BESP	Balochistan Education Sector Plan
FGDs	Focal Group Discussions
KIIs	Key Informant Interviews
NGOs	Non-Governmental Organizations
DDEO	Deputy District Education Officer
ECDP	Early Childhood Development Program, Balochistan
ECD	Early Childhood Development
ECE	Early Childhood Education
ECED	Early Childhood Education and Development
FRC	Family Resource Centre
IDSP	Institute for Development Studies and Practices
LRC	Learning Resource Centre
PPIU	Policy, Planning and Implementation Unit
PTSMCs	Parent Teacher School Management Committee
RCDC	Rural Community Development Council
TF	Taraqee Foundation

1. Background

Early Childhood Development (ECD) has recently gained importance in development policy discourse. It encompasses the physical, social, cognitive and emotional development of children aging between 0-8[1]. During their early years, children require the congenial and fostering environment, adequate nutrients and social interaction with attentive caretakers. As defined by the World Bank[2], "Early Childhood Development approach is based on the fact that children in early years respond and learn effectively by utilizing the explicit techniques intended for promoting and stimulating growth, to the next level of development by the caregivers". Most ECD interventions and programmes contribute to improve educational outcomes and learning abilities of children enrolled in primary and pre-primary classes. When attempting to evaluate ECD interventions, the most important question concerns: has the "programme" achieved its stated objectives? Measuring impact requires evidence of evaluating services intended for beneficiaries at the end of the programme. Thus, there is a growing demand of evaluating early childhood services for producing trustworthy evidence.

This report aims to assess the impact of early childhood services of Aga Khan Foundation (AKF) in Pakistan. The AKF, with the support from Australian Government, launched a three-year "Early Childhood Development Programme (ECDP)" in 2010 that later received a no-cost extension of two years. The programme was implemented in the most neglected and closed ethnic province of Balochistan with a motto "Ensuring the Best Start in Life for Children". The hypothesis behind the introduction of ECD programme in three districts of Balochistan (Qilla Saifullah, Quetta and Gawadar) was to address barriers to early childhood opportunities such as access, gender equity, participation of local communities and insufficient early learning opportunities, which impact the physical, mental and emotional development of underprivileged children from 4-8 years of age. The programme consisted of two phases. The first one entailed an "inception" of ECDP in the select districts, as conceived by the implementing partners[3] in accordance with prevailing social norms, culture, and in line with the provision of primary education services by the district education authorities. The second phase encompassed the "implementation" of ECD services in target districts in both the urban and rural government primary schools. This impact evaluation particularly focuses on the "implementation" phase therefore, it broadly addresses the following questions:

a. Has the programme achieved its stated objectives?

b. Has the programme demonstrated sufficient evidence of impact viewed in terms of the services received by different stakeholders?

c. What are the gaps and observations in the delivery of ECD services?

The project envisaged the following objectives intended to achieve certain outcomes.

1.1. ECDP Objectives

a. Extended and effective ECD project delivery for *Katchi*, Class 1 and Class 2 and poor families, particularly for girls and underprivileged children

[1] UNICEF: (2013).

[2] World Bank (n.d.) The Development Impact Evaluation (DIME) Initiative, Project Document, World Bank, Washington, D.C.

[3] Which consists of: Aga Khan University-Institute for Educational Development (AKU-IED) and Aga Khan University–Human Development Programme (AKU-HDP) and its implementing partners; Institute for Development Studies and Practices (IDSP in Quetta), Taraqee Foundation (TF in Qilla Saifullah), and Rural Community Development Council (RCDC in Gwadar).

b. Improving the quality and significance of Early Childhood Education for *Katchi*, class 1 and class 2, in the targeted areas

c. Strengthening the capacities and increasing the participation of key stakeholders to ensure the children's overall wellbeing

d. Advocacy of ECD and dissemination of ECD best practices

	OUTCOMES
1	Infrastructure improved to enhance ECD access in the target areas of Balochistan.
2	Improved delivery of Early Childhood Development in target areas of Balochistan.
3	Improved Learning Environment in ECD classes – *Katchi*, I and II
4	Enhanced knowledge, skills and participation of parents and communities to contribute positively towards ECD practices
5	Improved ownership of government officials and stakeholders to support ECD interventions
6	ECD Policy and Practice influenced

1.2. The fundamentals of ECD

This section mainly discusses the fundamentals of ECD. In doing so, it broadly examines the concepts like access, equity, participation and quality[4], and then relates them to the implementation of ECD activities across different locations. To strengthen our impact evaluation, we would refer to these concepts while interpreting the results. As the interpretation of data can be highly biased, it is essential to frame the evaluation of results against conceptual categories listed below. Early Childhood Development Programme varies in structure from state to state and community to community with geographical locations, social ethics, cultural diversity, and educational methods. The fundamentals of every ECD programme are homogenous in nature, i.e. provision of child care centers/rooms, accessibility, equity, staff quality, gender parity, and participation.

Access to early childhood education is often described in the context of care and education to the children aging between 4-8. Though 'access' can have different connotations (OECD 2006), it refers to the provision of ECE in its simplest form. Access to ECE often depends on parents or community, who demand a particular service. This service can vary across areas and between different groups. For example, access to early childhood service may be a legitimate demand of families, which might have been neglected by the policy makers. Thus, impact evaluation studies have to consider the provision of early childhood education amongst the recipients of the services.

Equity in early childhood education refers to fairness and inclusion which is based on two different sets of rights. Every child has the right to have early childhood education and the right to participate and be represented equally within that ECE environment (Sims 2009). Fairness and inclusion are the principals of equity in education and we must ensure that socio-economic conditions and individual background do not hinder in accessing education, and that all children can attain basic learning outcomes. Equity in education requires implementation and institutionalization arrangements to ensure that all children can achieve these goals[5].

Quality education programme is defined as a safe, nurturing environment that stimulates emotional, social, physical and cognitive development of children while responding to the needs of families/community. Research shows that it is imperative to invest in early childhood education because 75 per cent of brain growth and 85 per cent of intellect, personality and social skills are developed in the first 2000 days of life after birth (Wills, 1993 & Purves, 1988). High-quality programme includes adequate teacher training, properly developed syllabus, safe and clean environment, small group size, low adult to child ratio, and parent-teacher interaction[6]. The most striking feature of high quality learning environment is friendly relation between child and teacher. Quality is assessed by both the procedural and structural measures. Procedural measures include standardized tools like learning activities, language development, basic-care routine, space and furnishing of the class, and social development. Similarly,

[4] *Katch*i (pre-school) refers to the informal education of children between ages 3-4 on the pretext of not fully prepared to be enrolled in primary age group class termed as class 1.

[5] UNGEI-FTI Secretariat (2010) Equity and Inclusion in Education. A guide to support education sector plan preparation, revision, and appraisal

[6] DeBord Ph.D., Karen, *Quality Child Care: What does it really mean?,* North Carolina Cooperative Extension Service

Structural measures examine the characteristics of caregiver (training and education), class size and adult to child ratio in the classroom.

Equality of Participation is another important concept in an ECD programme, where diverse range of social and cultural activities and practices are developed for all children in nurturing early childhood environment (Elliot, 2006). Opportunity alone will not enhance the quality of early learning education provided to children. Parents, communities as well as children's active participation in early childhood activities is generally the characteristics of a well-conceived programme. Participation is also sometimes termed as "program take up[7]", which refers to the services received by children and families. The category of participation in our case includes the data gathered from interviews and focus group discussions held with children, parents and teachers, who actually received early childhood services, also termed as the "treatment group". Moreover, it further includes comparing the responses of "treatment group" with the "control group" (recipients or schools where ECD activities have not been implemented).

2. Research Methodology

Before embarking upon field work, selected literature on the concepts and approaches towards early childhood education was reviewed. The study conceived a triangulation method of qualitative and quantitative survey for evaluating ECD key interventions. As argued by Creswell (2003), qualitative and quantitative design enables researchers to explore the relevance, effectiveness and impact of key interventions of ECDP. In the context of Balochistan, qualitative research tools, semi-structured interviews and focus group discussions were selected for the study to seek answers to the following questions.

a. Has the programme achieved its stated objectives?

b. Has the programme demonstrated sufficient evidence of impact viewed in terms of the services received by different stakeholders?

c. What are the gaps and observations in the delivery of ECD services?

Semi-structured questions offer versatility and freedom to sequence questions in a preferred priority, and to vary the amount of time and attention devouted to different topics (Robson 1993, p.237). Interviews also provide a response appropriate to the researcher's interests, which is investigated "rather than treated as 'a problem' standing in the way of accurate reporting of 'facts' or 'experiences' (Silverman 2006, p.127). Generalized, and semi-structured interview questions (See Appendix-B) contribute to the identification of concepts followed by analysis and reformulation. All KIIs and FGDs were recorded and transcribed. Data analysis was guided by content analysis, a qualitative technique used to determine the presence of certain concepts in texts (Berg, 2001). The text was read thoroughly to determine the recurring themes and check them against data collected from KIIs and FGDs. The qualitative data revealed the relevance, effectiveness and impact of key interventions of the ECD Program.

Owing to time and resource constraints, it is difficult to assess all key interventions of ECDP. In view of time constraints, a representative sampling technique is adopted in order to minimize sampling

[7] Early Childhood Program Evaluation: A Decision-Maker's guide.

*developing**child**.harvard.edu/index.php/download_file/-/view/68/* Centre.

errors. By examining the characteristics of target population, simple random sampling technique ensures proportional allocation to collect data from the target population.

Research Locale

The study was carried out in selected districts of Quetta, Qilla Saifullah and Gawadar. The target population was schoolchildren, and stakeholders, including teachers, administrative staff of district level education department, implementing partners, and beneficiary communities.

Time Frame

Time frame of this study is April 2015 to June 2015.

Sample Size

It is presumed that any sample cannot represent population perfectly. Although such "Sampling error" cannot be avoided, it can be reduced by obtaining a sufficiently large size sample and by using "appropriate Sampling technique". An appropriate sample size will be 90 to identify the exact information and sample size is calculated on the basis of following factors.

- Level of Significance describes the level of uncertainty in the sample mean or prevalence as an estimate of the population mean or prevalence will be 95%.
- Margin of Error (MOE) intricate the expected half-width of the confidence interval. Smaller the margin error, larger would be the sample size. For this project, it will be 0.05, which will be 5% of the total population.
- Baseline Levels of Indicators (BLI) elaborate the estimated prevalence of risk factors within the target population. Values closest to 50% are the most conservative, so in our study it will be 0.5.
- Design Effect (Deff) describes the loss of sampling efficiency because of using a complex sample design; in this project, it will be recommended as 2.
- Variation in target population (based on secondary population)
- Available resources for this study (Calculated in budget portion).
- Time frame.

Formula for the calculation of Sample Size

$$n = \frac{inv\,i^{2}_{(1-\sim,1)}(N)(\sim(1-\sim))}{(\sim^{2})(N-1)+(inv\,i^{2}_{(1-\sim,1)})(1-inv\,i^{2}_{(1-\sim,1)})}$$

n= required sample Size

$invx^2$ = the tabulated value of inverse chi-square for 1 degree of freedom at the desire confidence level.

N= the population Size.

α= degree of accuracy (expressed as a proportion)

Total Qualitative/Quantitative Sample Size

Types	Quetta	Qilla Saifullah	Gwadar	Total
EDO/DDO	1	2	1	4
IP	2	1	1	3
FGD's	4	_	2	6
Teachers Treatment	17	10	6	33
Teachers Control	6	3	1	10
Student	64	56	60	182
Total	94	72	71	238

Monitoring and impact assessment methodology

For the monitoring and impact assessment of any kind of project, the rule of thumb is based on the sample size (i.e. 5 to 10%) which is taken randomly from each intervention for analysis.

Selection and training of field team

The field activities were carried out through highly skilled persons under the supervision of SDPI M&E Specialist. Before initiating data collection process, a detailed training was conducted for enumerators to share with them the study insights, project design, regional and cultural background of the target areas amid issues of possible security and other risks.

Monitoring checklist

Comprehensive questionnaires were designed for different target populations to collect desired information. Moreover, in-depth discussion with beneficiaries and key informants further enriched the information regarding the satisfaction level of beneficiaries.

3. Results

3.1. Impact of Early Childhood Development Programme on Infrastructure Improvement

This section presents the impact of ECD programme on infrastructure in selected schools measured through a set of indicators. Physical infrastructure includes specially designed seismically secured construction of ECD classrooms, Learning Resources Centre (LRC), and reference material for indoor and outdoor learning activities for children. It further includes renovation of ECD classrooms with the provision of furniture and various learning material such as flash cards, animal effigies, flip charts, etc (for further detail see Appendix-C). These materials were used for academic learning and development in all project schools selected for ECE interventions across three districts of Balochistan. Infrastructure improvement also included operationalization of Water, Sanitation and Hygiene (WASH) facilities either by renovation or new construction. Every five schools in close vicinity were clustered around LRC so that the center might act as a nucleus of the cluster for ECD teachers. In all the three districts, a Family Resource Center was established to train parents to cater for the needs of early childhood development.

A comprehensive analysis of infrastructure improvement has been drawn from interviews conducted with three implementing partners and district level education officers and deputies along with spot observations during the study.

3.1.1. Construction and Renovation of ECD classrooms and LRCs

ECD classrooms were established in all 75 schools. New construction of 28 ECD classrooms and 12 LRCs was done in 30 schools. In the rest of 45 schools ECD classrooms were established in the existing space provided by schools. In some cases more than one ECD room was provided. Selection of schools for project interventions followed the criteria such as;

- The land and the building of school should be owned by the education department
- School should have either extra dedicated rooms for ECD classes or should have an extra land for the construction of 600 square feet dedicated ECD classroom detached from rest of the building.
- The schools must be situated in populous vicinity with the possibility of further enrolment, and could be clubbed into a cluster of five schools.
- The schools should have water supply and an electricity supply with billing in the name of the school.

In addition to ECD classrooms, 12 separate Learning Resource Centres (LRCs) each covering 900 square feet area were constructed. The LRCs were the hub of continuous professional backstopping by lead teachers on deficiencies where the ECD teachers did learn new skills by sharing experiences and consulting reference material.

During the impact evaluation, it was assessed that 40 newly-constructed rooms (28 ECD classrooms and 12 LRC rooms) were handed over to the education department with a delay. The delay in construction is attributed to many administrative as well as security factors. ECD classrooms were spacious and well lit. However, there were a many complaints from schools visited during study about the flaws in construction and the material used in windows. Electricity

wiring was not properly concealed and cracks were visible in the newly-constructed buildings in some of the schools. WASH facilities were operationalized only in the 30 schools where new construction was done. Availability of water, especially for drinking and toilet purposes, was an issue in almost all the schools due to scarcity of underground water. In most of the schools, management with the assistance of Parent-Teacher School Management Committees (PTSMCs) arranges water. In almost half the schools visited during the study, water availability especially in toilets was big issue across all the three districts. During the construction in a school of Muslim Bagh, a town of Qilla Saifullah district, borehole was not recovered due to complication, instead a new motorized water pump was installed which didn't have any connection with the borehole pipe.

