This action is funded by the European Union

**ANNEX II**

of the Commission Implementing Decision on the financing of the annual action programme in favour of Pakistan for 2019 part 2

**Action Document for ‘Balochnistan Education Support Programme II (BES II)’**

### **ANNUAL PROGRAMME**

This document constitutes the annual work programme in the sense of Article 110(2) of the Financial Regulation and action programme/measure in the sense of Articles 2 and 3 of Regulation N° 236/2014.

| 1. Title/basic act/CRIS number | Balochistan Education Support Programme II (BES II)  
| CRIS number: ACA / 2019 / 041-648  
| financed under the Development Cooperation Instrument |
| 2. Zone benefiting from the action/location | Asia, Pakistan  
| The action shall be carried out at the following location: Province of Balochistan |
| 3. Programming document | Addendum N°1 to Multiannual Indicative Programme between the European Union and Pakistan for the period 2014 – 2020¹ |
| 4. SDGs | Main SDGs: Goal 4 - Quality Education and Goal 5 - Gender Equality;  
| Secondary SDG: Goal 10 - Reduced Inequalities |
| 5. Sector of intervention/thematic area | Education  
| DEV. Assistance: YES² |
| 6. Amounts concerned | Total estimated cost: EUR 18 000 000  
| Total amount of EU budget contribution: EUR 18 000 000 |
| 7. Aid modality(ies) | Project Modality: |

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¹ C(2018)4741 of 20 July 2018  
² Official Development Assistance is administered with the promotion of the economic development and welfare of developing countries as its main objective.
and implementation modality(ies) | Indirect management with United Nations Children's Fund (UNICEF)
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8 a) DAC code(s) | 11 110 – Education Policy and Management  
11 120 – Education Facilities and training  
11 130 – Teachers Training  
11 220 – Primary Education  
11 320 – Secondary Education  
15 170 – Women’s equality organisations and institutions
b) Main Delivery Channel | 41 000 – United Nations agency, fund or commission (UN)  
41 122 – UNICEF – United Nations Children's Fund
9. Markers (from CRIS DAC form)³ | | | |
| General policy objective | Not targeted | Significant objective | Principal objective |
| Participation development/good governance | | | x |
| Aid to environment | x | | |
| Gender equality and Women’s and Girl’s Empowerment⁴ | | x | |
| Trade Development | x | | |
| Reproductive, Maternal, New born and child health | x | | |
| RIO Convention markers | Not targeted | Significant objective | Principal objective |
| Biological diversity | x | | |
| Combat desertification | x | | |
| Climate change mitigation | x | | |
| Climate change adaptation | x | | |
10. Global Public Goods and Challenges (GPGC) thematic flagships | N/A
---|---
³When a marker is flagged as significant/principal objective, the action description should reflect an explicit intent to address the particular theme in the definition of objectives, results, activities and/or indicators (or of the performance / disbursement criteria, in the case of budget support).
⁴Please check the Minimum Recommended Criteria for the Gender Marker and the Handbook on the OECD-DAC Gender Equality Policy Marker. If gender equality is not targeted, please provide explanation in section 4.5.Mainstreaming.
SUMMARY

The ‘Balochistan Education Support Programme II (BES II)’ (‘the action’) will support Balochistan’s efforts to strengthen the education systems in the province, which are lagging behind with respect to other provinces of Pakistan. Special focus will be placed on ensuring more inclusive and equitable access to basic education and a stronger emphasis on learning, as well as on improving of governance and management.

The action is part of the second focal sector ‘Education and Technical and Vocational Education and Training (TVET)’ of the 2014-2020 multiannual indicative programme for Pakistan. The action has a rights-based approach in terms of international standards, Sustainable Development Goals (SDGs), and the relevant provisions of Pakistan’s Constitution. The action contributes primarily to the progressive achievement of SDG 4 - Quality Education, SDG 5 - Gender Equality, and SDG 10 - Reduced Inequality.

The action’s overall objective is to improve the literacy, numeracy, skills and qualifications of the people in Balochistan. More specifically, the action aims: 1) to improve access to quality primary and middle-level education; and 2) to increase the accountability, reporting and transparency of the Secondary Education Department.

The action will build upon the successful components of the EU’s current education programme in Balochistan, in order to consolidate results and ensure sustainability. It will also introduce new elements, such as including parallel education systems (e.g. private and religious schools) in mainstream education policy, as provided for under the Balochistan Education Sector Plan (BESP) 2013-2018 and in the national education policy 2017-2025. Fully in line with recent policy documents and the Government’s requests, this action will pave the way for a more ambitious and innovative approach to education in Balochistan. Consultations with the concerned stakeholders indicate that the most feasible option for implementing the action is indirect management with the United Nations (United Nations Children's Fund - UNICEF).

1 CONTEXT ANALYSIS

1.1 Context description

Pakistan has the world’s sixth largest population, with over 207 million inhabitants (Census 2017) and a nominal Gross Domestic Product (GDP) per capita of USD 1,629, which ranks it 150th in the world. Pakistan’s semi-industrialised economy is the 24th largest in the world in terms of purchasing power parity and the 42nd largest in terms of nominal GDP. However, Pakistan’s undocumented economy comprises approximately 36% of its overall economy. Despite this, Pakistan is developing and is considered one of the ‘next eleven’, i.e. one of the eleven countries that could potentially be among the world’s largest economies in the 21st century. Recent Chinese investment in the China-Pakistan Economic Corridor is considered to be a game changer, particularly for Balochistan. Despite this development, socio-economic indicators are still worrying. Nearly 39% of Pakistanis live in multidimensional poverty, with the highest rates of poverty in the Federally Administered Tribal Areas (FATA) and Balochistan. Pakistan is on a sustainable democratic path, with the third consecutive democratic transfer of political power taking place following the national elections held on 25

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5 Figure for 2017.
July 2018. The democratically elected provincial Government of Balochistan (GoB) is undergoing a reform process towards further democratisation.

Building on the 10th five-year plan and Pakistan’s framework for economic growth from 2011, the federal government launched ‘Vision 2025’ as its key policy framework in May 2014. Developing human and social capital forms the first pillar of ‘Vision 2025’, with very ambitious targets to increase primary school enrolment and completion rate to 100%, literacy rate to 90% and primary and secondary gender parity index to one.

Pakistan lags far behind in gender equality. The World Economic Forum’s 2018 Global gender gap index ranked Pakistan 148 out of 149 countries, based on economic, educational, health-based and political indicators. Gender equality is enshrined in Pakistan’s Constitution, but discrimination and violence against women are deeply rooted culturally. The degree of discrimination and deprivation of rights varies between urban and rural settings and between the different provinces. Even though women in Pakistan are generally disadvantaged, in Balochistan they are nearly invisible in public and have limited presence in the labour market. They are often deprived of education and information on their rights. Of particular concern in Balochistan is the low rate of literacy for women (24%) and the high rate of maternal mortality (700/100 000).

Pakistan is home to around 2.7 million Afghan citizens with various statuses. After the government pushed to return all Afghan citizens to their homeland in 2016, the situation is currently calm and no major issues related to protection have been reported. The action does not include any specific measure for Afghan citizens, but a regular dialogue will be established with the United Nations High Commissioner for Refugees’ (UNHCR) protection programme in the provinces.

