BALOCHISTAN
2024 – 2028 Partnership Compact

Priority reform: Transforming Education System in Balochistan through Improving Learning Outcomes at the ECE and Primary Level

Abbreviations

ALP	Accelerated Learning Programme
ASPIRE	Actions to Strengthen the Performance of Inclusive and Responsive Education
BAEC	Balochistan Assessment and Examination Commission
BPSC	Balochistan Public Service Commission
BESP	Balochistan Education Sector Plan
BOC & EC	Bureau of Curriculum & Extension Center
BSLP	Balochistan Student Learning Improvement Programme
CPD	Continuous Professional Development
CSO	Civil Society Organization
CTT	Compact Task Team
DEA	District Education Authority
DEG	District Education Group
DEO	District Education Officer
ECE	Early Childhood Education
ELDS	Early Learning Development Standards
EMIS	Education Management Information System
ESA	Education Sector Analysis
ESPIG	Education Sector Plan Implementation Grant
EU	European Union
FLN	Foundational Literacy and Numeracy
GEA	Girls' Education Accelerator
GER	Gross Enrolment Ratio
GoB	Government of Balochistan
GPE	Global Partnership for Education
ITAP	Independent Technical Advisory Panel
JESR	Joint Education Sector Review
JICA	Japan International Cooperation Agency
KPI	Key Performance Indicator
LEC	Local Education Council
LEG	Local Education Group
MG	Multiplier Grant
MHH	Menstrual Health and Hygiene
M&E	Monitoring and Evaluation
PITE	Provincial Institute for Teachers Education
PMC	Performance Management Cell
PMU	Project Management Unit
PPIU	Policy Planning & Implementation Unit
PRP	Pakistan Reading Project
PSLM	Pakistan Social and Living Standards Measurement
PTSMC	Parent - Teacher School Management Committee
P&D	Planning and Development
QMC	Quality Management Committee
RTSM	Real Time School Monitoring
SCG	System Capacity Grant
SDG	Sustainable Development Goal
SED	School Education Department
SLO	Student Learning Outcome
STG	System Transformation Grant
UNESCO	United Nations Educational, Scientific & Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

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1. Introduction

1.1   The priority reform:

The School Education Department (SED) and partners have agreed to transform the education system in Balochistan from its foundations by working together to improve learning outcomes at the Early Childhood Education (ECE) and Primary level and building on the existing work in support of foundational literacy and numeracy as prescribed by the Balochistan Education Sector Plan (BESP) 2020-2025.

This education partnership compact reflects the commitment of Government of Balochistan (GoB) for ***transforming the education system in Balochistan through improving learning outcomes at the ECE and primary level.***

1.2   Process of selecting the priority reform:

This education partnership compact is guided by BESP 2020-2025. SED led the year-long sector plan development process involving detailed discussions with multiple stakeholders and valuable inputs from secondary research in partnership with the Local Education Group (LEG). The education sector plan draft was widely shared with Social Welfare, Planning and Development (P&D) and Finance Departments in the government, including the technical wings of SED, Civil Society Organizations (CSO), national and international development agencies and political leadership. BESP was formally approved by the Provincial Cabinet.

SED and partners identified a priority reform with the potential to transform the education system in Balochistan. The process started with building understanding on the GPE's new operating model and the adoption of a systems approach. LEG re-evaluated the BESP through the lens of new GPE operating model to reach consensus on a sustainable priority reform behind which the SED and partners could align their resources including support from the GPE under various funding modalities.

During the LEG meeting held on 2 March 2023, four reform areas related to access, early learning, learning, and organizational capacity were identified. LEG members thoroughly discussed the list of reforms which, if achieved, could transform the education system in Balochistan. All suggested reform areas were examined against key criteria including timeframe, strategic potential, foundations, political will, attention, coordination and alignment. Members of the LEG unanimously agreed on ***transforming the education system in Balochistan through improving learning outcomes at the ECE and primary level*** as the priority reform area of the compact.

The next step included assessment of the four enabling factors recommended by GPE as necessary for system transformation through the lens of the priority reform. The analysis of the enabling factors in relation to education system transformation in Balochistan was firmly grounded in evidence (updated data used where available) and included participatory consultations with all stakeholders. Analysis during the process was informed by donor-supported research studies and the Education Management Information System (EMIS). Findings of the large-scale learning assessments conducted at the provincial and national levels also guided the discussions.