3.1.2. Hiring of ECED and lead teachers in target districts

As many as 75 ECD teachers (30 each in Qilla Saifullah and Quetta districts and 15 in Gawadar) were hired through a selection process. A selection committee consisting of district education officer, representatives of provincial government and implementing partners was constituted to initiate the recruitment process. The posts of ECD teachers were advertised in national newspapers. Thereafter, shortlisted candidates were invited to qualify a written exam followed by their interviews.

Lead teachers were identified by the district education department in consultation with the school management and the respective implementing partners. The criteria followed to appoint Lead teachers was that those who were already teaching *Katchi* and *Pakki* classes for several years, were passionate to teach junior classes, had the ability to understand English, and willingness to travel for training. The selection of ECD and Lead teachers was a big challenge especially in the first phase when the on-job teachers had refused to go for training due to personal or cultural reasons.

3.1.3. Community based Family Resource Centres (one in each district)

Family Resource Centers were established to educate parents about children's development needs during pre-school days, i.e. from birth to the age of four year. One FRC each was established in all the three districts as a pilot programme. In Gawadar, the FRC enrolled 460 households out of which 36 had dropped out due to lack of interest or migration. In Qila Saifullah, FRC was established in Muslim Bagh, which enrolled 250 households out of which 42 had dropped out (30 for ideological conflicts while 12 households migrated by the end of the programme. All the FRCs were provided with 21 modules based training resource covering from conception to year 8 usually denoted as 0-8. Parents were sensitized with the importance of emotional, psychological and cognitive development of children at different ages and stages. During the sessions at FRC for parents, mothers could bring their younger children along. At FRC, during the parenting session's part of the integrated arrangements, there was a provision of assisted engagement of accompanying children to play with toys, blocks, colours or watch cartoons on the screen.

3.1.4. Learning Resource Centres

Learning Resource Centers were established on the premises of primary, middle or high schools as the hub of the clustered feeding schools. There are 8 LRCs at primary schools and 6 at either Middle or High schools. A lead teacher (See Appendix-D for selection criteria and ToRs of lead teachers) was entrusted to regularly monitor and mentor the cluster ECD staff in ECD

methodologies. LRCs were provided with extra material such as resource library for ECD teaching and activities in addition to regular ECD material. LRCs have more resources such as reference library with books on development of low/no cost learning material. Lead teacher was responsible for monitoring of linked ECD teacher's progress and provide onsite or combine training at LRC.

3.1.5. Washrooms and Drinking Water

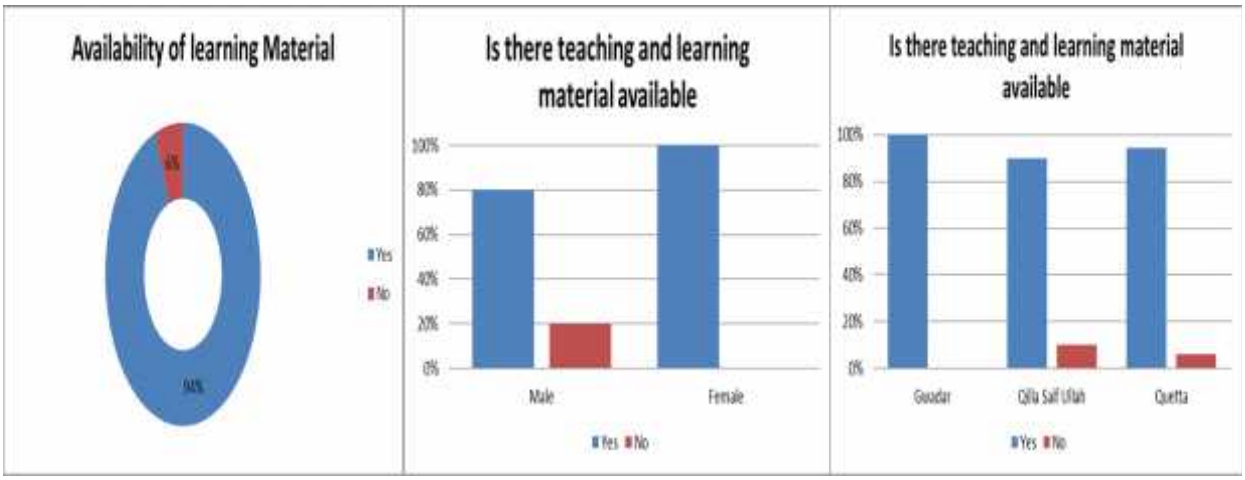
WASH facilities were operationalized either by upgrading the existing structures or constructing the new ones in those schools where ECD/LRC rooms were constructed. It was noted that at least in one third of the schools in all the three districts, where new construction was done, electric water pumps were installed but they were not connected to the borehole pipes, hence they were not operational. In Govt. Girls High school, Qilla Saifullah new toilets constructed for ECD class were found locked. The team was told that these toilets were used only by the teachers while the girl students went outside for the purpose. Drinking water was available in most of the schools except a few where PTSMCs were struggling to arrange it due to non-availability of drinkable groundwater.

3.1.6. Provision of ECED Material

ECED material was made available in each ECD classroom which included books, flash cards, animal effigies, flip charts, weighing machines, printed wall charts, indoor and outdoor sport material, *taleemi basta*, chairs, tables, whiteboards, etc. Almost all the ECD classroom visited by the team had learning corners with attractive, colourful and interactive ECE learning articles. Considering the number of students and space ratio in majority classrooms, learning corners were easily accessible for activity based learning except a couple of schools in Quetta where students were enrolled in large number.

In most of the schools, teachers complained that children at times take learning material to homes, so its replenishment becomes an issue. In 1 school out of 18, the ECED material was found locked in the cupboards and was apparently not in the use of students.

The graph below shows that out of 34 teachers interviewed, 32 teachers have learning material while only two teachers said that they were short of learning material. During a cross-check with the Implementation Partners, it was found that in few schools consumables had been finished and were in the process of replacement. Three teachers during the study informed that, learning material was stolen after school hours. Moreover, the graph exhibits that 80% of male teachers have the teaching and learning material while 20% did not have the same apparently stolen or taken to homes by the children. On the other hand, all the female teachers have the teaching and learning material. The disaggregated data given below shows the availability of learning material across the districts. In Gawadar, all the teachers said that they possess the teaching and learning material. In Qilla Saifullah, 90% of the teachers had the learning and teaching material while 10 % were short of it which was either consumed or taken to homes by the students. In Quetta, 98% had the learning and teaching material, but around 2% complained that consumables had been finished and there is no replenishment until now.



Mostly teachers in FGD expressed enthusiasm about the ECD activity based learning. They were of the opinion that learning material helps in explaining concepts which was otherwise difficult in conventional non-ECD classes. Activity based learning is most useful for the children when they are at the age of exploring different concepts and learning new phenomenon. It facilitates teachers, and guides them at a great extent. Training also helps teachers understand the need for thinking out of the box teaching methods. It changes the focus of teaching from conventional syllabus and teaching to the needs of student. Shift of focus from syllabus to students in ECE class brought a big change in behaviour and teacher-student relationship. Once a teacher understands and accepts this shift and interactive relationship, the whole paradigm of learning changes.

Teachers during FGD said that even children from higher classes come to see ECD classroom and show interest in corners and activities performed by children which at times a motivational factor for other classes too. Sometimes teachers from other classes borrow articles from ECD classroom to explain lessons or a phenomenon to their class. The teachers said “activity based” delivery of lesson is more stimulating and is supportive of conventional teaching methods.

ECD methodology provides flexibility in learning and builds a group learning environment, which is the hallmark of peer learning. Children learn quicker in groups instead of individual. It also polishes individual skills and inclinations towards different areas of interests. According to teachers, the ECD methodology with an addition of creativity makes children think and plan in advance rather than toeing a monotonous routine. It has increased the motivation and continuous interests among teachers too. Since the beginning of ECD classes where learning is based on activities, all the teachers observed an increase in enrollment, as most the children studying in private schools were enrolled in public schools having ECD facility. There is a demand from upper classes too to start something similar which may increase the children’s interest in studies.

3.2. Impact of Early Childhood Development Programme on ECD Delivery Improvement

This section presents improvement in terms of capacity building and orientation sessions for education department’s management staff, teachers and lead teachers, regular classroom evaluation and mentoring, interaction between parents and teachers, sensitization of local health staff, and implementing partners. Data was collected through structured interviews with

teaching and administrative staff of education department, implementation partners and observation during the course of study in Qilla Saifullah, Quetta and Gawadar.

3.2.1. Teachers and Head Teachers Training

During the identification and selection of schools, the main challenge was the fulfillment of criteria. In some cases, teachers refused to take part in the project for personal as well cultural issues of women mobility and permission from menfolk. Major challenge was the selection of LRCs where a lead teacher qualifying the criteria was available and willing to take up the role. In Gawadar, due to low qualifications and standards of teaching staff, the project team found difficulty in finding lead teachers having certain years of experience of teaching *Kachi* and *Pakki* classes and reasonable educational credentials. Implementing partner somehow identified six names for the position of lead teachers after going back and forth during selection process. District education officer recommended three persons for the position of lead teachers. In Qilla Saifullah, the situation became more complex when some identified teachers refused to go for training. With a lot of shuffle, ultimately the lead teachers were selected.

Till now 401 teachers trained apart from ECD teachers hired under the project. Selected teachers were given training in three cohorts by AKU-IED in ECD methodologies through activities and change of teacher's role as facilitator and mentor to give certain level of independence and flexibility to students in the learning process. ECD teachers were also exposed to advance lesson planning and scheduling for days activities ahead, activities based lesson delivery, facilitation skills, ECD curriculum, pedagogy, understanding of how activities support learning, etc. Head teachers of the intervention schools were given training in school management, school improvement plan, understanding of ECD concept, EC curriculum, and importance of ECD.

Mostly teachers were well aware about the concept of ECD. When asked from teachers and head teachers about the concepts of ECD, overall impression was given as:

> *"ECD methodology is about paradigm shift where focus is now child and all the activities involve his/her interest instead of old methods of syllabus and teacher focused approach. In ECD, teacher is a mere facilitator and help out children to explore their potential."*

About ECD methodology, teachers iterated that it helps eliminate the fear from children and a mode of teaching by interplaying with cards, charts, blocks and other materials individually and in group. In this way, children pick lessons very quickly and are groomed both physically and mentally. Furthermore, teachers are well aware about the importance of ECD. Apparently all the ECD teachers found activity based method somewhat engaging and more time taking. Teachers having experience of more than 10 years found it difficult initially, as activity based teaching and learning is demanding and need a lot of creativity with advance planning. After a hands-on practice and finding it easy for children to understand concepts, now they are enjoying these activities in teaching. According to them, ECD is very important because it brings self confidence in children and gives lead to children over teachers. It also helps children to take interest in studies that makes learning process easy and builds a close relationship between teachers and students. It also plays an integral role in making a strong foundation of a child. With the help of ECD, they capture the attention of students, firmly hold his/her interest, and he/she becomes involved in his/her learning phase of life.

When asked from teachers about the improvement of delivery, majority of the teachers more than 80% replied that in ECD environment they are better prepared and give proper attention to every child in the class. “First, we try to understand his/her capacity level, and then give him work accordingly. Group activities in different corners not only polish children’s understanding and interests but also provide them diverse learning opportunities and make them team player. We encourage them in performing group activities.

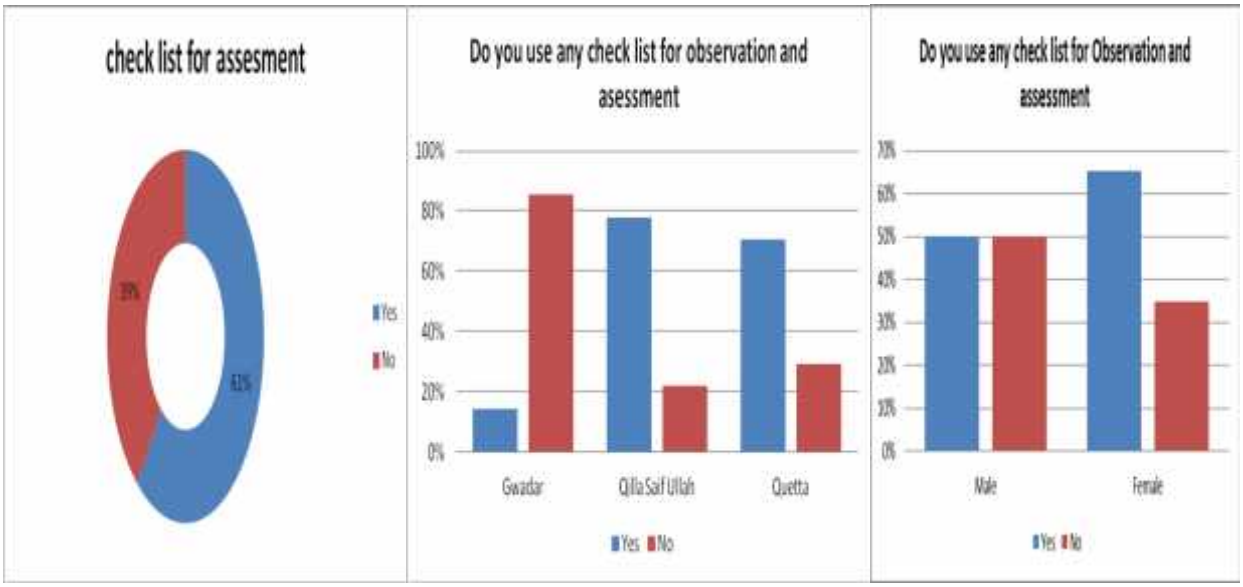
Result shows that teachers are performing very well to improve the delivery of this programme. They are using the ECD materials such as flash cards, group work, models, charts, alphabet kits, and outdoor physical activities to teach children.