Balochistan is the largest province of Pakistan by area (45%) and the smallest by population (5%). The province has a difficult, arid terrain. Although it is the country’s richest province in natural resources, Balochistan has not progressed at the pace of other provinces. The province’s political economy is deeply connected to its underdevelopment and the underlying technical issues in the education sector. The 18th Amendment to Pakistan’s Constitution devolved the education functions from the federal level to the province. However, carrying out these functions is problematic, as the Education Department has issues related to capacity, governance and management.

Pakistan’s education statistics show that Balochistan lags behind in education, particularly in terms of the adjusted net enrolment rate. Other serious concerns include the quality of education delivered, the learning environment, retention in school, school completion rates, and student learning. To tackle these issues the GoB formulated the comprehensive BESP 2013-2018, which was adopted in 2014. Although the focus is on basic education, due to its scale also secondary and higher education, as well as ‘the inclusion of parallel education systems like private schools and madrassas into mainstream education policy’7 are taken into account. The current provincial government has endorsed the BESP and has initiated practical steps to implement it, by increasing the budget allocation for education and by starting off reforms. These reforms include rationalising resources, improving education governance, and devolving responsibilities to districts and schools.

1.2 Policy framework (Global, EU)

The proposed action is in line with the new European Consensus on Development, which aligns the EU’s development policy with the 2030 Agenda for Sustainable Development. The Agenda 2030 reaffirms education as a fundamental human right and a public good, and reflects the enabling role of education in achieving other SDGs not directly linked to education, through enhanced learning, skills and awareness. The action responds to the EU’s focus on supporting good governance and inclusive, sustainable growth for human development. It supports better access to quality education for all as a prerequisite for youth employability and long-lasting development\(^8\).

The 2014-2020 EU-Pakistan multi-annual indicative programme supports the implementation of Pakistan’s long-term development strategy, ‘Vision 2025’ in three focal areas: 1) rural development, 2) education and vocational training, and 3) good governance, rule of law and human rights.

The local EU’s Gender Action Plan II in Pakistan covers all thematic gender priorities. This action is particularly relevant for Priority C ‘Economic, Social and Cultural Rights – Economic and Social Empowerment’, and will contribute most notably to Objective 13, ‘Equal access for girls and women to all levels of quality education and vocational education and training free from discrimination’.

1.3 Public policy analysis of the partner country

Pakistan’s overarching ‘Vision 2025’ strategy focuses on seven key areas, including the development of social and human capital (including education), and governance.

Pakistan’s national education policy, published in 2009, focuses on improving the access and equity, the governance and management, and the quality and relevance of education. Universal primary education by 2020 for boys and by 2025 for girls is the main policy target, in line with Article 25A of the Constitution. The policy foresees universal access and enrolment, especially with regards to out-of-school children, and universal retention through minimizing dropout rates. It also prioritises universal high achievement rates for students, by improving the quality of education, teachers’ competency and retention, as well as by reviewing the standards for examinations/assessments. Furthermore, the policy aims at improving the quality of adult literacy and non-formal basic education programmes.

The 2018-2023 National Internal Security Policy (NISP) of the National Counter Terrorism Authority is the first attempt at formulating an overarching, comprehensive security policy for the country. Aimed at federal and provincial stakeholders, it integrates development measures with efforts to promote security and peacebuilding as outlined in ‘Vision 2025’. Education is one pillar in this federal framework for internal security. Building on the recommendations of the NISP, the Secondary Education Department of the GoB decided in March 2018\(^9\) to reconstitute the Balochistan Madrassa Education Council (BMEC), to ensure technical support in mainstreaming madrassas and to strengthen the engagement with traditional institutions. The Department’s Policy Planning and Implementation Unit (PPIU) of the education department will support the BMEC Secretariat.

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\(^8\) The new European Consensus on Development, p. 9.
The **BESP 2013-2018** was prepared as the instrument to manage the prioritisation, planning, execution, monitoring and review of education policies and strategies. The BESP includes a five-year plan with provisions for annual revisions based on the monitoring and evaluation of the implementation process. The BESP is closely aligned with national priorities. Article 25A of Pakistan’s Constitution stipulates that education for all children between the ages of 5 and 16 is a fundamental right. After the 18th Amendment to Pakistan's Constitution, all the responsibilities related to education have been devolved to the provinces, and the BESP clearly outlines how this mandate will be carried out. At the time of its drafting, the National Education Policy prepared in 2009 was taken into account, seeking to adapt its provisions to the Balochistan context. Thoughtful attention was also given to Pakistan’s commitment to international agreements on the Millennium Development Goals and the Education for All goals.

The **Balochistan gender equality and women’s empowerment policy**, with specific targets and key performance indicators for the education sector, was developed by Balochistan’s Women Development Department, with the technical support of the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women). It was approved by the GoB in 2013 and is currently being revised to take the SDGs into account.

### 1.4 Stakeholder analysis

The main stakeholder at federal level is:

The **Ministry of Federal Education and Professional Training**, established in 2011, which is the federal government’s ministry responsible for a limited range of education-related functions, including creating policies and overlooking the provision of technical, vocational and professional skills and training.

The main stakeholders in Balochistan are:

The **Balochistan Secondary Education Department (BSED)**, responsible for providing basic education from pre-primary level to higher secondary level, and for improving people’s literacy through adult and non-formal education. The BSED consists of nine agencies. High turnover of senior staff is an issue: in Balochistan, there have been eight Secretaries of Education in the past five years.

The **Balochistan Education Foundation** is a semi-autonomous body, working as a strategic partner with the Education Department in improving education in Balochistan. The Balochistan Education Foundation supports community and private schools through a ‘public private partnership’ process.

The **private sector** has increased its investment in education in the province over the last decade. The number of privately owned education institutions continues to grow, especially in urban areas. The maximum growth is in the school sector, but private institutions have been set up at all levels, including at university and vocational-training level. At school level, the private sector cannot be viewed as a monolith.

The recently established **Balochistan Assessment and Examination Commission (BAEC)** provides information about student learning to other departments in the education system, such as those dealing with the curriculum and teacher training, as well as the Balochistan textbook board, Directorate and Secretaries offices.

The **Provincial Institute of Teachers Education (PITE)** is an apex institute in the field of in-service Teacher Education. The PITE’s objectives are mainly to enhance the quality of
education through in-service teachers’ professional development, to work in the sphere of material development for teachers’ professional development programs, and to carry out research activities in the field of education to enhance the quality of the teaching practices.

The Society for Community Strengthening and Promotion of Education in Balochistan (SCSPEB), a Non-Governmental Organisation (NGO) working with the GoB and international donor/funding organisations, especially on early childhood education, primary level, middle level, high level, TVET and adult literacy, but also on teachers’ professional development at the community level. It assisted the GoB in developing the district education plans for all thirty-one districts and the BESP 2013-2018. The SCSPEB also manages the Afghan refugees’ education programme.

The Balochistan Rural Support Programme (BRSP) is working on access to formal education for ‘madrassas’ students’ since 2013, and has developed a valuable expertise in that domain. The BRSP project ‘Access to formal education for madaris' students’ was established in 2013. The immediate outcomes of this initiative are the following: 2,455 students have completed the Accelerated Learning Programme (ALP) course and appeared in the exam organised by the Balochistan Assessment and Examination Commission (BAEC). The GoB has agreed to allocate funds for upscaling the initiative across the province under the upcoming budget. Based on this model, the BRSP initiated recently the same project in 100 madrassas, with the financial support of the PATRIP Foundation in seven more districts: Quetta, Pishin, Ziarat, Killa Saifullah, Killa Abdullah, Loralai and Zhob.