SED submitted the analysis of enabling factors to Independent Technical Advisory Panel (ITAP) through GPE Secretariat. The ITAP's assessment of the enabling factors analysis informed the development of this partnership compact.

The analysis of the enabling factors, selected priority reform and the partnership compact document were discussed with the LEG and the feedback of the forum was incorporated in the final draft. Upon this, SED approved the compact document for submission to the GPE Secretariat.

1.3   Summary of the enabling factors analysis:

The analysis of four enabling factors concluded that, while Balochistan has EMIS data which is comprehensive, there are gaps regarding important indicators of access, quality, and efficiency necessary for complete monitoring of the education system. The enabling factor analysis (EFA) also flagged the persisting issue of poor learning based on student assessments conducted by various stakeholders[1], indicating potential causes, such as, inadequate infrastructure, teachers, absence of assessment frameworks and management. Finally, lack of a research culture and utilization of data also prevent optimal use of information for policy formulation, planning and decision making.

The SED follows an organized education plan and framework for implementation and monitoring of the sector progress towards agreed targets. However, there are challenges related to sufficient staff with required technical skills and a more inclusive workplace for women. Stakeholders also identified poor utilization of available data as a key reason for the existing disconnect between resources and the goal of improved learning and participation[2]. The ITAP assessment of the EFA also recommends gender-responsive actions and monitoring for female students and females in the workplace to address persisting gender-related barriers and gaps.

Balochistan has a well-established sector coordination mechanism in place and inclusion of key sectors like planning, finance and disaster management is pivotal for achievement of the policy reform. More inclusive coordination will improve the use of joint financing mechanism and the quality of discussions on issues related to girls and women.

The main challenge of domestic financing of education is improving budgetary efficiency in a context of systemic inefficiencies in governance and management. For example: improving access to education has over the years remained the primary goal of education delivery in the province with allocation of 95% development budget to the establishment of new schools and up-gradation of existing ones (BESP 2020-2025). This, however, has not resulted in improved participation, mainly because SED operates with an outdated management system. The system needs to adopt a modernized approach to use information for decision-making, coordination, and field operations. To achieve the priority reform, an enabling environment will be critical for equitable and efficient use of capital and recurrent expenditures on students.

1.4   The partnership compact:

SED and stakeholders in the LEG recognize that Balochistan needs to build on and intensify the existing support in increasing access and foundational learning to ensure all the students are

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[1] Annual Statistics of Education (ASER) report 2021 and 2022 and the Larger Scale Student Learning Assessment (SLA) conducted by BAEC in 2022.
[2] 4.4 Governance and Management, Balochistan Education Sector Plan (2020-2025)

better prepared to enter primary schools and achieve foundational competencies in literacy and numeracy and develop socio-emotional skills.

The SED believes that implementation of this partnership compact will be a major contribution towards the vision of BESP – *quality education for all by provision of infrastructure, missing facilities, relevant curriculum and instructional material, trained teachers and standardized assessments through good governance.*

The key pillars of the reform will focus on improving access and school readiness at the primary level, up-scaling interventions in foundational learning of children, expanding the support to also include ECE, and aligning education management and teacher development support with the priority reform. The reform also considers complementarity between sectors to address issues related to inequality and inequity in access to schools, financial allocations, teaching and learning, hardwired by considerations for gender and other disparities, such as, geographic location. The compact provides a roadmap for government and development partners to align programmes and resources for the achievement of the priority reform.

The selected priority reform has the potential to transform the education system in Balochistan. Evidence provided by the research is clear that investments in holistic development of children in early years of education (pre-literacy, pre-numeracy, and socio-emotional skills) yield better results as opposed to investments in later years. Interventions in primary education will have a ripple effect on improving access, quality, and efficiency of subsequent levels of education and contribute to higher professional and personal gains for children in the long term. *Transforming the education system in Balochistan through improving learning outcomes at the ECE and primary level* provides opportunities for SED and development partners to converge resources in favor of the priority reform, with interventions underpinned by reduction of disparities in gender, access, quality and learning.

2. Overview of the priority reform

2.1   Description of the selected priority reform

This partnership compact presents the commitment of the Government of Balochistan for ***transforming the education system through improving learning outcomes at the Early Childhood Education (ECE) and primary level***. The reform is intended to improving learning outcomes for children and retention in schools across Balochistan.