3.2.2. Classrooms Evaluation

Progress in ECD classrooms should have been assessed by observing children’s participation in learning activities and individual activity portfolio as suggested by the project staff. Apart from assessing on the basis of participation in group activities, learning activities and homework in some schools, teachers used to take monthly test followed by compilation of results, which is a standard conventional method in use by the education department. In most of the schools, teachers take exams for formal assessment apart from more than half the ECD teachers, who have devised their own basic checklist for the assessment of their students. Unfortunately, no standardized practice for learning achievement and assessment could be found during the study. The ECD teachers were trained for the assessment of children through common class observation coupled with individual portfolio assessment, but during the inquiry from teachers and education administrators (DEO and DDEOs), it was found that education administration still wants results compiled through conventional exams. In many schools, teachers still follow conventional exam for assessments a standard requirement of education department. A few ECD teachers have developed their own assessment tools. During the course of data collection, we couldn’t find any standardized checklist or pattern of assessment for progress in ECD classes. One of the project interventions is the development of Standard ECE assessment tools, which were in progress on the requested of education department that can be used across Balochistan in Govt. schools.

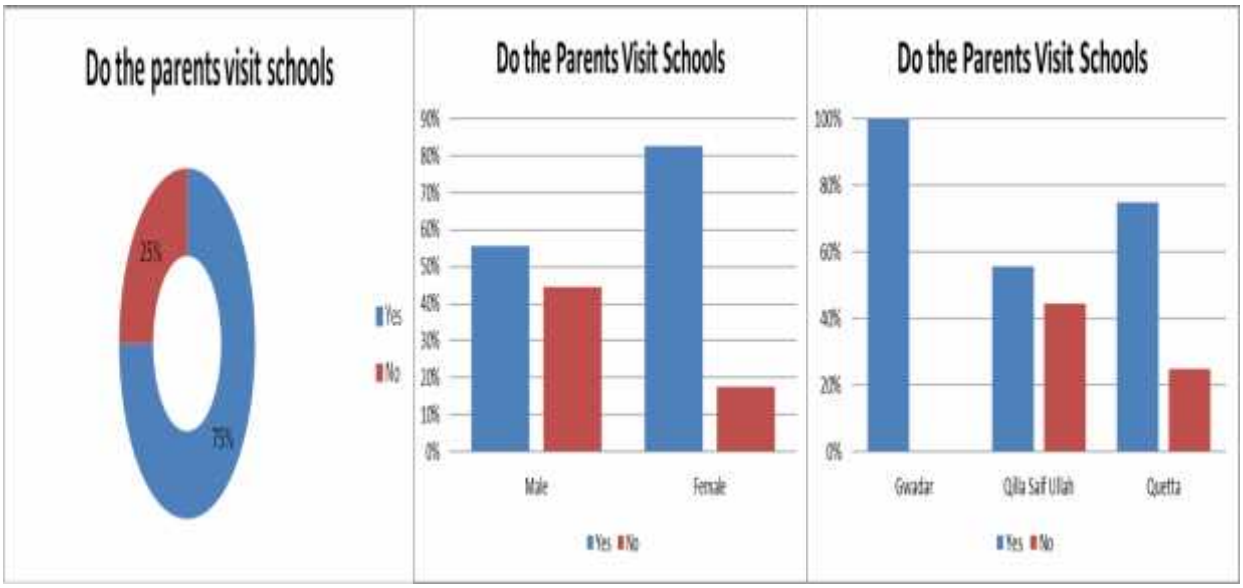
The graph given below shows 61% teachers use checklist for assessment of their students, while 39% use conventional method of formal tests. The data has been further disaggregated into male and female teachers. Result shows that 50 per cent male teachers use checklist for observation and assessment while 50 per cent do not use this indicator and take traditional exams for assessment. On the other hand, the situation of girl schools is different where 65% female teachers use checklist for assessment while 35% use conventional methods of examinations. One can attribute this difference within gender context that the number of schools for girls is higher than boys.

From the graph given below, it is clear that female teachers are more responsible and more efficient in using ECD tools and methodologies for measuring performance and assessment. The data has been further disaggregated at district level. The graph shows that the situation is worse in Gawadar where 82% respondents do not use any checklist for assessment while only 18% use a checklist. In Qilla Saifullah, the use of checklist is higher as compare to other districts, where 78% use checklist followed by Quetta where 70% use some type of checklist. The difference between user and non-user could be referred to the traditional practitioners of exam mode and ECD trained teachers.



3.2.3. Parent-Teacher Interaction

For the purpose of improvement in the delivery of ECD, the parent-teacher interaction is very important for the child's education. The result shows that 75% parents visit the schools to discuss the progress of their children in the class. On the other hand, 25% parents are least concerned about the progress of their children and they rarely visit schools. Mothers usually show more concern about the performance of their children. The result reveals that 82% of the mothers visit schools contrary to 55% male members. In Gawadar 100% parents visit schools followed by 78% in Quetta and 58% in Qilla Saifullah. Difference of interests in children's progress among parents seems to be linked to people's perception and value given to education across the districts. Despite lagging behind almost all the development indicators, mothers in Gawadar are more concerned about the education of their children which shows the level of awareness. Another step one can relate to is the mobility and independence of womenfolk in Gawadar while in Quetta and Qilla Saifullah there is a lot of restriction on female mobility.



We found that mostly parents visited the school once in a month, few twice in a month and some parents rarely.

3.3. Impact of Early Childhood Development Programme on Improved Learning Environment

This section presents the study findings about the improved learning environment measured after the provision of specially designed classrooms , improved teacher-student relationship, increased enrolment in ECD classes, proactive and flexibility in group activities in learning areas, assessment pattern of students' progress, advanced lesson planning, innovation in lesson delivery, opportunity of continuous professional development and exposure visits of education administrators, head teachers and other government officials.

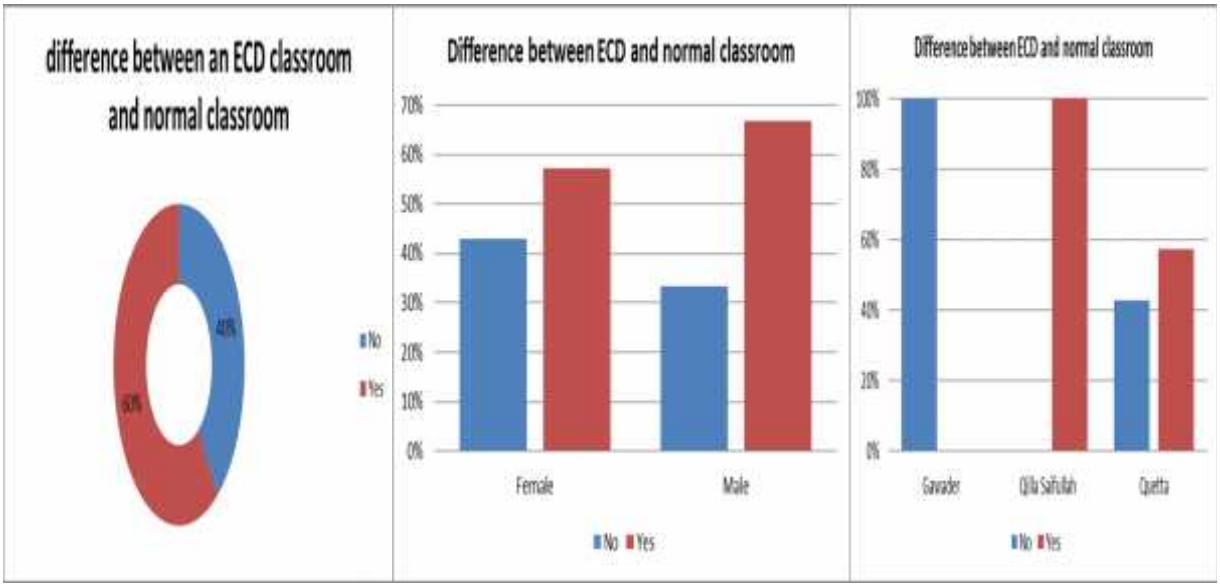
3.3.1. Classrooms Setup

In ECD, mode of teaching is transformational in character where child is the focus and center of the learning activities with the help of learning material, interactive learning, team play with alternatives and choices. All these activities that are linked to learning outcomes are performed, considering the teacher's role as a facilitator or mentor. Under the intervention, five learning corners, i.e. social studies, maths, general science, lingual and cognitive was established with appropriate helping materials. In ECD classrooms, students are the focus of learning through activities following a work plan with the flexibility of choices.

For further elaboration of ECD classroom setup, we asked teachers: how does an ECD classroom look like? Most of the teachers responded:

> *"The environment in ECD classroom is unrestricted for children. It is furnished according to child's learning needs. There is a big room with learning and playing kits placed in different corners. A mat is placed on which children used to sit in circles during the activities giving everyone an equal chance to participate."*

To differentiate between an ECD and traditional classroom, we asked teachers about any difference between the two. Out of 10 teachers, six said there is a huge difference in an ECD classroom and a traditional classroom. 58 per cent of female teachers said that ECD and traditional classrooms are totally different from each other. The disaggregated data at districts level shows that 100% teachers thought of no difference in ECD and non-ECD classroom while in Qilla Saifullah the situation was opposite as 100% teachers believed that ECD and non-ECD classrooms were altogether different. In Quetta, the response was almost fifty-fifty. Apparently, difference of understanding is attributed to the teacher's orientation and number of years in jobs. Teachers who are in jobs for several years apparently less interested in learning and using new methods hence find it almost similar. Teachers especially hired for ECD classes were all of the opinion that ECD classrooms are better equipped for interactive learning. Difference of opinion and cross statements by the teachers apparently shows that the acceptance by the cadres within education sector needs further investigation to understand the underlying factors.



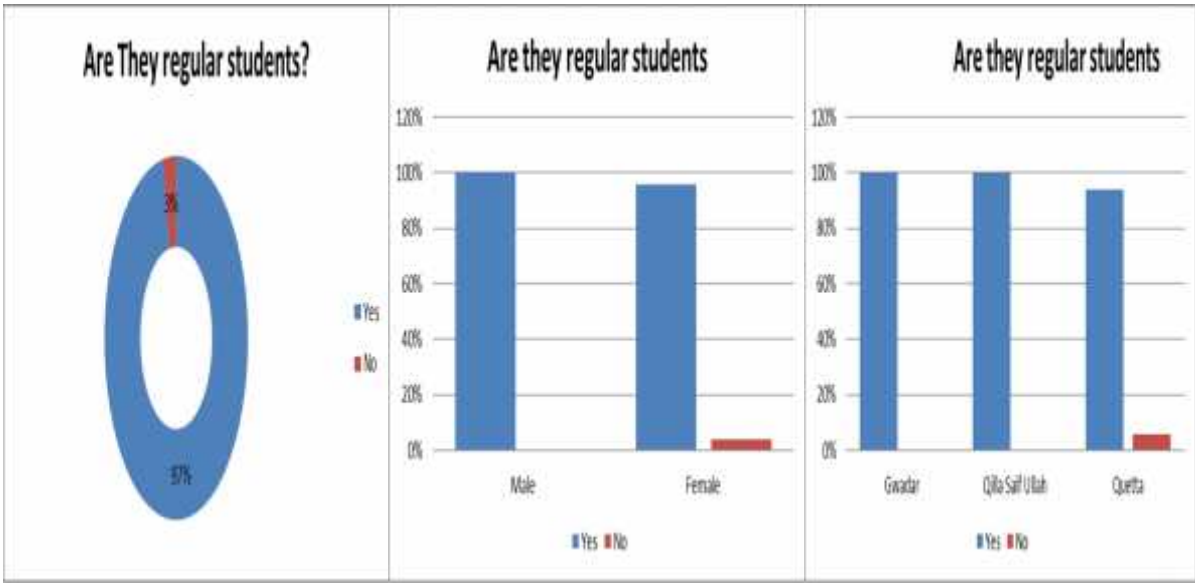
For conceptual clarity about the difference between ECD and non-ECD classrooms, when further inquired from teachers, we were told that:

> *"Learning takes place through books in all grades while in ECD classroom learning is delivered with cards and different models along with books. In ECD classroom, children were taught through physical activities, games and with the helping material. But in traditional classroom, teachers use only text and blackboard for delivering lesson, which only make followers instead of giving children any conceptual understand. In ECD classrooms there are learning corners (ghoshay) equipped with materials which help children to get conceptual clarity about different phenomenon".*

Almost all the stakeholders, especially teachers were of the opinion that ECD material and classroom environment have substantial impact on children's learning outcomes. On inquiring about children's response to ECD environment and methodology, every teacher iterated that children take more interests in studies since the ECD classrooms were set up. At times, children

insist to stay in the classroom even after break time. Proactive participation in class activities in group work coupled with sport activities keeps children interested in coming to school regularly.

In terms of students' attendance, 97 % attendance of children at ECD level shows a great improvement as compared to before ECD intervention when parents had to force their children to go to school. The graph below shows the level of attendance after the intervention which is very promising in terms of younger children happily coming to school regularly. Attendance rate is very promising as overall average is around 100% in Qilla Saifullah and Gawadar while 2 per cent absenteeism can be seen in Quetta and among girls for various reasons.