The Accelerated Education Working Group (AEWG) consists of a group of education partners working in accelerated education. The AEWG is currently led by the UNICEF, the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United States Agency for International Development (USAID), and a few international NGOs.

The BMPEC ensures technical support in mainstreaming madrassas to strengthen their engagement with the formal education system.

Parents’ engagement is ensured through the Parent-Teacher School Management Committees (PTSMCs) and the Local Education Councils (LEG). These are conducting needs assessments and implementing school development plans, to create an enabling environment for children and to improve the retention of students, especially girls. These bodies encourage community involvement, thereby contributing to increased accountability and improved school management at the local level.

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10. Quality Primary/Middle level madrassa based Schools at Quetta and Pishin districts were included. This programme includes review and revision of ALP curriculum by Ulama and education department; provision of ALP curriculum based books reading writing material; ensured 5,584 (4,252 boys and 1,332 girls) students enrolled in 90 madarais; recruited 160 ALP teachers in madarai; capacity building of 160 teachers through PTE; exposure visits for ALP teachers and students of madrassas; formation of Parent Teacher School Management Committees (PTSMCs) at institutional level; provision of sports items for sports and extracurricular activities; skills development program on marketable trades to 260 including (160 boys and 100 girls) madrassa students for their sustainable livelihood.

11. Depending of the organisations, the ALP could be defined as an Accelerated Learning Programme or an Alternate Learning Pathways.

12. The project modalities are the following: construction of classroom, libraries with furniture; construction and rehabilitation of WASH and drinking facilities; provision of books and reading writing material; assuming that 10,000 students will be enrolled in ALP schools; appointment of 160 ALP teachers with training and conveyance of exposure visits to other provinces; provision of sports items for conducting sports events; declamation contests; skills development program on marketable trades for 300 youth (200 boys and 100 girls) students for sustainable livelihood.

Furthermore, the main beneficiaries remain the children of Balochistan as 1.06 million children (39%) in the province do not attend school.

1.5 Problem analysis/priority areas for support

In its 2017 review, the UN Committee on the Rights of the Child expressed concerns about the right to education in Pakistan, and particularly on the large number of children not in formal education (47.3% of all children aged five to sixteen years), the majority of which has never attended any school. Another concern is the high dropout rate for girls, reportedly as high as 50% in Balochistan. There are large-scale gender, regional and urban-rural disparities in the enrolment of children in schools, and the province’s low education levels are both a cause and a consequence of continued underdevelopment. In Balochistan, general access to schools is a critical issue, given the province’s vast geographic area with small, widely dispersed communities, which results in almost 40% of villages in Balochistan not having a school. Proximity to school is a key determinant for school attendance rates, especially for girls. Closed/defunct schools in rural parts of the province further impede access to education.

Three parallel education systems exist in Pakistan – i.e. public sector schools, private sector schools and madrassas - and there is a huge gap between the standard of education provided in each of these systems. The GoB is engaging, more than other provincial governments, with religious leaders of the province. Concerted efforts are made to ‘mainstream’ students of madrassas through the formal education system, and to ensure that traditional education institutions receive the same facilities by the Education Department. There is a need to widen the madrassa curricula and bridging with the mainstream (formal) education, recognizing and equating madrassa degrees with the formal education system, providing valuable and related books for research, and evolving an integrated system of national education, by approximating madrassa and modern schools curricula.

The BESP 2013-2018 did not envisage any role for madrassas, although there are 1.095 madrassas in Balochistan, with around 85,000 students. As a consequence, there is no strategy to improve the situation for these students. To remedy this situation, the Balochistan Madrassa Registration, Mainstreaming and Regulatory Authority Act 2019 was drafted and presented in January 2019 by the Secondary Education Department, to get input from religious scholars. This initiative was welcomed by the scholars, who called for further deliberation in the framing and finalisation of the Madrassa Act.

Despite the World Bank’s Global Partnership for Education’s (GPE-BES) intervention, most public schools in Balochistan still lack basic facilities, such as suitable classrooms, teaching and learning materials, and sanitation facilities. 47% of primary schools in Balochistan are managed by only one teacher, which means that these schools have to resort to multi-grade teaching, for which teachers are not adequately trained. The poor quality of education due to the shortage of qualified teachers and teachers’ absenteeism is a concern. Similarly, curriculum content and teaching methods that promote gender-based and religious discrimination were raised as additional concerns by the Committee on the Rights of the Child.

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15 The Act is still in an initial stage but the salient features include establishment of a regulatory authority to be known as the Balochistan Madrassa Registration, Mainstreaming and Regulatory Authority with prescribed powers and a mechanism for operating. The Act declares the Secondary Education Department as administrative department of the authority, the registration of madrassas mandatory and prescribes penalties for violating provisions of the Act. The Act mentions the appointment of a managing director and other staff for the regulatory authority. It also proposed the establishment of a Madrassa Registration, Mainstreaming and Regulatory Authority Fund.
The lack of standards for textbooks, teaching and learning processes, and an assessment of learning achievements result in more memorisation and less learning-centred approaches in the province. Teachers’ quality in Balochistan is constrained by limited teachers’ training, compounded by poor governance and excessive political interference in postings and transfers. The unequal deployment of teachers among districts results in an oversupply of teachers in some schools and an undersupply in others. Moreover, Balochistan has a deficit of female teachers for girls’ schools, insufficient materials, and lacks on-the-job support, meaning that most teachers rely on teacher-centred approaches that do not encourage creative thinking and skills-based learning.

Management responsibilities have been devolved to the district level, in order to increase effective educational governance. However, the limited capacities of education managers result in weak programme planning and management, limited monitoring of system performance, limited accountability and inconsistency with national frameworks. Social attitudes and lack of social mobility, exacerbated by parents’ illiteracy, do not encourage education, especially for girls for whom the allocation of resources within the household typically discourages expenditure on education. Poor governance, a lack of sustained and equitable economic growth and the neglect of social sectors when national policies are implemented, have created an alarming situation. This has been further exacerbated by the Islamic militancy and sectarian violence in Balochistan and the political instability in Afghanistan that has had a number of spill-over effects on Pakistani society and economy.

Strengthening education systems is key to the EU’s efforts, and sustainable outcomes can only be achieved by working through government-supported systems. A well-functioning education system should ensure that all children can go to school and that every classroom of every school or institution has a good quality teaching and learning, regardless of location. The following two priorities need to be addressed in the BESP:

**Priority 1 - To improve access to quality primary and middle level education**, paying particular attention to gender issues, children with disabilities, ethnic and linguistic minority children, and those living in remote or unsafe areas. This priority needs to be addressed by taking into account the spirit of the European Consensus, which reiterates the EU’s commitment to a rights-based approach, to leave no one behind, and to pay special attention to those who are disadvantaged, vulnerable and marginalised. Quality education means that teachers are recognised as central to improving the quality of learning in schools, together with effective school leadership, adequate and appropriate teaching and learning resources, and safe and learning-enabling school environments.

**Priority 2 - To increase the accountability, transparency of and reporting on the province’s Education Department**, as the quality of public administration is key for the management, motivation, deployment and availability of competent and motivated teachers. Mutual responsibility and accountability among all stakeholders, including national and sub-national authorities, school personnel and community members is of critical importance.