Strategies for system transformation through selected priority reform are also linked to the BESP 2020-25, which states that increased spending on education has not translated into improved participation and learning outcomes. Learning-related inputs, such as, curriculum, textbooks, teachers, and examinations receive inadequate policy attention and resources. The priority reform will also coordinate the support of various development partners in the LEG towards increasing access to quality ECE and primary education in Balochistan and enlarge the impact of these interventions.

The current Education Sector Plan Implementation Grant (ESPIG) funded by GPE is addressing key systemic barriers in terms of the learning design (curriculum, textbooks) to improve Foundational Literacy and Numeracy (FLN) skills of the children. SED and partners are building and improving systems necessary to attain foundational literacy and numeracy. Work is in progress on prioritization of Student Learning Outcomes (SLOs), associated schemes of studies,

supplementary materials, and training contents. The model is targeting 1500 schools for introducing formative assessment, teacher training on FLN, and on-job mentoring support for teachers. The programme design also includes enhancing access through development grants to schools and preventing dropout.

These critical foundations of learning at the primary level provide policy and systems, which are critical to achievement of the priority reform. Based on the lessons learnt during the demonstration of ESPIG, the LEG recommends to up-scale the model to more schools.

The recently conducted Pakistan Human Capital Review[3] (2022) by the World Bank Group also signifies improvement of enrolment in ECE with a wide range of direct and indirect advantages and disadvantages, which are most difficult to numerically measure but will be realized throughout a person's life through improvements in child development, school readiness and performance. The Review further signifies that enrolment in ECE is a key predictor of children being developmentally on track, while the cost of inaction to improve enrolment rates in ECE is economically expensive.

2.2   Theory of Change

Stocktaking exercise of sector plan implementation and the enabling factors analysis conducted by LEG and CTT during the development of this partnership compact determine that implementation of child-centered education through good governance remains top most challenge for education transformation in Balochistan. While SED has taken critical steps towards improving quality of education and governance of the system, all stakeholders agree that more time and resources are required to ensure that quality focused education, enabled by good governance is embedded in the system at the school level and benefits every child.

The partnership compact considers the root causes of the challenges and lessons learnt from implementation of the sector plans to transform the education system. Poor organization of learning is a major issue, which has implications on both access and quality of education. In terms of access, school establishment is not need and evidence based and largely driven by political motivations resulting in a plethora of single-teacher primary schools (60 per cent), mostly underutilized or non-functional and marred by difficult conditions for teaching and learning. Weak planning in school establishment also leaves girls at a disadvantage. For instance, more than half of the districts in Balochistan have less than 30 per cent schools (EMIS-2022) designated for girls. According to BESP 2020-25, the GER for girls in primary schools is 54 per cent and drops as low as 21 per cent in the secondary schools. This is an indication of ineffective mainstreaming of gender principles in planning and management of education on part of the service providers. Similarly, demand side barriers to access and participation of girls in education are not well-researched. The general perception of barriers to education for females is repelled by evidence that increased opportunity has led to improved enrolment of girls in schools. The so-called 'culture' or 'attitude' varies across tribes and settlements.

In addition, the multi-grade primary schools implement a curriculum designed for the mono-grade settings, which make learning ineffective by design. This, coupled with lack of coordination and weak capacity of institutions in SED, also questions the value of teacher capacity development programmes, where various contents have been developed with support from partners, but these do not complement each other.

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[3] Pakistan Human Capital Review: Building Capabilities throughout Life (2022), World Bank Group, Washington.

Other root causes detrimental to the achievement of priority reform include poor governance and management. Increased spending on education has not resulted into improved learning outcomes due to poor governance and weak management capacity of the education system. Governance of the system is not supported by adequate policy and legal frameworks and management is not result based and gender inclusive. The issues of girls' education, equal opportunities for females, bias against women's skills as leaders and managers also stem from low presence, if any, of female education managers in decision-making positions.

High level systemic inefficiencies also result in suboptimal performance of the decentralized model of education management in Balochistan, where the sizes of school clusters are irrational and not based on realistic criteria. Funding to schools is also not based on a formula or informed by disparities due to gender or geographic locations. Moreover, the decentralized model currently hinges on cluster heads, who have poor capacity in planning and financial utilization. The demand side stakeholders do not have any access to budget allocation and utilization, hence there is no transparency or accountability in terms of finances. In most places, PTSMCs remain dormant. Their performance is indicative of the general disinterest and non-involvement of communities in schools and education caused by lack of awareness. Weak community engagement also leaves girls with even fewer opportunities of admission and retention in the existing schools.