In terms of student learning, teachers observed 100% changes in student's attitude due to ECD classroom environment. This situation prevails across the districts and is equally similar in boys and girls. ECD environment seems to be responsible for creating enthusiasm in learning and confidence building through actively participation. It provides a platform for engaging children to develop keen interest in academic learning. Teachers are confident that due to the ECD environment, improvement in learning of children would be increased and promising. A teacher said:

> *"Children write whatever they see/learn, and draw sketches on walls and blackboard. Children's vocabulary has improved because they visually see and know all the toys/fruits/vegetables, and names of the body parts hanging in the classroom. As they see for themselves, they draw it, so it reinforces the concept and the word simultaneously."*

3.3.2. Teacher-Student Relation

In ECD classes, children are the focus of all the learning activities while teacher acts as a facilitator and mentor. This situation has transformed the atmosphere of classroom as well as student-teacher association into more interactive, open and friendly relationship. Now, teachers are more empathetic towards students, care for children's moods and needs, and adapt activities according to the tempo of the class. Teachers, try to solve students' problems

providing them friendly environment because children are very emotional and attached to their teachers and even shared with them their personal problems. In Qilla Saifullah, a teacher said:

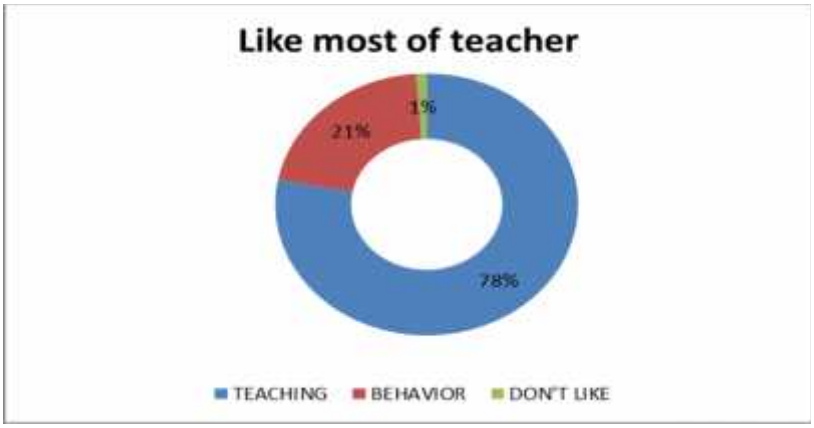
> *'"One of my students was very depressed and was not focusing on her studies. I asked her separately as to why she was disturbed. She replied that unluckily her father did a second marriage, and her mother was very sad and angry over it, which had made the home environment gloomy and disturbing."*

On the other hand,

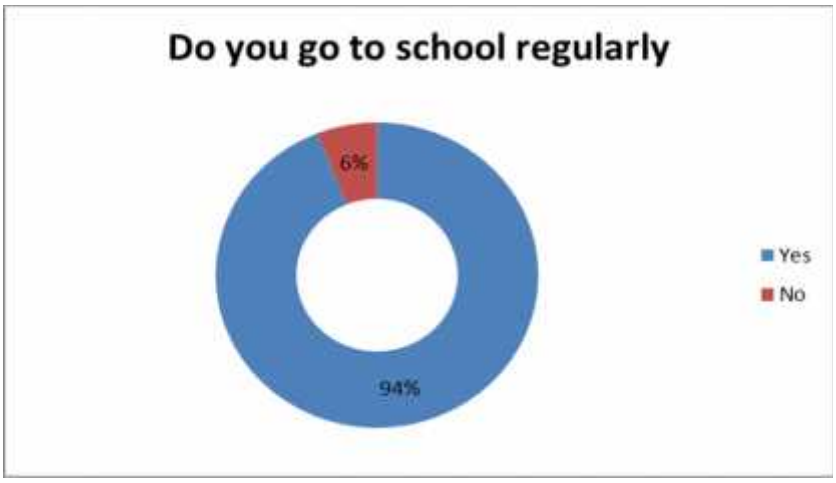
> *"An enumerator witnessed that in Gawadar, two girls were sitting together; meanwhile, one of them threw the other's shoe in a ditch. The second one started crying. A teacher came to inquire the issue. The teacher harshly asked the first girl to give her shoes to the one who was crying. Both the girls started crying and instead of being empathetic towards little souls, the teacher left the place leaving them in lurch."*

Above mentioned examples show that friendly ECD environment is relative to teachers and level of empathy they carry, apparently independent of ECD training and methodology.

On teacher-student relations, when children were asked what do you like in your teachers, responses show that 78% (n=142) liked the way of teaching, and 20% (n=38) appreciated teacher's behaviour. Result shows that ECD intervention improves teacher-student relationship towards good. Only 1% students (n=2) didn't like their teachers apparently because of teachers harsh behaviour, or corporal punishment could be another reason. "Maar nahi pyar" is the official policy and teachers are not allowed to treat children harshly, yet in practice, corporal punishment still exists in some frequency and form in the government schools.

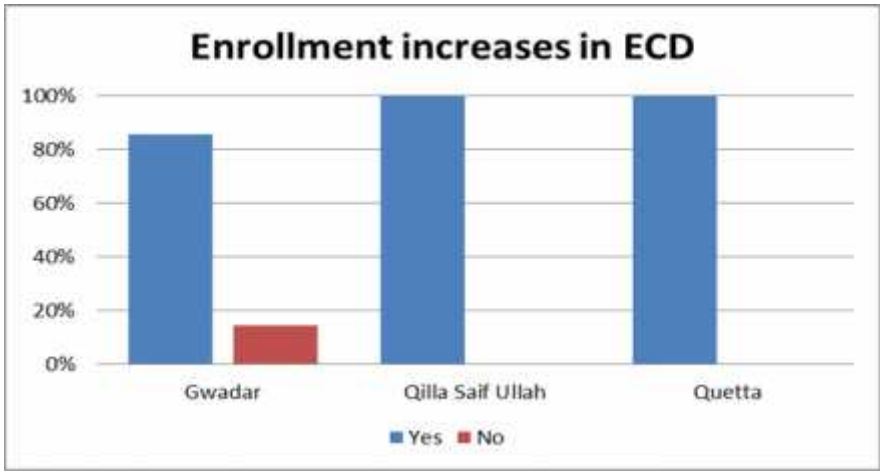


Information was collected regarding children's attendance and was compared with the teacher's behaviour with children. 94% (n=171) responded that they go to school regularly. Level of regularity apparently refers to interesting ECD classroom environment and changed attitude of teachers as being facilitator and empathetic rather strict and harsh. Absence of 6% (n=11) was recorded due to sickness, marriage and death in the family.



3.3.3. Enrolment Ratio in ECD classes

In terms of verifying the learning improvement, we used the enrolment ratio indicator in the control and treatment group. The below diagram clearly indicates that in Quetta and Qilla Saifullah the enrolment increased 100% while in Gawadar 85% increase in enrolment was recorded. Traditionally, parents prefer to admit children in nearby schools. Increase in enrolment shows that people preferred schools with dedicated ECD classrooms but apparently they are not willing to admit their children to any school located at some distance. In Qilla Saifullah and Quetta, our team was told that lot private school children got admission to the schools running ECD classes.

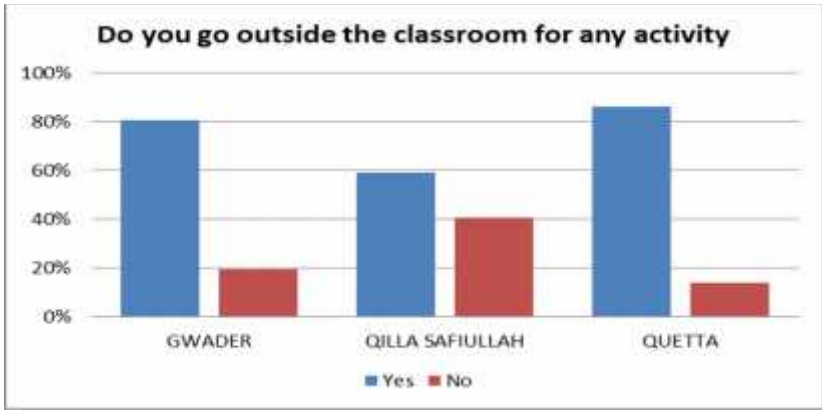


During FGDs, head teachers and ECD teachers said that since the dedicated ECD classrooms were provided with materials and activity based learning, enrolment in *Kachi, Pakki* and grade II has risen substantially. It varied from 50 per cent to almost double and in some schools it has created the issue of space where children outnumbered the class strength. Over all, a huge increase was observed in enrolments with the introduction of dedicated ECD classrooms across all the three districts.

3.3.4. Group activities

Teachers find group activities helpful for the students at ECD level, as they find it easier for children to learn from their peers quicker than a teacher. As they do group activity in different corners, it increases interaction and sharing among the groups, which on the one hand develops harmony and on the other helps in peer learning. One of the teachers said:

> *"I am a Brahvi and when children from other ethnic groups and lingual backgrounds seek admission, I always find it difficult to communicate with them and need assistance from a colleague or student. Now, with these interactive classes, children have no inhibition to communication with their classmates and teachers from the very first day. In a couple of weeks, children learnt the language, and now they feel comfortable to communicate with me and rest of the classmates, which is obviously a contributing factor of ECD class."*

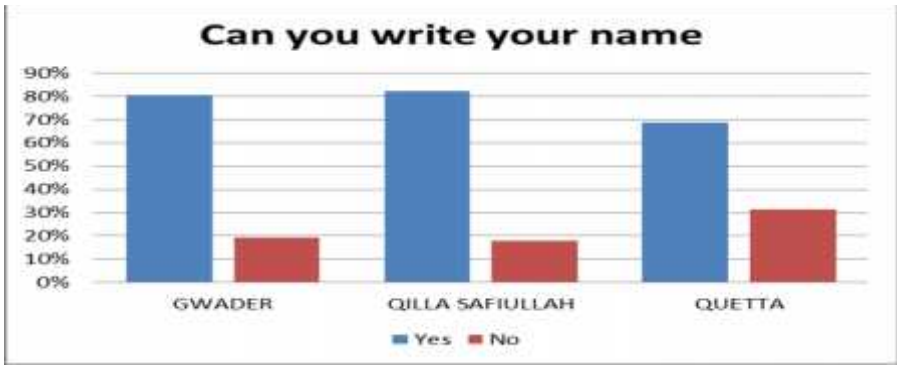


On inquiry, children informed the team that they usually went out for different activities and games. In most of the cases, children go out of school on their own for sports rather than accompanying by their teacher. At few places, teachers engage students in groups during supervised and assisted outdoor activities. One student said:

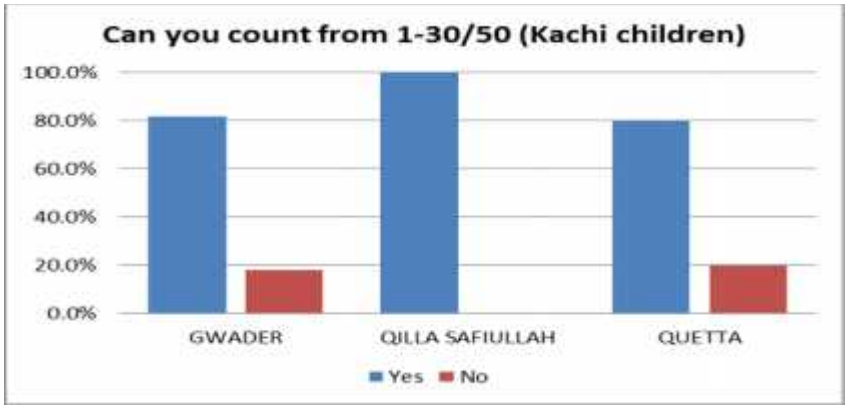
> *"Yes, we go out of school when our teacher allows us to play on our own. Usually teacher leaves us on our own and we play cricket, ball games, etc".*

3.3.5. Students Assessment

For the verification of learning environment, we laid a major emphasis on the children's assessments in the classroom. While testing the learning outcomes of children, the study finds that a more than 80% students of ECD classes of *Kachi* and *Pakki* can write their names, count 1-30/50 (*Kachi*), 50-100 (*Pakki*), and 101-200 (*Doem*) (See Appendix-E). They are also able to write a sentence in Urdu as well as English following the promising results were recorded. It is to remind that all these classes are intake of March, so by the time of evaluation, they would have just studied for three months. This level of performance apparently is linked to the teacher's ECD training and effectiveness of the delivery in terms of learning outcomes.



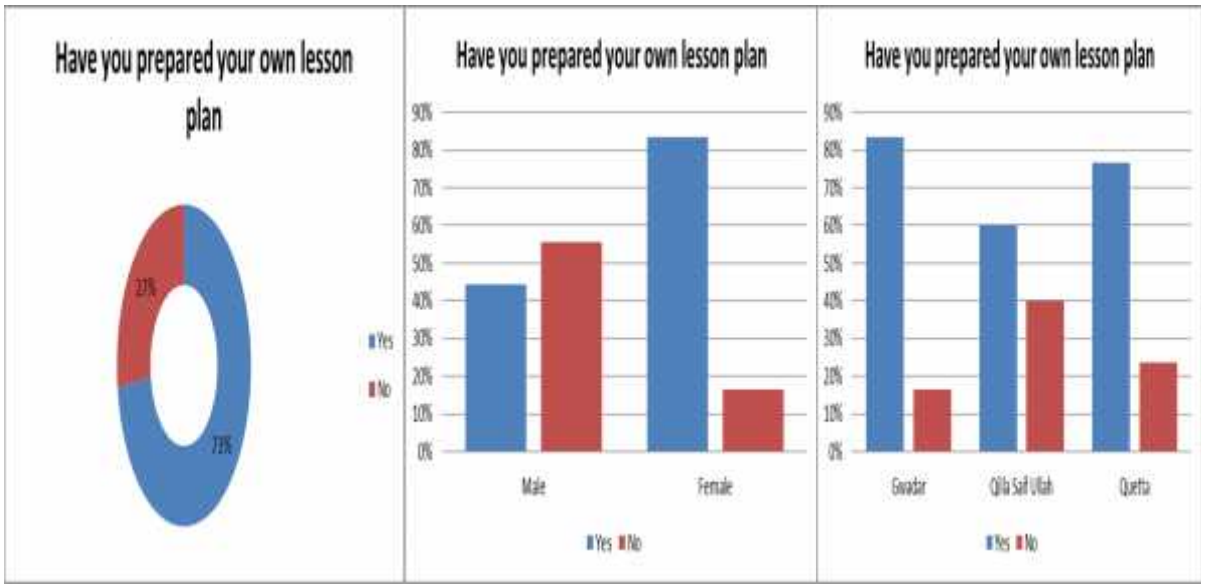
Above diagram shows the higher level of learning in terms of able to write their names across three pilot districts. Owing to heterogeneous diverse population across urban Quetta, learning outcomes are slightly slower with one or two exceptions with hundred per cent results. In Gawadar and Qilla Saifullah ethnic homogenity of the population seems to be more promotional in terms of achievement levels. Again, it is worth mentioning that these results depict achievements during the first three month of the educational year.



In Qilla Saifullah, almost hundred per cent students in *Kachi* classes could count from 1-30/50 while in Gawadar and Quetta almost 80 per cent showed positive response. On the other hand, grade I and II students from Quetta and Qilla Saifullah portray higher level of learning outcomes which shows that ECD classes have substantial impact in terms of learning. See the annexure for the rest of graphs.

3.3.6. Lesson Plans

Majority of the teachers showed their registers, notebooks and diaries where they planned their lessons and schedule of delivery for different topics. Interestingly, all the female teachers had decorated their diaries and notebooks with flowers, petals and designs drawn on them. Almost all the ECD teachers showed some sort of homemade or low cost material they have made and used in their lesson delivery. In some schools, teachers had made extra learning articles from solid waste and other no cost materials for the class.



3.3.7. Exposure visits of faculty educators, education managers, professionals, teachers and government officials

In most of the cases, district and tehsil level government officials especially from education department were well familiar with the ECD intervention by AKF and its partners. They informed the team that they frequently visited ECD intervention schools and noted the difference in terms of teachers' lesson delivery as well as informal assessment of students. Referring her visit to a school, deputy district education officer (education), Quetta said:

> *"I took out children from the classroom and asked them if they know about grass? To her amusement, all the class pointed towards grass. She also mentioned that during her visits to ECD classes, she found that children overall were more confident and vocal in comparison to students from conventional classes".*

3.3.8. Language skills

The Government of Balochistan recently passed a bill giving the right of instruction in three ethnic languages spoken across the province. In most of the schools teachers belong to surrounding ethnic community which helps to communicate with children in their mother tongue. On the other hand communication in native language becomes handicap when interacting with children from other ethnic background. Teachers at times find it difficult to communicate with children of other ethnic and lingual backgrounds. In Quetta and Gawadar, teachers mentioned that they were unable to communicate with new entrants belonging to another ethnic group for which they had to seek assistance from other colleagues of the same ethnicity or students belonging to the same group. Interestingly, teachers attributed the solution of the problem in ECD methodology using interactive learning activities, which facilitates cross cultural communication and children learn quickly from fellow students in weeks rather than months as was the case in traditional teaching practices.