Strengthening links with other sectors and areas that affect the performance of education will also be taken into account. For example, nutrition and food security are key factors in children's access to education and their ability to learn. Similarly, parental education and stimulation in children's early years are vital to enable children to be successful in school and in adult life.
2 RISKS AND ASSUMPTIONS

The GoB is fully committed and is already working with other development partners in implementing the BESP I (2013-2018) and in drafting the next BESP II (2019-TBC). It has piloted similar activities as explained above, and is involved in the preparation of further funding by other development partners, such as the Global Partnership for Education (GPE).

<table>
<thead>
<tr>
<th>Risk</th>
<th>Risk level</th>
<th>Mitigating measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Security situation hampers or does not allow project implementation.</td>
<td>High</td>
<td>Monitoring security situation. Provide adapted implementing modalities with agencies that already have security systems in place and provide local/national expertise.</td>
</tr>
<tr>
<td>Political interference in the sector.</td>
<td>High</td>
<td>The programme will involve the PTSMCs in monitoring and include robust third party monitoring to ensure objectivity. In order to mitigate risks arising from political interference, established and transparent criteria guiding schools/sites selection and provision of support will be used. Active engagement between the EU Delegation and the BSED will be ensured.</td>
</tr>
<tr>
<td>The Secretary of Secondary Education continues to have difficulties in taking the leadership to implement the reforms contained in the BESP.</td>
<td>Medium</td>
<td>In order to mitigate, if not eliminate, the potential risks of low efficiency and low effectiveness, a feasibility study will be launched on a ‘re-engineering’ of the Department which would streamline the operational decisions to be taken as part of an educational reform.</td>
</tr>
<tr>
<td>Turnover of the GoB staff, reducing their buy-in and support to the programme.</td>
<td>High</td>
<td>Strengthening the GoB’s ownership and steering of the project. Encouraging the GoB to prepare relevant policies with requirements to decrease the turnover of management staff. Ensuring that the implementing partner does not take regular staff from the Directorate of Education as experts under explicit or disguised arrangements.</td>
</tr>
<tr>
<td>Established interests and patronage relationships may be resistant to change.</td>
<td>High</td>
<td>Focusing on results and on increasing accountability.</td>
</tr>
<tr>
<td>Textbooks do not reflect curriculum adequacy.</td>
<td>Medium</td>
<td>The BAEC and the Bureau of Curriculum (BoC) have established quality assurance mechanisms.</td>
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<tr>
<td>Expected learning outcomes are not meeting demand.</td>
<td>Medium</td>
<td>The BAEC diagnosis on performance problems must be available in due time.</td>
</tr>
</tbody>
</table>
### Risk | Risk level | Mitigating measures
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Duplication with other activities. | Low | Using and updating the donors’ matrix and maintaining regular dialogue with relevant authorities and donors’ implementing agencies. Carrying out a comprehensive review of the ongoing actions and holding regular reviews with donors in the education sector to ensure coordination. Programme contractor will attend education-related donors’ coordination meetings at provincial level.

Visa and non-objection certificates are not delivered slowly or not at all by the Pakistani authorities. | High | Plan visits in advance to areas that require a non-objection certificates and favour national vis-à-vis international expertise to mitigate the risks. Active and continuous engagement.

Traditional gender imbalance. | Medium | The action will be based on a gender sensitive analysis and mapping, and risks will be regularly reassessed to recalibrate the action accordingly. The action focuses on disaggregated data, gender empowerment and inclusive representation.

### Assumptions
Ownership and political commitment by the GoB are ensured. The security situation is monitored and sustained. The GoB supports the use of international expertise (e.g. through timely delivery of non-objection certificates, visas, etc., if needed).

### 3 Lessons learnt and complementarity

#### 3.1 Lessons learnt

The design of this action builds largely on the lessons learnt from the on-going EU-funded BES programme, which is implementing part of the BESP. In particular, the BES programme provides complementary support to the BESP, to improve access and equity, governance and management, and quality and relevance of education. The EU partnered with the World Bank (EUR 10 million) to implement the access component, mainly by building classrooms, and with UNICEF (EUR 7.4 million) to improve governance and quality.

The EU-funded Balochistan Basic Education Programme (BBEP) implemented by UNICEF, is working through a systems’ approach to improve the governance and management support functions which affect all children and teachers in school. It is collaborating with all stakeholders involved in the quality management cycle of education to address systemic quality gaps in the sector and move forward with practical and sustainable solutions. By means of innovative support to the strengthening of the systems, the BBEP has addressed the issues of developing and disseminating reports based on students’ performance. It has also provided assessments of exams, in partnership with the BAEC, and teacher training with the PITE.
The establishment of a performance management system in the Education Secretariat has helped to solve the planning and the management issues identified as major obstacles to quality education. The system includes an education management information system (EMIS) and the Real-Time School Monitoring System (RTSM). The BBEP has piloted a cluster wide approach to collection, management and dissemination of data through the establishment of EMIS cells at cluster level. The Android-based real time school monitoring system has been rolled out across the province. The performance management system has achieved results, which support the Education Department’s planning, management and accountability functions. The EMIS collects data and provides information on schools, students, teaching and non-teaching staff. The first ever Balochistan education statistics report was published in late 2018 by the BSED, based on the data collected through EMIS.

The BBEP has also improved the coordination and collaboration between the Education Department, development partners, and civil society through the LEG. This group reviews the viability and progress of education-related interventions, deliberates on policy level issues, and acts as an oversight group ensuring accountability. Moreover, the BBEP supported a Joint Education Sector Review on the progress made by the education sector plan. The review provided useful insights that help address challenges. Furthermore, the BBEP supported parent committees at school level in conducting needs assessments and in implementing school development plans to create an environment for children to learn and improve the retention of students, especially girls.

A recent assessment considers the BES to have achieved part of its objectives and purposes in the area of governance and, to a more limited extent, in the area of access and quality despite the fact that BES had been conceived as a multi-purpose support programme to the diversified and sometimes heterogeneous objectives of the BESP.

Regarding the Education Department, the Secretary of Secondary Education had some difficulties in taking the lead in implementing the BESP reforms, despite the support from the BES project. In order to mitigate the potential risks of low efficiency and low effectiveness, the Secretary may consider launching a feasibility study for a ‘re-engineering’ of the Department, which would streamline the operational decisions, so they would be taken as part of an educational reform.

3.2 Complementarity, synergy and donor coordination

Other partners supporting the BESP along with EU include the UNICEF, the World Bank (WB), the USAID, the Japan International Cooperation Agency (JICA), the Gesellschaft für Internationale Zusammenarbeit (GIZ), and the UNESCO:

- The UNICEF and the WB are collaborating on the grants provided by the Global Partnership for Education (GPE) to Balochistan (USD 34 million).
- The WB is implementing the ‘Balochistan Education Support Project Single-donor Trust Fund’, which includes a EUR 10 million EU contribution towards increasing school enrolment and retention in schools supported by the project, with a special focus on girls’ participation, and towards developing mechanisms for collecting and using information so as to improve management of education.
- The USAID is implementing the ‘Pakistan Reading project’ 2013-2020, through the Institute of Rural Management. The main aim of the project is to improve Urdu reading skills of Grade 1 and 2 students through teachers’ training.
• The GIZ is providing technical support to the GoB in the implementation of ‘Skills Development Programme’ for TVET reforms and strengthening.

• The JICA is scaling up the ‘Alternative Education Programmes for Out-of-school Children and Adolescents’ in Balochistan and providing support to the Social Welfare Department and the Directorate of Non-Formal Education, in order to establish accelerated learning pathways (ALP) and youth and adult literacy centres. The JICA has signed end of 2018 an agreement with UNICEF to open 170 ALP centres in eleven focused districts of Balochistan until 2020.