Building on the lessons learnt to address the gaps mentioned above, SED has adopted a targeted approach in this partnership compact to achieve the goal of priority reform. SED will ensure that all reform interventions are relevant to the overarching sector plan to achieve long-term goals in the education sector. Most importantly, SED will ensure to prioritize access and participation of girls in education to build on good returns achieved by investments in education of girls. At the same time, issues related to gender-bias, which result in inequitable opportunities for girls and women in education, will be addressed across policy, planning and implementation.

Quality of education depends largely on competent human resources, effective planning, and management across the service delivery chain. Improvement in learning outcomes is a time taking process and schools need continuous support over a long period of time to embed learning in the teaching and learning process. Weak governance in the education sector at all tiers of management further compounds the issue of learning, especially for girls who are already at a disadvantage. SED believes that consolidation of decentralized model of education management in Balochistan requires top priority to make maximum use of available resources. This partnership compact provides strategies to address inequities in financial allocations to schools, considering disparities in gender, and effective management, transparency, and accountability at the cluster level.

Policy and strategies in Balochistan are not backed by research, especially in terms of increasing access and addressing perceived barriers to education of girls. Through this partnership compact, SED will conduct research and studies on girls' access to education and rationalization of schools and teachers to increase opportunities for girls and women through recruitment of only female teachers at the ECE level. SED will also strengthen the monitoring regime by gathering data on KPIs across the delivery chain of education, especially on girls' access and performance, for increasing accountability of demand and supply side organizations. Capacities of education managers to utilize data in decision-making will be enhanced to achieve the goal of this partnership compact and beyond.

This partnership compact, in line with the Theory of Change (Figure 1), ensures comprehensive, evidence-informed, and targeted support to a reform process in-built in the education system by

policies and sector plans. Effectively, this means a systems approach is adopted to strengthen the quality management cycle of education with joint implementation by all the institutions of the SED and complemented by the reform coordination between development partners. This will support and promote shared commitment by all actors for achievement of a common vision in line with the Theory of Change.

SED and LEG members are committed to addressing challenges restricting educational reforms in Balochistan through implementing transformational changes in the system. This transformation will be enabled by a shift towards improvement in the education service delivery and quality to enhance competencies of teachers and students. Teacher proficiencies can be best enhanced through competency-based and systematic continuous professional development; whereas, students acquire knowledge and skills when the curriculum aims to build competence, teaching is reinforced and based on achievement of development standards, teaching and learning materials (including digital solutions) are available and formative assessments are conducted to measure performance and adjust support accordingly.

In terms of poor learning achievements, the root causes include a poor learning design covering curriculum, scheme of studies and textbooks, which are incompatible with the reality of most children and teacher ineffectiveness due to gaps in motivation, competence and resources. This is confirmed by the diagnostic assessment of grade 2 students' learning conducted by BAEC in 2022, English[4] 31 percent (32 per cent girls), Mathematics[5] 39 per cent (39 per cent girls) and Urdu[6] 30 per cent (31 per cent girls).

School Education Department (SED) is addressing the issue of poor student foundational literacy and numeracy skills through the current Education Sector Plan Implementation Grant (ESPIG) funded by GPE. In its second year, the Balochistan Student Learning Improvement Programme (BSLP) is supporting improvements to the learning design (curriculum, schemes of studies and supplementary materials) to enable achievement of Student Learning Outcomes (SLO) critical for proficiency in languages and mathematics from grades I-V. The programme is also developing and implementing mechanisms for lesson delivery, learning assessment and teacher support in the form of academic supervision and mentoring. Schools are receiving support to improve physical environments for conducive learning and preventing dropout.

These critical foundations of learning at the primary level provide policy and systems, which are critical to achievement of the priority reform. These include prioritized SLOs, supplementary materials, teacher training content and proficient trainers, formative and summative assessment, supervision and mentoring and a dropout prevention mechanism. The SED believes the model provides necessary framework for improvement of learning at the ECE and primary level. Based on the lessons learnt during the demonstration of ESPIG, the LEG recommends to upscale the model to more schools.