3.4. Role of ECDP in Enhancing knowledge, skills and participation of parents and communities to contribute positively towards ECD Practices

Project documents and implementing partners highlighted the role of FRCs in creating awareness and training of enrolled households within the catchment areas. During FGDs with community members, including mother and fathers, it was assessed that they were unaware of existence, type or range of activities in FRC. Implementing partners across all the three districts mentioned FRC as a separate entity established to cater for the needs of children from 0-4 years of age by sensitizing and imparting training in 21 modules on pre and post natal child care, vaccination, its uses and benefits. All these modules covered different developmental stages and needs of the child and parents role.

As the project has completed its life cycle in December 2014, the frequency of training and engagement activities were reduced to almost nil. All the three implementation partners have already mobilized their communities before establishing an FRC in the vicinity with a commitment that the community will own and provide running expense for the next two years. FRCs have already met their project targets of sensitization and training of 935 households comprising of 1165 families and 1440 children, and apparently now a days have reduced activity in Quetta and Gawadar whereas non-active in QS.

3.5. Impact of ECDP on Improved Ownership of Government Officials and Stakeholders to Support ECD Interventions

3.5.1. Best-practices replicated in Programme schools and FRC

The project has involved education department from its very inception and demonstrated its usefulness. Following the successful intervention, the government of Balochistan has adopted the ECE model, devised a comprehensive ECE policy for the province and made it a compulsory part of education sector plan. Apart from policy making, Balochistan education department has approved the regularization of dedicated ECD teachers hired under the project after exit of the project.

In all the new schools, the construction of a dedicated ECD classroom is compulsory and separate allocations are made for this purpose. . ECD buildings will be constructed on the specifications and design used by AKF during the construction of ECD and LRC rooms. Katchi, classes I and II were catered in project and now there is a demand for use of ECED methodology in 3rd, 4th and 5th grades as parents, head teachers and other teachers find it more helpful and something which may really contribute to enhance children's learning. Two family resource centers were established on the space provided by the communities and one at BHU QS. Until December 2014, the ECD project was paying the running cost and now communities have taken up the ownership by subsidizing bills and running cost. Although a number of parents especially women visiting FRC are far less, it serves as a place where women and children come to play games, and socialization.

3.5.2. Institutional stakeholders recognize the programme contribution

All the personnel of education department, including district officers, DDEOs, head teachers and teachers equally recognize the contribution of the project toward adaptation of ECE policy by the provincial government. Everyone applauds the advocacy campaign launched by the ECD interventions, which is the basis for ECE inclusion in Balochistan Education Sector Plan (BESP)

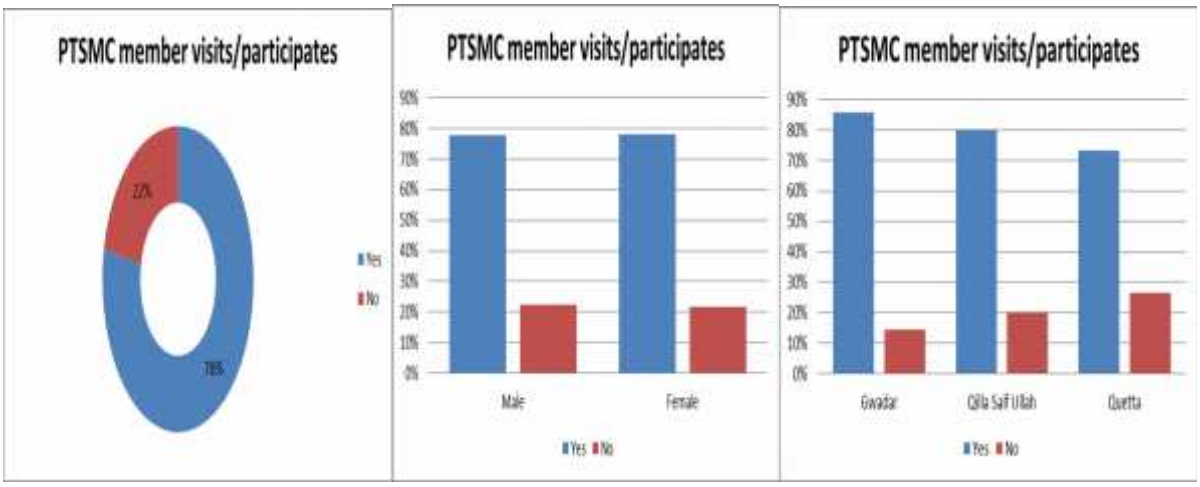
and further allocation of funds for the establishment of ECE classrooms in every new school across the province.

3.5.3. Exposure visits of faculty educators, education managers, professionals, teachers and government officials

Exposure visits organized by the AKF to Gilgit Baltistan have a long lasting impact on the understanding of ECD interventions in Balochistan under the project. Most of the education department officials express their pleasure over the exposure visits and said as to how it has changed their views about the ECD.

3.5.4. Training events held for PTSMCs and school management

With the help of school management training sessions for PTSMCs were held as per government bye-laws for the purpose of improvement in the quality of education and to ensure the participation of parents and communities. According to its terms of reference notified by the government, PTSMC is required to meet regularly on monthly basis. Inquiring about meetings of PTSMCs and their visits in ECD classrooms, teachers told us that 78.1% (n=25) members visited the ECD classrooms and witnessed the activities in the class, while 21.9% (n=7) never visited any ECD classroom. The ratio of male and female members is the same. 78% male/female visited the schools and 22% never visited. An analysis of PTSMC members' performance at district level shows that in Gwader, the representation is high as compared to other districts. 85% members visited the ECD classrooms followed by Qilla Saifullah (80%) and Quetta (72%). For further clarification please see the below graph.



Interestingly, in all the schools visited, there were PTSMCs as referred by head teachers, ECD teacher and community members. During FGDs and informal discussions when the frequency of PTSMC meetings or the type of work it gets on with, majority of the respondents either kept quiet or didn't provide any substantial information. It shows that still PTSMCs are either less functional or participants lack interests in PTSMC making as well as its activities In FGDs with parents, almost every mother and father reiterated that they only come when called by the school administration. The study shows that parents seldom visit schools for the follow up of their children's studies. Parent's visits are ostensibly linked with persuasion and request of teachers and administration rather parental interests in children's study FGDs with community, parents and teachers revealed that most of the PTSMCs meet on needs basis, usually on the request of head teacher of the school. Most commonly, PTSMCs meet to take up the issues of

infrastructure such as boundary wall apart from drinking or washroom water supplies. Half of the PTSMC members visited ECD classroom at least once and know that children like this new set-up for its colourful interactive learning material and attractive environment.

3.5.5. Trained government officials reporting more effective planning and management of ECD initiatives

Implementing partners and district education authorities mentioned about the ECD teachers trainings delivered by the project in EC curriculum, importance of ECD, lesson planning, lesson delivery and learning activities, facilitation skills, curriculum, pedagogy, understanding of how activities support leaning, etc. While other staff of education department such as DDOE, DOE, DEO, FITE, learning coordinators and head teachers were given trainings in school improvement plan, understanding of ECD concept, importance of ECD and pedagogy. All these trainings were mentioned during the interviews but visibly couldn't see any demonstration of their practical use in the delivery of administrative responsibilities. Trainings of ECD and lead teachers seem really beneficial in terms of improvement in learning achievements and transformation of learning behaviour of the children in the classroom. Trainings imparted to PTSMC members in child protection, policy code of conduct was iterated by implementation partners in all the districts, but not a single PTSMC member could independently verify it.

3.6. Impact of Early Childhood Development Programme on Policy and Practice

The government was engaged in the programme at all stages for greater ownership by signing a formal Memorandum of Understanding (MoU). Provincial and district level education authorities were regularly involved in the supervision and training of different cadres of government officials, exposure visits to give an understanding of how ECD contributes in initial classes. Practical demonstration has inspired the provincial leadership as well as decision makers to adopt ECE as policy. The ECD programme by AKF has assisted in designing BESP and a dedicated ECE policy for the province. A show of ECD classes motivated policy makers to take the ownership of the programme, and besides its inclusion in policy, they should also allocate separate funds to introduce it in new schools. Over a period in phases, the government of Balochistan aims to employ 12,000 ECD teachers across the province.

4. Recommendations, Lessons Learnt and Gaps

Ostensibly, the programme is a big success, as it has transformed the policy arena all together from conventional teacher and syllabus focused teaching practices to activity based empathetic and child centered approach where teacher is a facilitator and mentor. The government has devised and adopted ECE as policy for all the new initiatives at primary level and made it the part of BESP.

Identifying public schools in remote, under-served and poorer areas across the three districts of Balochistan giving marginalized young boys and girls' access to colourful and alluring environment where they could learn through activities is a big contribution of the ECDP. This environment has transformed the learning process far from corporal punishment into interactive group work, increasing confidence, expression, and choices.

The project has built capacity of teachers, head teachers, administrative staff of education department and community at large through continuous professional development, training, mentoring and sensitization. Apart from capacity building during the project life cycle, the ECDP

has developed a rich resource of lead teachers and resource center to continue to replicate and pass on ECE skills to peers and future teachers of primary schools.

A select number of households was exposed to the reality and needs of early childhood development (i.e. schooling, effect of interpersonal relationships in the family, pre and post natal care, and role of vaccination) from conception to four years of age.

In the prevalence of irrational placement of teachers in remote schools across the province, "aawaizi" teachers saga, and severe shortage of qualified teachers, the ECDP project has achieved its objective of enhanced access, equity and quality of education with increased gender parity by creating attractive learning environment, increase in enrolment and retention of students.

The project could have added more value by focusing more on monitoring role of the education administration that was apparently less active. Owing to weak awareness campaign about ECD, it was found that even in the intervention schools, majority of the staff was not able to understand the ECD concept at large. It shows weakness in advocacy and mass awareness component while otherwise project had close coordination and deep penetration in the policy circles.

A visible disconnect was found between other CSOs working on ECD thematic areas across Balochistan, especially in the intervention districts which could have overlapping replication instead of complementarity. Observations and informal inquiries illustartae lack of motivation of implementing ECD protocols among senior government school teachers was somewhat missing. It could be linked to typical mindset evolved in public sector employees who think that any hard work of further effort wouldn't change their financial benefits will remain same so why to work hard or out of routine. There was a feeling of typical hesitation in cadres of district education administration in terms of effective implementation, monitoring, and mentoring. These archetypal reluctance is common during transitionary stage of any new intervention among government departments.

Construction was contracted to a construction company as per AKF policy, which has its merits of quality assurance, timely delivery and administrative ease. Referring to the discontent expressed by teachers and local community about the quality of construction could have been tackled by devising some strategy where PTSMC would have been given supervisory role to create greater ownership. The issue of quality and may be sharing, could have been managed through mutual supervision and capacity building as witnessed in other community based interventions in many parts of the world.

Corporal and verbal punishment has faded in discourse though still it is practiced which could further be reduced by more focused supervision and sensitization. There is a cadre of old teachers still using mix methods, i.e. ECD as well as conventional syllabus oriented chorus style learning that needs more attention for a complete shift in learning design. It also requires more frequent mentoring and gap identification by lead teachers and learning facilitators.

5. Limitations of the study

Apparently, with timeframe and resources, this study is the best effort possible yet has certain limitations in terms of outcome mapping.

Owing to time constraint and volatile security situation in Balochistan, especially in all the three districts, selection of schools was made by implementing partners, which may give a little non neutral picture in terms of third party validation of the interventions

A little more time spent in classes and observations of ECD delivery could have given much better picture as have seen interesting learning outcomes in a primary school in Quetta where even space was not enough for ECD learning and activities yet majority of students was conversed in writing, drawing and maths.

During the study, we have assessed learning outcomes of ECD class students but somehow assessment of teachers and effectiveness of use of their trainings is missing in the study, which could have given deeper insight into training effectiveness and may be the difference in terms of delivery.

Owing to cultural sensitivity, security situation and other mobility limitations, team didn't have the opportunity to picto document the content of the study and field activities.

During the study, cultural sensitivity, security situation and other mobility limitations, team didn't have the opportunity to picto-document the content and field activities.

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Annexure

Appendix-A

ECDP Balochistan Project- October 11, 2011

Selection Criteria of Schools for Selection of the Learning Resource Centre (LRC) School

While selecting a school for the selection of the LRC School, you will need to consider the following:

1. Does the school fulfill the initial school selecting criteria?

2. Does the school have sufficient space for the construction of the LRC?

3. Are there sufficient teachers in the school, who can be assigned the responsibility to manage the LRC related activities and one teacher can be nominated as a "Lead Teacher"?

4. Does the school have a ground for the students' to play?

5. There is extra space immediately outside the LRC where the teacher in close proximity of the students can observe and support them while engaged in outdoor activities.

6. Is there sufficient availability of water and electricity for children to engage in the activities?

7. Is the school situated near to other project schools, so that a cluster can be formed easily?

Appendix-B





Early Childhood Development Programme

Questionnaire for ECD Teachers (Treatment Group)

This questionnaire is part of a research study being conducted by Sustainable Development Policy Institute (SDPI), in partnership with the Agha Khan Foundation (AKF).

Name of Respondent: _____ **Age:** _____ _____
Gender:

Province: _____ **District:** _____ **Region** _____
(Urban/Rural)

Tehsil: _____ **Union Council** _____ **Village:** _____

Language of Respondent: _____ **Education of Respondent:** _____

School Name: _____ **Teaching** _____
Experience:

Date of Survey: _____ **Enumerator Name:** _____

1. Since when are you teaching in this school? (In year) _____
2. Were you appointed under the ECD project? _____
3. Which classes do you teach? _____
4. Have you been trained on ECD Methodology? 1. Yes 2. No
   If Yes, please describe:
   1. Who conducted the training? _____
   2. How useful was the training? _____
   3. What new skills did you acquire? _____
   4. Are you utilizing the newly learnt skills? _____
5. How did you find these trainings? 1. Not Useful 2. Somewhat useful 3. Very useful
6. For how long have you been teaching ECD classes?(in years) _____
7. What is ECD?

_____

8. Why is ECD important?

9. How does an ECD classroom look like? Set up?
10. What is the difference between an ECD classroom and a normal classroom?