• Through its Malala Fund, the UNESCO is implementing the ‘Girls' Right to Education Program’.

• The United Nations Development Programme (UNDP) is giving support to the Planning and Development Department and other stakeholders so they can implement the SDGs, including SDG 4 - Quality Education.

• The BRSP is working since 2013 on the inclusion of parallel education systems like private schools and madrassas into mainstream education policy.

At the federal level, development partners meet on a regular basis through the National Education Development Partners Group (NEDPG). Donor coordination in education in the province is improving. The LEG facilitates the coordination and collaboration of the Education Department, development partners and the larger civil society. At district level, fora for dialogue on the education sector have been held, i.e. the District Education Groups (DEG) and the PTSMCs. A coordination committee has also been set up with the Secretary of the BSED, UNICEF, GPE-BBEP, WB and EU as members. The committee’s main aim is to plan and review the ongoing BBEP in Balochistan. The ownership of the BBEP by senior officials (at Minister level) has resulted in the programme being increasingly accepted and strongly supported by education officials at district and sub-district levels.

4 DESCRIPTION OF THE ACTION

4.1 Overall objective, specific objectives, expected outputs and indicative activities

Overall objective: To improve the literacy, numeracy, skills and qualifications of people in Balochistan

Specific objective 1: To improve access to quality primary and middle-level education

Main results/outputs:

1.1. Increased availability of appropriate and safe schools, including in remote and conflict-affected areas, with a specific focus on accessibility for girls and disadvantaged groups.

1.2. Strengthened capacity of Department of Education and support institutions (BAEC, PITE, BoC) to function effectively within the quality management cycle, including monitoring and supervision.

1.3. Improved and measured teachers’ performance as well as children's learning abilities.

1.4. School development plans developed and implemented in selected schools.

1.5. Strengthened communities and school facilities for preventing drop-outs from primary education.

1.6. Alternative/accelerated learning programmes (ALP) in basic formal education developed and adopted by madrassas, and communities and private schools.
**Specific objective 2:** To increase accountability, reporting and transparency of the Secondary Education Department

**Main results/outputs:**

2.1. Improved capacity to plan and manage education at district and provincial level.
2.2 Improved capacity of district and provincial education institutions to manage, analyse, monitor and report on data.
2.3. Enlarged circle of participants in policy-making.

**Main activities**

**Specific objective 1:** To Improve access to quality primary and middle-level education

1.1 *Indicative activities*

— R.1.1. Build or renovate classrooms, including gender sensitive sanitation facilities.
— R.1.2. Work at grass roots level with communities to ensure their buy-in in girls’ education, both at primary and middle-secondary levels.
— R.1.3. Provide training on hygiene and sanitation, especially regarding Menstrual Hygiene Management.
— R.1.4. Draft BAEC rules of business and share with the Department of Education for approval.
— R.1.2. Develop and implement a capacity development plan for BAEC staff.
— R.1.2. Develop and use standards, tools and items bank for terminal examinations (grade 5 and 8).
— R.1.2. Develop standards, tools and items bank for assessment.
— R.1.2. Revise curriculum
— R.1.2. Train the Directorate of Education to monitor the school development programme.
— R.1.3. Establish a baseline for student learning achievements in mathematics, languages and science (grade 5 & 8), including in madrassas.
— R.1.3. Develop and test a replicable model of continuous professional development for teachers, (including teachers in madrassas and private schools) at the district level.
— R.1.4. Provide basic material to improve pedagogy and learning environments at the district level.
— R.1.5. Distribute teaching and learning material kits.
— R.1.5. & R.1.6. Train the Local Education Council (including (PTSMCs) to develop & implement the School Development Plans.

**Specific objective 2:** To increase accountability, reporting and transparency of Secondary Education Department

2.1 *Indicative activities*

— R.2.1. Establish replicable model of school cluster based data collection, processing, analysis and publication.
— R.2.1. Train staff in the Education Department to use the EMIS data set for planning.
— R.2.2. Train district level staff to use EMIS reports for planning and management purposes.
— R.2.2. Facilitate the drafting of the local and district educational plans.
— R.2.2. Set-up an ICT-based system for monitoring school-based indicators.
— R.2.3. Conduct regular monitoring of the education sector plan in Balochistan (BESP).

4.2 Intervention logic

The action will build on the successful components of the current education programme in Balochistan to solidify and ensure sustainability, putting more emphasis on quality education and strengthening the Education Department with a view to better ownership. It will also introduce new elements, such as the inclusion of parallel education systems like private schools and madrassas, as provided for under the BESP and in the 2017-2025 national education policy, and a strong focus on the inclusion of out-of-school children and youth (OOSC).

- **Continuous professional development of teachers.** To improve the quality of formal education, it seems that the most cost-effective solution is to dedicate more inputs and resources to the professional development of the teachers. Few institutions contribute to the continuous professional development of teachers, so this action will focus on all the key players.

  1) The PITE, as the main institution for teacher training has very limited capacity to conduct its designated functions. The PITE has been training teachers in a series of one-off activities. However, the concept of continuous professional development (CPD) is new; therefore, the currently low capacity of the PITE needed to be built up. The BBEP project includes the development and approval of an operational plan for teacher education, formation of a Material Review Committee, training needs assessment, review and development of training modules and pre-testing. The action at hand will extend this activity to allow for a strengthened demonstration of a reliable and scalable CPD model. Along with the completion of planned training programmes, the increased time span will allow for additional teachers to be trained and the inclusion of middle school teachers in the GPE-funded new middle schools in the province.

  2) The BEAC, an independent body, is integral to providing genuine feedback on student learning achievements. The action will support the BEAC in its efforts to improve the teaching and learning process. This will complement the efforts of the Aga Khan University – Examination Board, which is working with BEAC to build the capacity of staff on the conduct of examinations.

  3) The Teachers’ Colleges have not attracted the attention of any donor until now, even though they are very important in the long term to train quality teachers. The action will support these colleges in improving their master teacher training courses, following an assessment of their institutional capacity and a redefinition of their designated functions.

- **Reduce the number of Out-of-School Children and youth (OOSC).** It is urgent to develop, in parallel to the formal education system, a reinsertion programme for the OOSC (which involves the youngest children being reinserted into the formal system or the older children being reinserted into tailored vocational training systems) in order to stop the worrisome growth of their number in the short or medium term. Tackling the needs of both in-school and out-of-school children must be addressed at the same time and through parallel and coordinated solutions. Furthermore, work at grass root level is fundamental.
to convince men that girls’ education is important and necessary for the development of their whole community. To maximise the impact of this systemic governance approach, it seems important that the Education Department establish strong coordination mechanisms with its public and private partners (other Departments, non-public, private and religious educational institutions) involved in efforts to reduce the number of OOSC, boys and girls.

- *Streamlining madrassa education* in order to coordinate a mutually benefitting cooperation between the public formal education system and private and religious formal and non-formal education modalities, especially to respond to the OOSC needs, is a sensible initiative to be taken by the Education Department and would certainly deserve support by the EU.

- *Performance Management System*. The Performance Management Cell (PMC) housed in the Education Department is a step towards a shift in the management culture of the Education Department. One component of the PMC is the EMIS. The EMIS is a major innovation providing management solutions to the smallest management unit in the department – the school. The EMIS has only just come into operation for planning and management. The department needs continuous technical and operational support at the cluster level to ensure that all staff are trained on the use of software and can support informed decision-making.

- Another component of the PMC is the *Real Time School Monitoring System* (RTSM). The RTSM has been highly successful with the Education Department and public sector organisations who want to adopt similar models. The Education Department, at present, does not have the capacity to manage and update the monitoring system without external technical support as provided by this action. Even though the Education Department has included the Performance Management System in the Public Sector Development programme, it requires continuous technical support to ensure that the system is functional and that there is an uninterrupted flow of information for decision makers.

- *Support to the Education Department*. A ’re-engineering’ of the Education Department and its different units need to be launched to increase their efficiency and effectiveness in performing their functions and work better with development partners. Close coordination must also be established among Education, Rural Development, Social Welfare and TVET Departments in order to better streamline education and training contents according to local needs of the labour market.

By delivering these components, the action will improve access to quality primary and middle level education (SO1), and increase the accountability, reporting and transparency of the Secondary Education Department (SO2). In the long term, the action will improve the literacy, numeracy and skills and qualifications of the people in Balochistan (OO).

**4.3 Mainstreaming**

In Balochistan, 70% of the children do not attend school, with girls making up the majority of this group (78%).
There is a huge gender disparity; out of 13,674 public schools in Balochistan, 3,974 (only 29%) are girls’ schools. For primary schools the situation is worse as 47% are managed by only one teacher, and of these 25% are girls’ schools.\(^{16}\)

The BSED is striving hard for gender mainstreaming but faces considerable challenges. Getting girls into the schools at the intended age is crucial but ensuring that they stay and learn requires both a more holistic approach and capital investments, not least for sanitation. As per the Pakistan Education Statistics 2016-2017, the drop-out ratio of girls is 25% and the transition rate from primary to middle school/level is only 52%. The main reasons for this low transition rate are a lack of toilet facilities in middle-level schools and transport on the one hand, and difficult access to the middle and higher levels of education on the other.

The BSED has no specific gender policy but has taken initial steps to mainstream gender in all education sector reforms and initiatives. To address the issue of access, especially for girls, the department has recently notified the establishment of all gender neutral primary schools to be allocated female teachers as a matter of priority.

The BSED needs to focus on gender through better gender mainstreaming, focussing on parity, and targeted interventions for primary school and adolescent girls. The initiatives planned are:

- ensuring girls’ access to education through opening girls’ middle and high schools and helping their transition to post-primary education;
- provision of water, sanitation and hygiene facilities and ensuring toilets work properly in all girls’ schools;
- protection of female students and teachers and the promotion of their safety and mobility;
- building the capacity of public bodies responsible to enable them to expand gender-responsive reforms and initiatives.

Along with these initiatives, the Balochistan’s Women Development Department plans to provide developing gender sensitive textbooks and curriculums with the help of the BSED, in line with the SDGs. This plans include:

- the development of a gender cell in the BSED to analyse data that has been segregated on the basis of gender and to deal with issues pertaining to women in the work force.
- providing revised textbooks and curriculums, which take into consideration gender sensitive protocols and ensuring gender mainstreaming in Balochistan’s education policy.

The ongoing BBEP, implemented by UNICEF, is working at the policy level while taking into account all gender disparity issues and challenges. However, the specific gender intervention consists of health and hygiene sessions along with the provision of hygiene kits. These sessions are integrated in all school development plans, with a particular focus on girls’ schools. In addition, the teachers training programme aims to have gender parity in the number of teachers trained. The participation of female community members in Parent Teacher School Management Committees and Local Education Councils is also being ensured.

4.4 **Contribution to SDGs**

This intervention is relevant for the United Nations 2030 Agenda for Sustainable Development, which reaffirms education as a fundamental human right and a public good and reflects on education's enabling role in the achievement of other SDGs through better learning, skills and awareness. This action contributes primarily to the progressive achievement of SDG 4 - Quality Education and SDG 5 - Gender Equality, but also promotes progress towards SDG 10 - Reduced Inequality.

5 **IMPLEMENTATION**

5.1 **Financing agreement**

In order to implement this action, it is foreseen to conclude a financing agreement with the partner country.

5.2 **Indicative implementation period**

The indicative operational implementation period of this action, during which the activities described in section 4.1 will be carried out and the corresponding contracts and agreements implemented, is 60 months from the date of entry into force of the financing agreement.

Extensions of the implementation period may be agreed by the Commission’s responsible authorising officer by amending this Decision and the relevant contracts and agreements.

5.3 **Implementation modalities**

The Commission will ensure that the EU appropriate rules and procedures for providing financing to third parties are respected, including review procedures, where appropriate, and compliance of the action with EU restrictive measures.

5.3.1 **Grants: (direct management)**

In case of failure of the negotiations with the international organisation pre-identified as implementing partner for this project through indirect management, this action may be implemented in direct management through a grant.

(a) **Purpose of the grant(s)**

The grant may be used to support activities related to the specific objectives: 1) Improved access to quality primary and middle-level education and 2) Increased accountability, reporting and transparency of the Secondary Education Department.

(b) **Type of applicants targeted**

In case the need arises to use grant as the implementing modalities, possible implementing partner will be selected based firstly on its proven capacities to get access to the project intervention area as granted by the Government of Pakistan and secondly according to its knowledge and experience in the education sector.

In order to be eligible for a grant, potential grantee must:

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17 SDG 4.C. “By 2030 substantially increase the supply of qualified teachers, including through international cooperation for teacher training (...).

18 www.sanctionsmap.eu Please note that the sanctions map is an IT tool for identifying the sanctions regimes. The source of the sanctions stems from legal acts published in the Official Journal (OJ). In case of discrepancy between the published legal acts and the updates on the website it is the OJ version that prevails.
be a legal person;
be non-profit-making and;
be a specific type of organisation such as: non-governmental organisation, public sector operator, local authority, international (inter-governmental) organisation and;
be established in a Member State of the European Union, or in other countries eligible under the DCI Regulation and as stipulated in Article 9 of the Common Implementation Rules\(^{19}\) (CIR). This obligation does not apply to international organisations.

5.3.2 *Indirect management with an international organisation*

This action may be implemented in indirect management with UNICEF. This implementation entails the project helping improve the literacy, numeracy, skills and qualifications of the people in Balochistan (overall objective) thanks to a better access to quality primary and middle level education (specific objective 1) and an increasing accountability, reporting and transparency of the provincial Education Department (specific objective 2).

The envisaged entity has been selected using the following criteria:

1) Proven expertise in education

The main functions of the entity chosen are:

- To work with the Global Fund for Education (GPE)
- To support the design of the Balochistan Education Sector plan and to do the follow-up of its implementation
- To facilitate the capacity building of PITE, BAEC and BoC
- To organize coordination meetings with the LEG and donors organization
- To provide training regarding the implementation and expansion of EMIS and RTMS
- To strengthen quality, performance, and management of the public-sector education system.
- To help the Education Department to implement the institutional reforms and to improve quality and governance aspects of the education sector.

2) Access to the province

Considering the security situation in Balochistan, presence of EU citizens as consultants has the disadvantage of a higher risk of access issues (problems in obtaining visas and No Objection Certificate – NOC) as well as higher costs of security infrastructure. Because of these issues, the potential implementation options are limited to UN mandated agencies.