11. How do children respond to ECD environment?
12. Are they regular students? 1. Yes 2. No
13. Are there any changes observed in children due to ECD environment? 1. Yes 2. No
    If yes please explain
14. Do you think children's learning has improved due to ECD classroom? 1. Yes 2. No
    If yes please give any example:
15. What is your role as a teacher in ECD classroom?
16. What teaching methods do you use?
17. Is there teaching and learning material available for your support in the classroom?
    1. Yes 2. No
    If yes, who provided the material?

18. Have you prepared your own lesson plan and material for classroom? 1. Yes 2. No
    Please show both. _____

19. How do you assess your ECD class?

    _____

    _____

20. Do you use any check list for observation and assessment of class? 1. Yes 2. No
    Please show some examples. _____

21. Does ECD make a difference in children's life (everyday, social, mental, physical)?

    1. Yes 2. No
    To what extent? _____

22. Which classroom environment is better for children? 1. Normal classroom 2. ECD classroom
    In any case give reasons. _____

23. What is parents' opinion about the ECD classrooms, do they like it? 1. Yes 2. No

24. Do the parents visit schools? 1. Yes 2. No
    If Yes, how often in a month? _____

25. Are the parents interested in bringing their other children to ECD classrooms?
    1. Yes 2. No

    If yes then why? _____

26. Is there any difference in enrollment of ECD class as compared to a normal class?
    1. Yes 2. No

27. Does this school have functional PTSMCs? 1. Yes 2. No
    If Yes, Please describe:

    1. Who formed PTC? _____
    2. Who are the members of PTC _____

3. What is discussed in PTC meetings? _____
4. How regularly PTC meetings are held?

a) Every month
b) Quarterly
c) Bi-annually
d) No formal meeting has been conducted up till now

28. What is the role of PTSMC of your school?

_____

29. Does the PTSMC meet every month? 1. Yes 2. No
30. Do the PTSMC members visit/participate in ECD classroom activities? 1. Yes 2. No
31. What would you suggest to education department regarding ECD in schools?

_____

_____

32. Do you have children? 1. Yes 2. No
33. In which school do they study? _____

34. Did enrollment increase after the establishment of ECD classrooms and interventions?

1. Yes 2. No

35. If Yes, how much? _____

36. How children's progress viewed in terms of learning and comprehension is being monitored?

1. Through teachers one to one interactions 2. Through homework and parents feedback
3. Through assessments (monthly, quarterly, bi-annually)

37. How frequently parents visit the ECD School?

1. Once a month 2. Quarterly 3. Bi-annually
4. Once a year

38. How long have you been teaching in this school for?

1. From the past 5 years 2. From the past 3 years 3. From the past 1 year
4. Any other Please specify _____

39. In which language do you communicate with children?

1. Baluchi 2. Urdu 3. Pushto 4. Any other Please Specify _____

40. Do you face any difficulty when teaching children of different ethic and lingual background?

1. Yes 2. No

If Yes, please list 3 most important ones:

1. _____

2. _____

3. _____

45. Do you think ECD interventions caters for the aforesaid difficulties. 1. Yes 2. No

If No, please state 3 most important reasons:

1. _____

2. _____

3. _____

41. Please describe what should be the age group for ECD interventions?

_____

Early Childhood Development Programme

Questionnaire for Non-ECD Teachers (Control Group)

This questionnaire is part of a research study being conducted by Sustainable Development Policy Institute (SDPI), in partnership with the Agha Khan Foundation (AKF).

Name of Respondent: _____ **Age:** _____ _____
Gender:

Province: _____ **District:** _____ **Region** _____
(Urban/Rural)

Tehsil: _____ **Union Council** _____ **Village:** _____

Language of Respondent: _____ **Education of Respondent:** _____

School Name: _____ **Teaching** _____
Experience:

Date of Survey: _____ **Enumerator Name:** _____

42. Are you aware of ECD intervention in the district? 1. Yes 2. No

If Yes, Please explain

_____

_____

43. Is there any programme about ECD working in your area? 1. Yes 2. No

44. Do you think ECD will be useful for the community? 1. Yes 2. No

If Yes, Please describe

_____

45. If yes, Please share there four major activities

1. _____
2. _____
3. _____
4. _____

46. Have you received any training on ECD? 1. Yes 2. No

47. If yes, please share the following details

Title: _____

Duration: _____

Content: _____

Organization: _____

48. How did you find these trainings? 1. Not Useful 2. Somewhat Useful 3. Very Useful

49. Are you like to initiate ECD activities in your school? 1. Yes 2. No

If yes, then describe why

_____

_____

50. Have you visited any school having ECD classroom? 1. Yes 2. No

51. How does an ECD classroom look like? Set up? _____

52. Is there any difference between an ECD classroom and a normal classroom?

1. Yes 2. No

If yes, please explain

_____

_____

53. Are there any changes observed in children due to ECD environment? 1. Yes 2. No

If yes please explain _____

_____

54. What would you suggest to education department regarding ECD in schools?

_____

_____

55. Do you have children? 1. Yes 2. No

56. In which school do they study? 1. ECD (Public or Private) 2. Non-ECD (Public or Private

Early Childhood Development Programme

Questionnaire for Implementing Partners

This questionnaire is part of a research study being conducted by Sustainable Development Policy Institute (SDPI), in partnership with the Agha Khan Foundation (AKF).

Name of Respondent: _____ **Age:** _____ _____
Gender:

Province: _____ **District:** _____ **Region** _____
(Urban/Rural)

Tehsil: _____ **Union Council** _____ **Village:** _____

Language of Respondent: _____ **Education of Respondent:** _____

Date of Survey: _____ **Enumerator Name:** _____

1. What is the rationale of doing a project on ECD?

_____

_____

_____

2. What was the criterion of selecting this school for ECD interventions?

_____

_____

_____

3. Does the school fulfill the prescribed "criteria of ECD"? (Is there a dedicated room and ECD teacher in Katchi I and Katchi II)?

   1. Yes 2. No

4. How many ECD classrooms have been constructed and by whom? _____

5. Does the school have a washroom and clean drinking water facility? 1. Yes
   2. No
6. What were the key ECD interventions at school and community levels?

_____

_____

7. How was the ECD environment created in classrooms?

_____

_____

8. What teaching and learning materials were provided to schools, LRCs (Learning Resource Centers) and FRCs (Family Resource Centers)?

_____

_____

_____

9. Were schools provided with ECD teachers? 1. Yes
   2. No
10. How was the teacher hired? Through competition or other means (please describe)

_____

_____

11. Were the teachers provided trainings on ECD? 1. Yes
    2. No
12. Was there any support (financial etc.) mechanism for teachers at school? 1. Yes
    2. No

If yes please describe?

13. What is Family Resource Centre?

14. What is its function?

15. What is Learning Resource Centers (LRC) and its function?

16. Please identify capacity building interventions carried out for:

    1. Government officials
    2. Teachers
    3. Mid-wifes
    4. Lady health workers
    5. Community
    6. Birth attendants

17. What is discussed in parent-teacher meeting?

1. The child's progress
2. The child's learning difficulties
3. The child's health
4. The child's behavior and social and special needs
5. ECD interventions

18. Please tell us about the work done at the policy level?

19. Were ECD policy dialogues conducted? 1. Yes 2. No

20. If yes, who were the stakeholders and what was the key message behind ECD policy?

21. What measures have been taken for sustainability of project interventions? Describe.

22. How do you see the project towards its end?

Early Childhood Development Programme

Questionnaire for Children (Age 4-9)

This questionnaire is part of a research study being conducted by Sustainable Development Policy Institute (SDPI), in partnership with the Agha Khan Foundation (AKF).

Name of Respondent: _____ **Age:** _____ _____
Gender:

Province: _____ **District:** _____ **Region** _____
(Urban/Rural)

Tehsil: _____ **Union Council** _____ **Village:** _____

Language of Respondent: _____ **Education of Respondent:** _____

School Name: _____ **Date of Survey:** _____

Enumerator Name: _____

1. How long have you been studying in this school? _____
2. In which class were you first enrolled in this school? _____
3. Name any three things you like the most about this school.

1. Teacher	4. Playground	7. Friends
2. Classroom	5. Canteen	8. Break time
3. Furniture	6. Games	9. Study

4. Name any three things you like the most in your classroom.
   1. _____
   2. _____
   3. _____

5. What do you do the whole day in the classroom?

   _____

6. What do you do in the learning areas (Gosha)?

7. What do you like most about your teacher? 1. Teaching 2. Behaviour
8. Do you go to the classroom regularly? 1. Yes 2. No
   If no, why not
9. Do you go outside the classroom for any activity? 1. Yes 2. No
10. If yes, what activity?
11. Can you write down your name? 1. Yes 2. No
12. Can you Count from `
    1. 1 – 30/50 (Katchi children) 1. Yes 2. No
    2. 50 – 100 (Class I children) 1. Yes 2. No
    3. 101 – 200 (Class II children) 1. Yes 2. No
13. Can you recite the English alphabet A – Z. 1. Yes 2. No
14. Can you recite the Urdu alphabet 1. Yes 2. No
15. Can you match the given word with the picture? 1. Yes 2. No
16. Can you write down
    1. A word in Urdu and English (Katchi children) 1. Yes 2. No
    2. A sentence (Class I / II). 1. Yes 2. No
17. Would you like to go to another school? 1. Yes 2. No
18. If not, give reasons.

19. Do you talk about your school and class with other friends in your neighborhood?

1. Yes 2. No

20. If Yes, What do you tell them?

_____

21. Would you like your friends to come to this school? 1. Yes 2. No

22. If yes, why? Give three reasons.

1. _____
2. _____
3. _____

Early Childhood Development Programme

Questionnaire KIIs with government officials (EDO/DO)

This questionnaire is part of a research study being conducted by Sustainable Development Policy Institute (SDPI), in partnership with the Agha Khan Foundation (AKF).

Name of Respondent: _____ **Age:** _____ _____
Gender:

Province: _____ **District:** _____ **Region** _____
(Urban/Rural)

Tehsil: _____ **Union Council** _____ **Village:** _____

Language of Respondent: _____ **Job Title:** _____

Date of Survey: _____ **Enumerator Name:** _____

1. Are you aware of ECD interventions/activities in your district? Please indicate their locations and ECD activities?

_____

_____

_____

2. Describe how access to early childhood development has been improved?

_____

_____

_____

3. What was the role of the government in the implementation of ECD activities and interventions?

4. Please describe ECD interventions have contributed to the government policy towards early childhood development in Baluchistan.

5. Please describe whether the syllabus and teaching practices of teachers in ECD schools addresses learning abilities of children in the context of Baluchistan.

6. Please describe how government would sustain ECD interventions viewed in terms of providing continuous financial and human resource support to ECD schools

I) What would be the future course of action for schools once the project ends?

Early Childhood Development Programme

FGD's with Parents and community

1. Do you know this school has ECD classes?
2. Is your child in ECD class? Please tell us three main reasons of sending your children to ECD school
3. Have you visited the school and what do you observe in the classes
4. Do you meet your child's teachers? Are you satisfied with behaviour of the teacher?
5. Are you satisfied with your child's progress?
6. What is the difference between ECD and non ECD classroom?
7. Would you prefer ECD or non-ECD class for your children and why?
8. What would you suggest to other parents of the community? Would you ask them to bring their children to this school? Why?
9. Are you aware of PTSMC (Parent Teacher School Management Committee) of this school?
10. Are you member of PTSMC, What is your role in this committee
11. Have you attended any PTSMC meeting
12. Who initiates this meeting
13. Do you think it's a useful platform for engaging communities in the well-being of children?
14. Have you been trained or reached by any organization concerning ECD. If Yes. Please state.
15. Do you know there is a Family Resource Centre (FRC) established under ECD project in your district?
16. If yes,
    - Have you attended any FRC session?
    - If yes, how did you find these sessions?
    - What were the sessions about?

Appendix-C

Stationery Items						
S#	**Name of items**	**Specification**	**Unit**	**Per Schools Quantity**	**Quantity for 30 Schools**	**Category**
1	White School Glue	Non-toxic, economy size bottle	Nos	12	360	Stationery
2	Modeling Dough or Clay	Different colours	Pkt	30	900	Stationery
3	Easels (Board Stand)	Small Height for kids	Nos	3	90	Stationery
4	Water Colors	12 in each packet	Pkt	30	900	Stationery
5	Brushes	Various Sizes and Shapes	Pkt	30	900	Stationery
6	White sheets	A4	Ream	6	180	Stationery
7	Coloured sheets	green,blue red, yellow,purpule colours	Ream	6	180	Stationery
8	Glue sticks	Small	Nos	30	900	Stationery
9	Stencils	Flowers, symbols, animals, fruits, shapes	Nos	15	450	Stationery
10	Glazed Papers	Various colours	Sheets	150	4500	Stationery
11	Crepe papers	Various colours	Sheets	150	4500	Stationery
12	Formic sheets	Various colours	Nos	30	900	Stationery
13	Scissors	Small Plastic (with unsharp edges)	Nos	30	900	Stationery
14	Markers	Pkt of 12 (different colors)	Pkt	30	900	Stationery
15	Pencils	Trica (Pkt of 12)	Pkt	30	900	Stationery
16	Paper Clips	Different sizes	Pkt	15	450	Stationery
17	Tape	Scotch and Masking	Nos	15	450	Stationery
18	Crayons sticks colors	Different colors (Pkt of 12 colors)	Pkt	30	900	Stationery
19	Color pencils	Small size (Pkt of 12 pencils)	Pkt	45	1350	Stationery
20	Cloth Duster	Pieces of different colors	Nos	15	450	Stationery
21	Chart	Different colurs (Yellow, Green, blue, white)	Nos	30	900	Stationery
22	Alphabet Sound Cards	Urdu	Pkt	30	900	Stationery
23	Alphabet Sound Cards	English	Pkt	30	900	Stationery
24	Signs and labels for	Stickers/posters	Nos	6	180	Stationery
25	Photographs	Animals, vegetable, fruit, building, famous celebrities of Pakistan	Nos	30	900	Stationery
26	Stickers	Symbol, cartoon, flowers, eatable	Nos	30	900	Stationery
27	Story books with or without pictures	For nursary class	Nos	30	900	Stationery
28	Poetry & Rhymes + songs	Books in urdu for Nursary	Nos	30	900	Stationery
29	Gernal Knowledge books	Nursary level in urdu	Nos	30	900	Stationery
30	Posters	Alphabet Urdu	Nos	9	270	Stationery
31	Posters	Alphabet English	Nos	9	270	Stationery
32	Posters	Famous cartoons	Nos	9	270	Stationery