3) Proven operational capacity

The entity has to be able to support the provincial government and in particular the Education Department in the implementation of Education reforms. It has to have a full-fledged office in Balochistan, including staff who has experience to work in the Balochistan province and who knows the Balochistan political context.

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In case the envisaged entity would need to be replaced, the Commission’s services may select a replacement entity using the same criteria. If the entity is replaced the decision to replace it needs to be justified.

If negotiations with the above-mentioned entity fail, the action may be implemented in direct management in accordance with the implementation modalities identified in section 5.3.1.

5.3.3 Changes from indirect to direct management mode due to exceptional circumstances

In case it should not prove possible to work in indirect management with the entrusted entity specified in 5.3.2 due to circumstances outside of the Commission’s control, the action may be implemented in direct management in accordance with implementation modality identified in section 5.3.1.

5.4 Scope of geographical eligibility for procurement and grants

The geographical eligibility in terms of place of establishment for participating in procurement and grant award procedures and in terms of origin of supplies purchased as established in the basic act and set out in the relevant contractual documents shall apply, subject to the following provisions.

The Commission’s authorising officer responsible may extend the geographical eligibility on the basis of urgency or of unavailability of products and services in the markets of the countries concerned, or in other duly substantiated cases where the eligibility rules would make the realisation of this action impossible or exceedingly difficult.

5.5 Indicative budget

<table>
<thead>
<tr>
<th>Specific objective 1: Improved access to quality primary and middle-level education and Specific objective 2: Increased accountability, reporting and transparency of Secondary Education Department composed of</th>
<th>EU contribution (amount in EUR)</th>
<th>Indicative third party contribution, in currency identified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indirect management with UNICEF (cf. section 5.3.1)</td>
<td>17 400 000</td>
<td>N.A.</td>
</tr>
<tr>
<td>Evaluation (cf. section 5.8)</td>
<td>250 000</td>
<td>N.A.</td>
</tr>
<tr>
<td>Audit (cf. section 5.9)</td>
<td>50 000</td>
<td>N.A.</td>
</tr>
<tr>
<td>Communication and visibility (cf. section 5.10)</td>
<td>250 000</td>
<td>N.A.</td>
</tr>
<tr>
<td>Contingencies(^{20})</td>
<td>50 000</td>
<td>N.A.</td>
</tr>
</tbody>
</table>
5.6 Organisational set-up and responsibilities

To ensure ownership and that the project addresses issues prioritised by the Government itself, a project steering committee (PSC) will be set up, made up of:

- Education Secretary of Balochistan (Chairperson)
- Chief Foreign Aid
- P&D Secretary
- Representatives of the Education Department
- Representatives of the Women Division
- Representatives of civil society (BRSP, Society, etc.)
- Senior representatives of the EU Delegation
- Senior representatives of implementing partners
- Madrassas representatives
- Teachers’ Union representatives

Representatives of the BSED and senior partner representatives may be invited as ex officio members to the PSC meetings. These may include representatives of bilateral contributing donors and other senior partner representatives, including the institutions entrusted with direct implementation of some programme activities. Additional ex officio members may be added to guarantee adequate representation of Pakistani communities.

With due consideration to the principle of ownership, the Commission reserves the right to change the organisation indicated above or the scope of the delegation, without this necessarily requiring an amendment to the financing agreement. In that case, it will consult the beneficiary on this change and notify it about the name of the new organisation and/or the scope of the task(s) delegated to it.

The role of the PSC will be to determine priorities for the project, consider and approve annual work plans and budgets (developed and submitted by the technical assistants to the project), and oversee implementation, coordination, monitoring and evaluation of the project.

5.7 Performance and results monitoring and reporting

The day-to-day technical and financial monitoring of the implementation of this action will be a continuous process, and part of the implementing partner’s responsibilities. To this aim, the implementing partner shall establish a permanent internal, technical and financial monitoring system for the action and elaborate regular progress reports (not less than annual) and final reports. Every report shall provide an accurate account of implementation of the action, difficulties encountered, changes introduced, as well as the degree of achievement of its results (outputs and direct outcomes) as measured by corresponding indicators, using as reference the Logframe matrix.

SDGs indicators and, if applicable, any jointly agreed indicators as for instance per Joint Programming document should be taken into account.
The report shall be laid out in such a way as to allow monitoring of the means envisaged and employed and of the budget details for the action. The final report, narrative and financial, will cover the entire period of the action implementation.

The Ministry of Education’s Information Management System will be a crucial tool for collecting data about the schools and outcomes of the action. The action will provide capacity building support to the Ministry (additional staff on a temporary basis and training for all existing staff) to ensure that the available data is analysed and fed into decision-making processes.

In addition, the action will use a real-time monitoring system, commissioned by the action from a third party provider, which collects data in the field and provides useful information for decision-making.

The Commission may undertake additional project monitoring visits both through its own staff and through independent consultants recruited directly by the Commission for independent monitoring reviews (or recruited by the responsible agent contracted by the Commission for implementing such reviews).

5.8 Evaluation

Having regard to the nature of the action, a mid-term and a final or ex-post evaluation(s) will be carried out for this action or its components via independent consultants contracted by the Commission.

The mid-term evaluation will be carried out for learning purposes, in particular to assess the implementation of the gender and rights-based approach working method principles, in the project outcomes, with a special focus on child protection and on the do-not-harm principle.

The final evaluation will be carried out for accountability and learning purposes on various issues, including for policy revision and streamlining education into Madrassa at provincial level. Taking into account the fact that this action is an innovative and a pilot lessons learnt could feed into any following EU assistance programming.

The Commission shall inform the implementing partner at least one month in advance of the dates foreseen for the evaluation missions. The implementing partner shall collaborate efficiently and effectively with the evaluation experts, and inter alia provide them with all necessary information and documentation, as well as access to the project premises and activities.

The evaluation reports shall be shared with the partner country and other key stakeholders. The implementing partner and the Commission shall analyse the conclusions and recommendations of the evaluations and, where appropriate, in agreement with the partner country, jointly decide on the follow-up actions to be taken and any adjustments necessary, including, if indicated, the reorientation of the project.

Evaluation services may be contracted under a framework contract.

5.9 Audit

Without prejudice to the obligations applicable to contracts concluded for the implementation of this action, the Commission may, on the basis of a risk assessment, contract independent audits or expenditure verification assignments for one or several contracts or agreements.

It is foreseen that audit services may be contracted under a framework contract.
5.10 Communication and visibility

Communication and visibility of the EU is a legal obligation for all external actions funded by the EU.

This action shall contain communication and visibility measures which shall be based on a specific Communication and Visibility Plan of the Action, to be elaborated at the start of implementation.

In terms of legal obligations on communication and visibility, the measures shall be implemented by the Commission, the partner country, contractors, grant beneficiaries and/or entrusted entities. Appropriate contractual obligations shall be included in, respectively, the financing agreement, procurement and grant contracts, and contribution agreements.

The Communication and Visibility Requirements for European Union External Action (or any succeeding document) shall be used to establish the Communication and Visibility Plan of the Action and the appropriate contractual obligations.

Implementation will take place through procurement (direct management). Services may be contracted by the EU Delegation as part of a larger contract of the EU Delegation dedicated to joint communication and visibility activities that cover all sectors of cooperation and use budget allocations under different decisions. For these services, procurement will be launched indicatively in the 2nd quarter of 2020.
### APPENDIX - INDICATIVE LOGFRAME MATRIX (FOR PROJECT MODALITY) 21

<table>
<thead>
<tr>
<th>Results chain: Main expected results (maximum 10)</th>
<th>Indicators (at least one indicator per expected result)</th>
<th>Sources of data</th>
<th>Assumptions</th>
</tr>
</thead>
</table>
| **Impact (overall objective)**                   | 1. Literacy rate of the population in Balochistan (disaggregated by sex and age groups)  
2. Proportion of population in a given age group achieving at least a fixed level of proficiency in functional numeracy skills (disaggregated by sex and geographical location - region, urban/rural) (percentage)  
(** EU RF 1.7 Literacy rate of 15-24 year-olds)  
3. Proportion of population 25 and over who hold a) a secondary school diploma, b) a higher education diploma (disaggregated by sex) | Census reports  
Ministry of Education’s Information Management System reports | Not applicable |
| **Outcome 1 (specific objective(s))**             | 1.1. Number of female students enrolled (target: around 10,000 girls)  
1.2. Number of boys and girls enrolled in accelerated learning programme (target: 20,000 students)  
(** EU RF 2.7 ’Number of students enrolled’)  
1.3. Level of teacher performance (disaggregated by sex) | 1.1. EMIS  
1.2. EMIS  
1.3. Baseline and end line assessments to be conducted by the project | Availability of transport.  
All parents in neighbouring areas allow their children to attend school, even if they are female or living with a disability |

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21 Mark indicators aligned with the relevant programming document mark with "*" and indicators aligned to the EU Results Framework with "**".
<table>
<thead>
<tr>
<th>Output 1.1</th>
<th>Results chain: Main expected results (maximum 10)</th>
<th>Indicators (at least one indicator per expected result)</th>
<th>Sources of data</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Output 1.1</td>
<td>Increased availability of appropriate and safe schools, including in remote and conflict affected areas, with a specific focus on accessibility for girls and disadvantaged groups</td>
<td>1.1.1. Number of schools/classrooms renovated/built with EU support that meet safety and well-being standards (disaggregated by geographical location - region, urban/rural, and by level of education) 1.1.2. Number of schools with gender specific features (e.g. separate toilets for girls, access to water, security in dorms)</td>
<td>1.1.1. Project progress reports EMIS 1.1.2. Project progress reports EMIS</td>
<td>No other major impediments to motivation of attendance for those are managed.</td>
</tr>
<tr>
<td>Output 1.2</td>
<td>Strengthened capacity of the Department of Education and support institutions (BAEC, PITE, BoC, etc.) to function effectively within the quality management cycle, including monitoring and supervision</td>
<td>1.2.1. Number of institutions with improved facilities (target: PITE, elementary colleges, BoC, BAEC, etc.) 1.2.2. Number and % of Directorate and support institution's professional staff trained by the Action on quality management (disaggregated by sex) 1.2.3. Number of directorates and support institution staff who increased their competencies on quality management (disaggregated by sex) 1.2.4. Number of studies on student learning outcomes produced with the support of this action (disaggregated by sex)</td>
<td>1.2.1. Progress reports 1.2.2. Training participant database to be maintained by the action 1.2.3. Pre- and post- training surveys 1.2.4. Study reports</td>
<td>Trained staff remain in their posts and have opportunities to apply the new skills and knowledge acquired in their institutions and jobs. The quality assurance systems help identify and eliminate bottlenecks in the system.</td>
</tr>
<tr>
<td>Output 1.3</td>
<td>Improved and measured teachers’ performance as well as children’s learning abilities</td>
<td>1.2.3. Number of teachers who increased their teaching performance (disaggregated by sex) 1.2.3. Number of children who increased their</td>
<td>1.2.3. Baseline and end-line surveys</td>
<td>Trained teachers remain in their posts and have opportunities to</td>
</tr>
</tbody>
</table>
| Output 1.4 | School development plans developed and implemented in selected schools. | 1.4.1. Number of school development plans developed thanks to the support of this intervention  
1.4.2. Number of students, parents and teachers participating in the implementation of School Development Plans thanks to support of this intervention (disaggregated by sex) | 1.4.1. Project progress reports  
1.4.2. Database of project event participants | The School Development plans are accepted, implemented and supported financially |
| --- | --- | --- | --- | --- |
| Output 1.5 | Strengthened communities and school facilities for preventing dropouts from primary education. | 1.5.1. Number of schools and communities where actions to prevent drop-outs have been supported by this intervention  
1.5.2. Number and % of parents, teachers and other community members who participated in these local actions to prevent drop-outs (disaggregated by sex) | 1.5.1 Project progress reports  
Baseline study  
1.5.2. Project progress reports | Communities, parents and teachers consolidate and have sufficient influence over the drop out situation |
| Output 1.6 | Alternative/accelerated learning programmes in basic formal education developed and adopted by madrassas, and communities and private schools. | 1.6.1. Status of the alternative learning programme for schools in Balochistan  
1.6.2. Number of primary and middle-level schools in Balochistan following the new alternative learning programme thanks to support of this intervention | 1.6.1. Project Reports  
1.6.2. Project progress reports | Little or no opposition by traditional centres and leaders |
| Outcome 2 (Specific) | To increase accountability, reporting and transparency of Secondary Education Department | 2.1. Teacher absenteeism rate (disaggregated by sex)  
2.2. Student absenteeism rate (disaggregated by sex) | 2.1. Third-party monitoring reports | The policy framework is supported by a budgetary |

Results chain: Main expected results (maximum 10) | Indicators (at least one indicator per expected result) | Sources of data | Assumptions |
<table>
<thead>
<tr>
<th><strong>Objective(s)</strong></th>
<th><strong>Results chain:</strong> Main expected results (maximum 10)</th>
<th><strong>Indicators</strong> (at least one indicator per expected result)</th>
<th><strong>Sources of data</strong></th>
<th><strong>Assumptions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>by sex)</td>
<td>2.2. Third-party monitoring reports</td>
<td>framework</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.3. Extent of implementation of district and local education plans in Balochistan</td>
<td>2.3. Baseline and endline studies commissioned by the action</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.4. Extent to which the new data produced with the support of this intervention have been integrated in education policies/laws/performance frameworks</td>
<td>2.4. Progress reports, final evaluation report</td>
<td></td>
</tr>
<tr>
<td><strong>Output 2.1</strong></td>
<td>Improved capacity to plan and manage education at district and provincial level</td>
<td>2.1.1. Number of draft local and district education plans developed with the support of this intervention</td>
<td>2.1.1. LEG and DEG documents 2.1.2. Analysis of meeting minutes to be commissioned by the action</td>
<td>Local and district evaluation plan are used</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1.2. Number of DEG and LEG meetings that begin with an update on actions taken since the last meeting</td>
<td></td>
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</tr>
<tr>
<td><strong>Output 2.2</strong></td>
<td>Improved capacity of district and provincial education institutions to manage, analyse, monitor and report on data.</td>
<td>2.2.1. Number of analytical reports published with the support of this intervention based on the school census and monitoring visit reports</td>
<td>2.2.1. EMIS dashboard</td>
<td>Are used for policy formulation and monitoring</td>
</tr>
<tr>
<td><strong>Output 2.3</strong></td>
<td>Enlarged circle of participants in policy-making.</td>
<td>2.3.1. Number of policy makers participating in advocacy events, policy dialogues and research report presentations (disaggregated by sex and institution)</td>
<td>2.3.1. Database of event participants</td>
<td>Policy formulation is inclusive allowing these circles to contribute</td>
</tr>
</tbody>
</table>