33	Posters	Environmental World	Nos	9	270	Stationery
34	Scrabble	Puzzle Games	Nos	9	180	Stationery
35	Flash cards (Alphabets)	With pictures of animals and other	Dozen	15	450	Stationery
36	Board Games	Ludo or other games	Nos	6	180	Stationery
37	Sign Language/Alphabet Charts	Charts for physically challenges kids	Nos	3	90	Stationery
38	Stamps and Stamp Pads	Alphabets and cartoons	Nos	3	90	Stationery
39	Alphabets Tiles (Letter	Different sizes	Pkts	3	90	Stationery
40	Copies	For student made books	Dozen	3	90	Stationery
41	Stencils	Urdu, English	Nos	18	540	Stationery
42	Alphabet frieze (Patterns	Urdu and English	Nos	6	180	Stationery
43	Magnetic letters and		Nos	6	180	Stationery
44	Mini Books (Blank)	Different colors in small size	Nos	15	450	Stationery
45	Picture dictionary	Alphabets	Nos	3	90	Stationery
46	Flip Books	Different pictures	Nos	30	900	Stationery
47	Clipboards—full and		Pkt	3	90	Stationery
48	White board with stand	Small	Nos	3	90	Stationery
49	Board marker	Tempraroy (Black, blue, red and	Pkt	6	180	Stationery
50	Number book for children (pictorial)	For Nursary	Nos	15	450	Stationery
51	Shapes coloring page	For Nursary	Nos	15	450	Stationery
52	Posters of Mathematical Shapes	For Nursary	Nos	15	450	Stationery
53	Posters of Numbers	For Nursary	Nos	15	450	Stationery
54	Multilink cubes (Blocks)	Different colours	Nos	36	1080	Stationery
55	Calendar	For kids	Nos	3	90	Stationery
56	Rulers (Foot)	Measuring instruments	Nos	30	900	Stationery
57	Numbering Stencils		Nos	6	180	Stationery
58	Puzzles	Games	Nos	6	180	Stationery
59	Floor graph	Cloth	Nos	3	90	Stationery
60	Magnetic shapes and	Board and numbers	Nos	3	90	Stationery
61	Math Big Books	Nursary/kindergarten	Nos	15	450	Stationery
62	Counting Charts	Nursary/kindergarten	Nos	15	450	Stationery
63	Number cards (1 – 20)	with pictorial representation of numbers.	Nos	6	180	Stationery
64	Bingo cards	Addition, subtraction, multiplication	Pkt	15	450	Stationery
65	Posters of animals and	For Nursary	Nos	15	450	Stationery
66	Books pictorial of animals and plants	For Nursary	Nos	15	450	Stationery
67	Magnifying glasses	Small size	Nos	3	90	Stationery

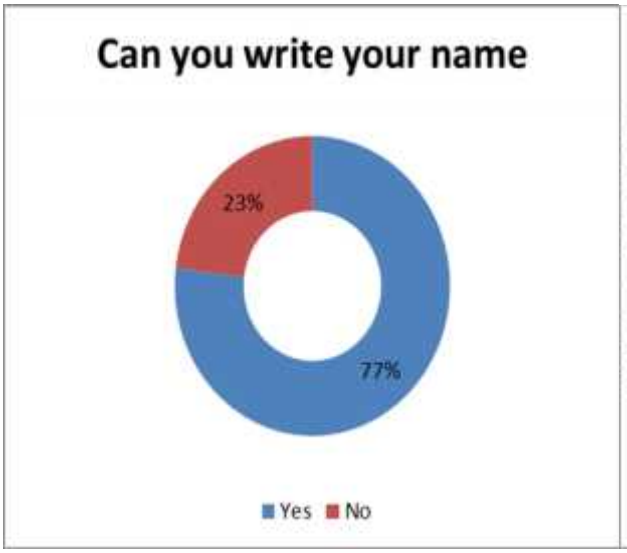
Appendix-D

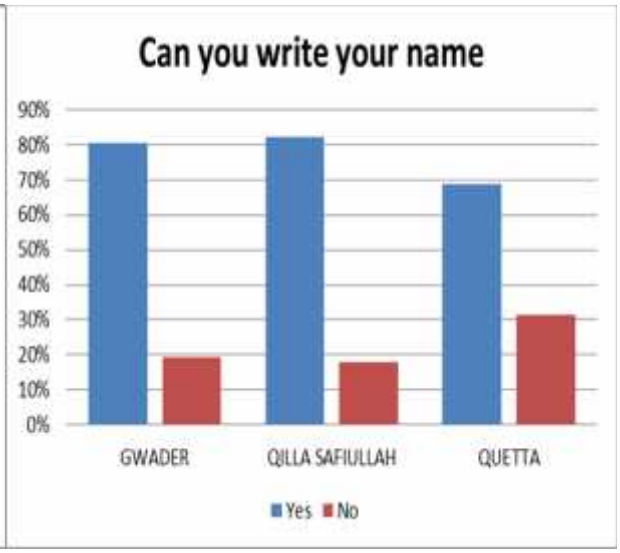
ECDP Training List

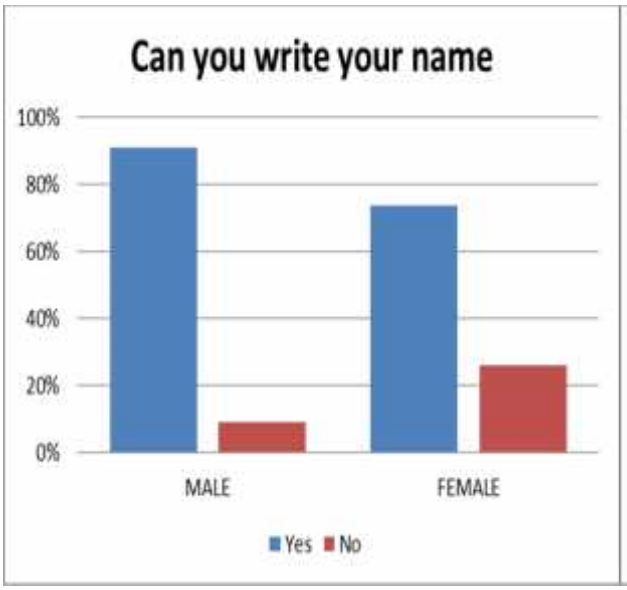
Sr. No	Training
1	5-Days Training of Head Teachers on Schools Management, Mentoring and Monitoring by AKU-IED
2	5-Days Training of Head Teachers on School Improvement Plans by AKU-IED
3	5-Days Training of LHWs, LHVs, and Teachers on ECD Concept by AKU-HDP
4	3-Days Refresher for Teachers, LHWs, LHVs on ECD Concepts by AKU-HDP
5	5-Days Training of ECD Teachers on National ECE Curriculum
6	5-Days Follow-up of Training of ECD Teachers on National ECE Curriculum
7	4-Weeks Split Course for ECD and Lead Teachers at AKU-IED
8	10-Days Training of Lead Teachers Training on Setting-up of LRCs
9	10-Days Training of Govt. Officials and IPs
10	6-Days Customized Course for ECD Teachers at AKU-IED Karachi
11	5 days training on inclusive education by AKU-HDP for 3 cohorts of Govt. Officials
12	10 days training on ECE for Govt. Officials by AKU-IED
13	5 days training on formative assessment for 2 cohorts of Govt. Officials
14	6 months Certificate in Education in ECED for Govt. Officials
15	18 months Advance Diploma in ECD for Govt. Officials/IPs
16	*LRC Sessions conducted by Lead Teachers*

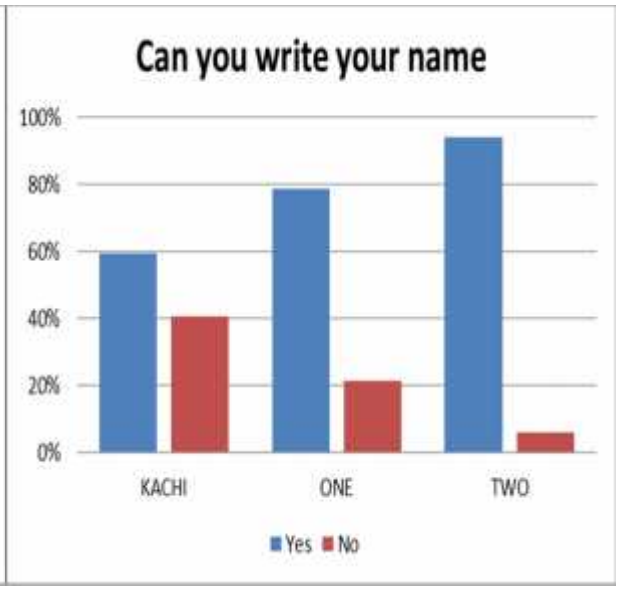
Appendix-E

Q: Can you write down your name?

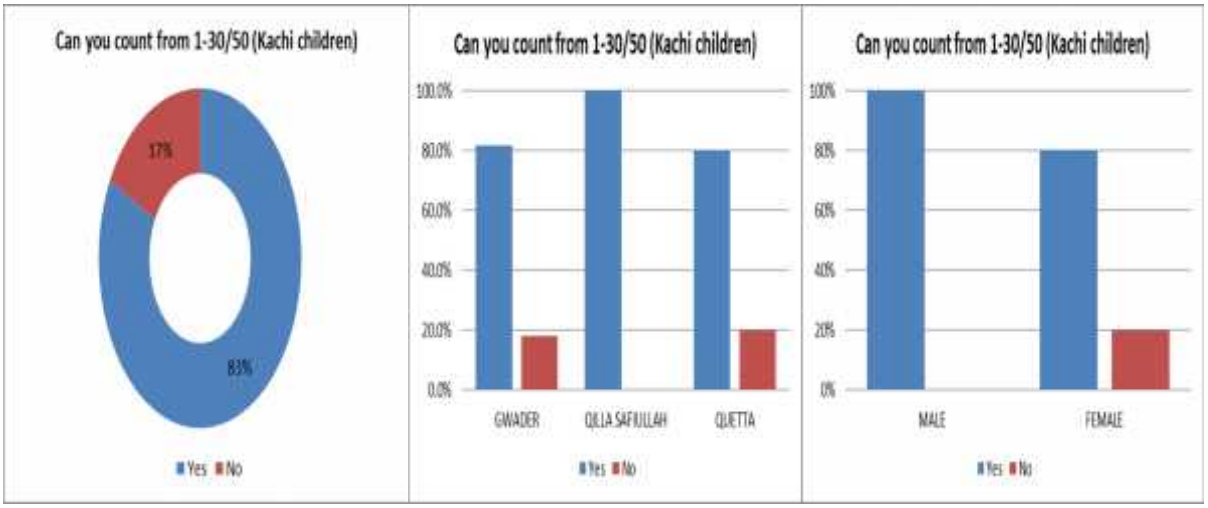




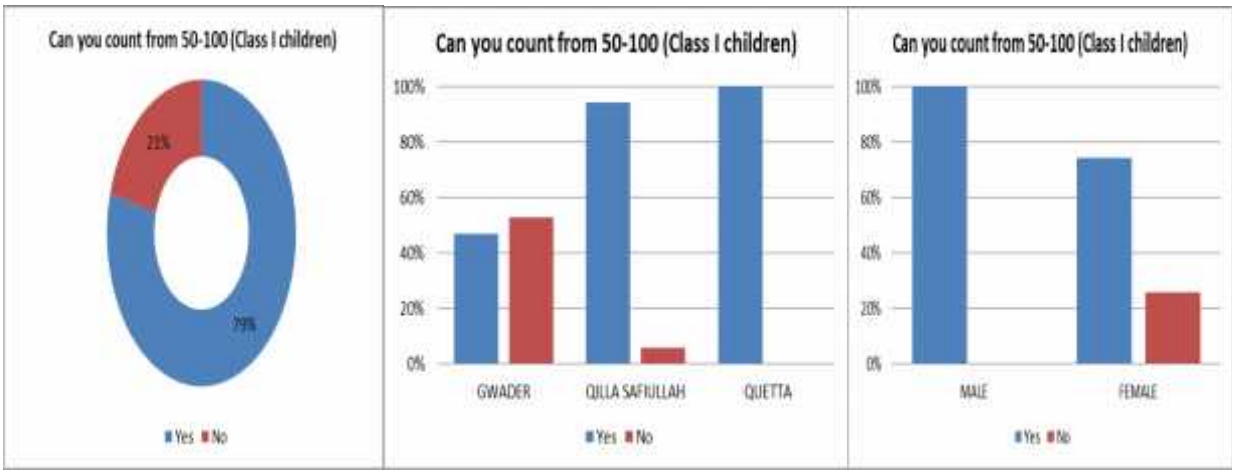




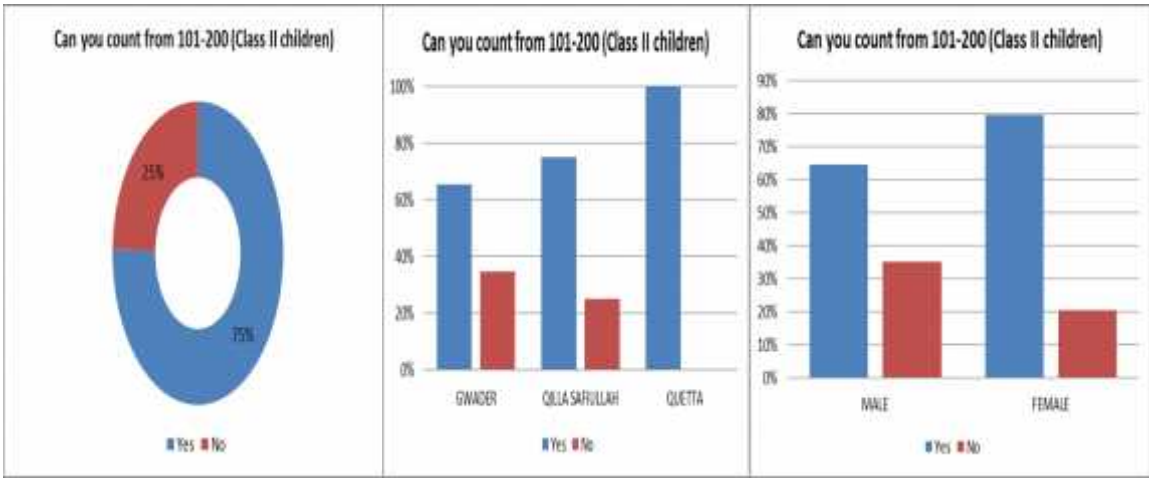
Q Can you count from 1-30/50 (Kachi children)



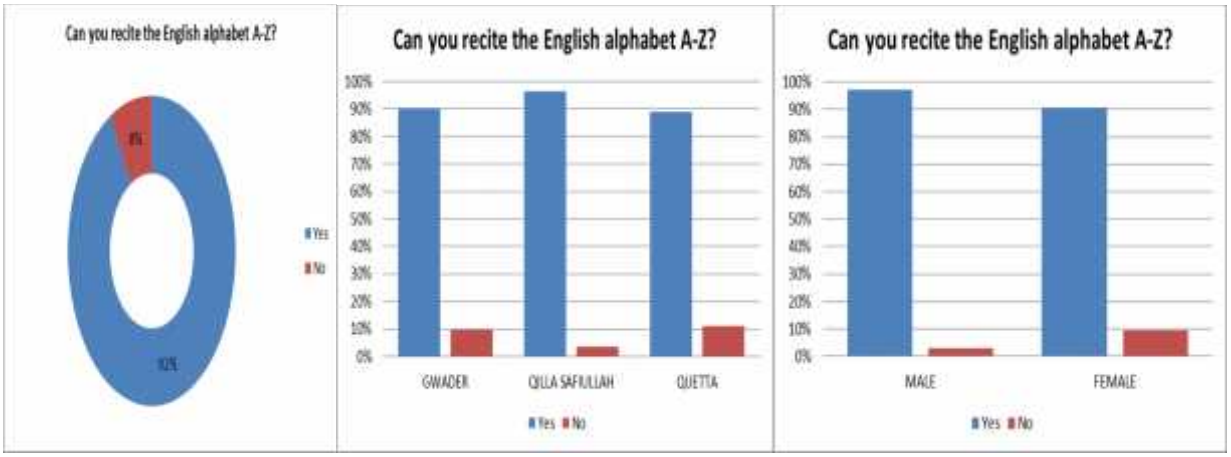
Q Can you count from 50-100 (Class I children)

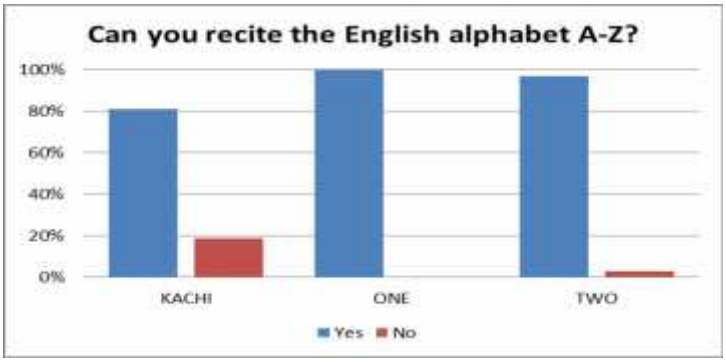


Q Can you count from 101-200 (Class II children)

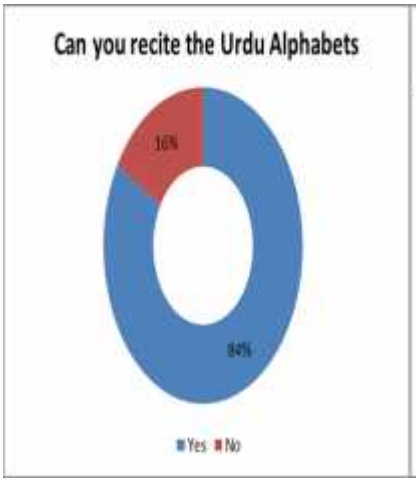


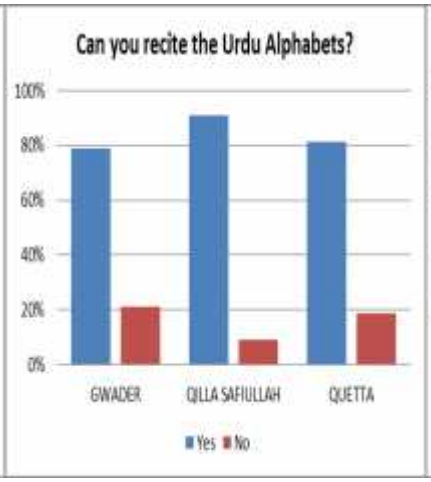
Q: Can you recite the English alphabet A-Z?

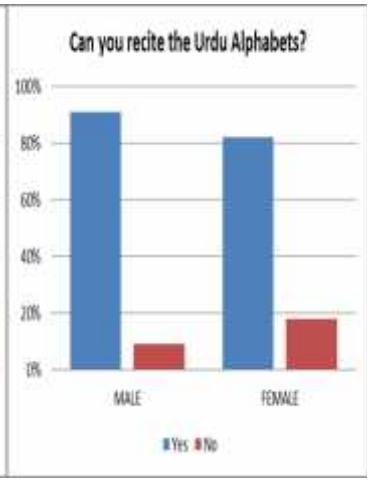


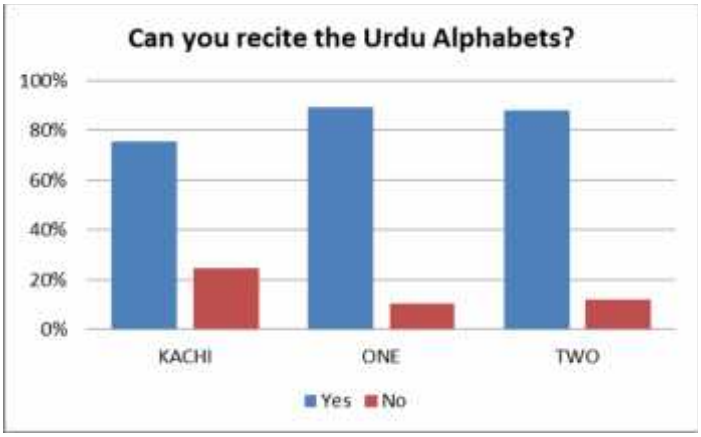


Can you recite the Urdu Alphabets?

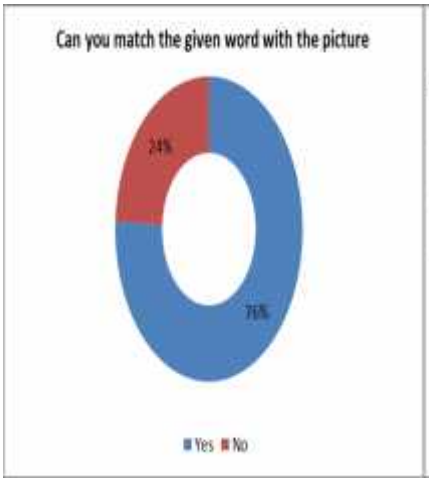


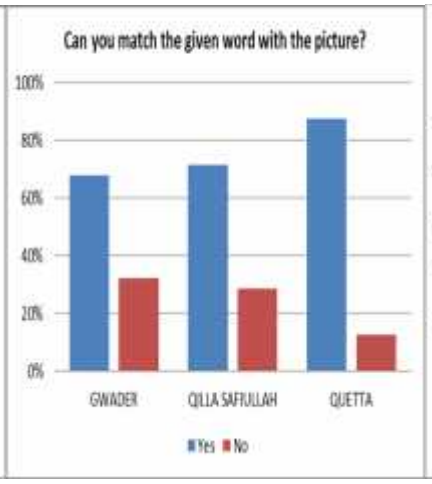


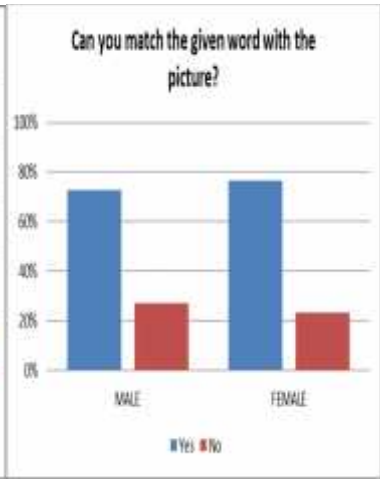


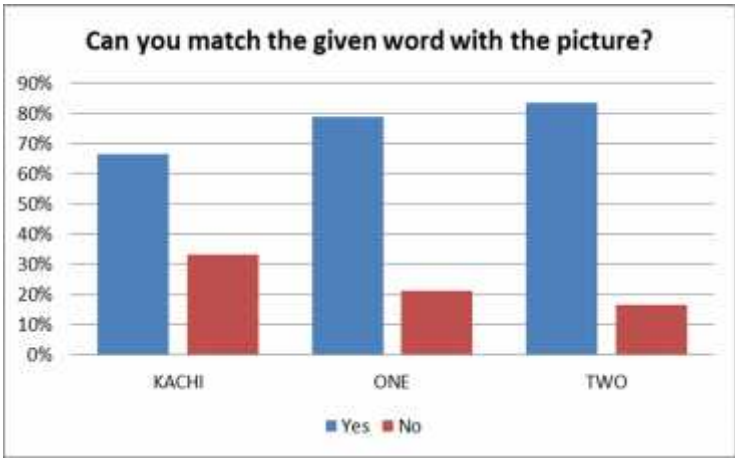


Can you match the given word with the picture?

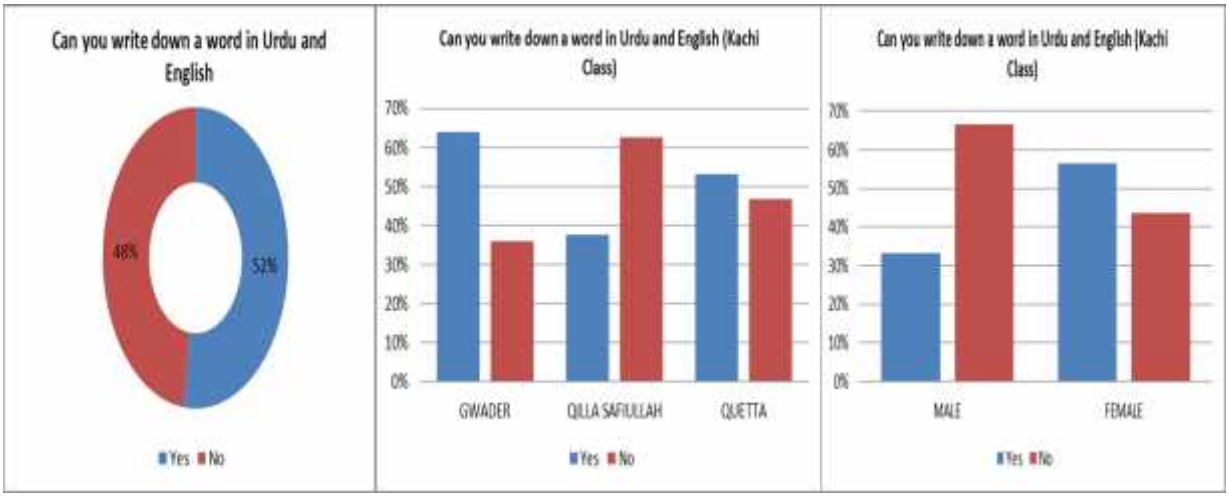




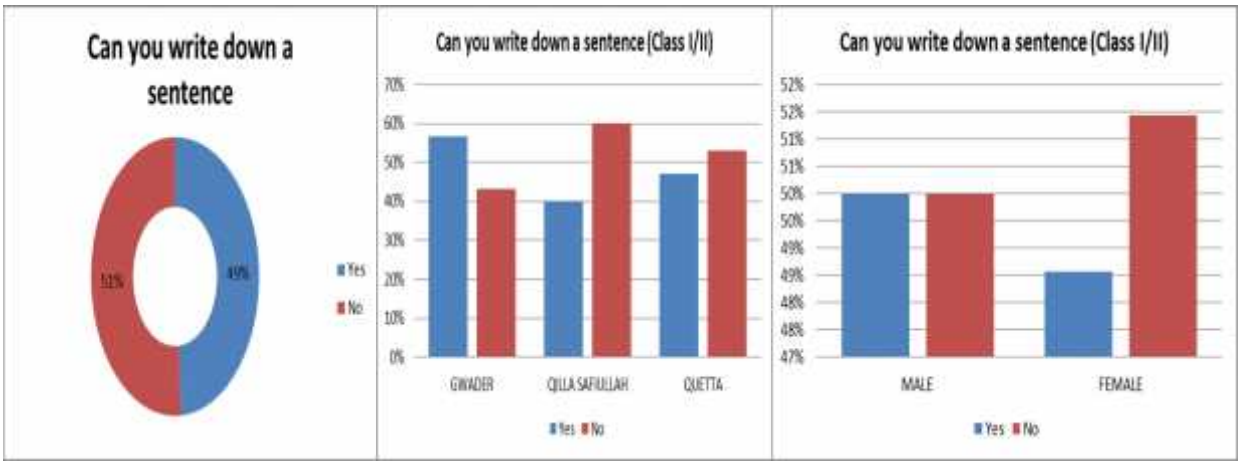




Q Can you write down a word in Urdu and English (Kachi Class)



Q. Can you write down a sentence (Class I/II)



Appendix-F

List of Visited Schools

Date	Area	School	Type	Teachers	Students
15.05.15	Quetta	Govt Girls Middle School B.M.C Colony Quetta	Treatment	1	13
16.05.15	Quetta	Govt Girls Middle School Jinnah Town Quetta	Treatment	3	8
16.05.15	Quetta	Govt Girls Middle School Amenabad Quetta	Treatment	2	11
18.05.15	Quetta	Govt Girls Primary School UOB Colony Quetta	Treatment	3	11
18.05.15	Quetta	Govt Girls Primary School Dehwar Colony Quetta	Treatment	3	10
18.05.15	Quetta	Govt Girls High School Qumbrani Quetta	Treatment	5	11
19.05.15	Muslim Bagh	Govt Girls Primary School Karaizgi Muslim Bagh	Treatment	1	14
19.05.15	Muslim Bagh	Govt Boys Primary School New Sam Muslim Bagh	Treatment	3	10
20.15.15	Qilla Saifullah	Govt Boys High School Jilal Khan Qilla Saifullah	Treatment	2	16
20.05.15	Qilla Saifullah	Govt Girls High School Qilla Saifullah	Treatment	4	16
28.05.15	Gwadar	Govt Girls Primary School Zainbar Colony Gwadar	Treatment	2	22
28.05.15	Gwadar	Govt Girls Primary School Gattidoar Gwadar	Treatment	2	16
29.05.15	Gwadar	Govt Boys Primary School Rehmani Pashukan Gwadar	Treatment	2	24
21.05.15	Quetta	Govt Boys Primary School Farooqabad Quetta	Control	2	
21.05.15	Quetta	Govt Girls Primary School Jinnah Town Quetta	Control	4	
21.05.15	Muslim Bagh	Govt Girls Primary School Muslim Bagh	Control	2	
21.05.15	Qilla Saifullah	Govt Girls Primary School Qilla Saifullah	Control	1	
29.05.15	Gwadar	Govt Boys Middle Dagaroo Gwadar	Control	1	
Total			18	43	182