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[4] English language skills (and performance) assessed included oral communication (36 per cent), reading and thinking (42 per cent), writing (27 per cent), lexical and formal (25 per cent).
[5] Mathematical skills (and performance) assessed included Numbers and number operations (38 per cent), Measurement and geometry (45 per cent), Time math (37 per cent).
[6] Urdu language skills (and performance) assessed included Listening (55 per cent), Reading (29 per cent), Speaking (26 per cent), Writing 26 per cent, Language cognition (25 per cent), Life skills (45 per cent).

The results of system transformation also depend on provision of an enabling learning environment, especially for girls. According to EMIS data 2021-22, 28 per cent primary schools in Balochistan operate in a single room, 59 per cent of primary schools (60 per cent girls) are managed by a single teacher. Not only is this detrimental to quality of education imparted in schools, but also compounds the issue of access to ECE and primary education. The ESA 2020 provides evidence that less than 10 per cent of ECE is based on the required curriculum and delivered as per the requirements of a quality ECE. Most children attend the traditional *kachhi* (pre-primary) classes, where children of these levels are ignored in multi-grade situations and learning needs are not met. As a result, majority of children drop out of school at this stage.

Furthermore, access to water and sanitation facilities and technology supported learning is also extremely limited. EMIS 2021-22 data shows that only 29 per cent of all schools (33 per cent girls' schools) provide access to drinking water and 42 per cent schools (52 per cent girls' schools) reported access for children to toilets. The EMIS data also points towards a severe lack of computer laboratories and ICT equipment in schools. Only 7 per cent schools (6 per cent girls' schools) reported availability of computer laboratories, the majority of which are secondary schools. The evidence provided by EMIS data highlights the need for revamping school infrastructures to increase access to basic facilities for children including access to technology to improve quality of education.

The quality of education rests primarily on the capacities of teachers and improves with investments in teacher training. Currently, 40 per cent (36 per cent women) teachers in Balochistan have received trainings during their professional service. In terms of Continuous Professional Development (CPD) of teachers, Real Time School Monitoring (RTSM) data on 8,103 schools monitored from June 2022 to September 2023 shows that only 5 per cent teachers (6 per cent women) are enrolled in a CPD programme.

The decentralization approach of the school education department has an inbuilt accountability mechanism in the form of Parent-Teacher School Management Committees (PTSMCs) and Local Education Councils (LECs). These bodies are mandated to work closely with the schools and monitor education processes including the utilization of cluster funds. However, these groups are dormant in case of most schools and the financial management at the school level is not effective.

Effective school level accountability mechanisms are pivotal to ensure efficiency in need-based utilization of cluster funds to support achievement of the priority reform. According to the ESA, there has been a generally low trend of utilization due to weak spending capacity of school level funds, especially for girls. The RTSM data from June 2022 to September 2023 shows that 51 per cent high schools (48 per cent girls) conducted procurement committee meetings and 49 per cent (46 per cent girls) could provide evidence and documentation at the time of school visit. In terms of inclusion, 72 per cent feeder schools (70 per cent girls) were not consulted during the time of procurement and only 19 per cent feeder schools (17 per cent girls) were satisfied with the quantity of supplies received.

Measures to address challenges related to access and participation of girls will be mainstreamed in activities under each pillar and not implemented as separate interventions under the priority reform. Programme performance against targets will be provided with indicators disaggregated by gender, for example in provision of school development grants, teacher training and engagement of community members in school management. Similarly, SED will ensure gender equality and inclusion in teacher training materials, teaching and learning materials, methods of teaching and assessment and community engagement initiatives.

This partnership compact provides strategies to improve education sector monitoring and evaluation with a focus on gender indicators, routine education databases will receive more attention for inclusion of sex-disaggregated data and gender based analytical reporting of data. Resources received from GPE for implementation of this partnership compact will be used to ensure increased access and participation of girls in education through improvement of school infrastructure and facilities and availability of female teachers. Supported interventions will engage communities in education and school management to address socio-cultural practices that restrict the participation of girls and women in education.

Government and partners are currently investing in addressing barriers to education as recommended by the BESP. SED is providing funds to schools and free textbooks for all children. Several development partners are supporting SED through following interventions:

1. Train teachers in primary, elementary and high levels.
2. Train head teachers in education planning and management.
3. Awareness raising on Menstrual Health and Hygiene (MHH) and provision of MHH kits to targeted schools.
4. Strengthening of the learning design for improved delivery of foundational literacy and numeracy in schools.
5. Provide grants to schools in improving school infrastructure and building new classrooms.
6. Accelerated Learning Programmes (ALP) to support out of school children in completing primary and middle level education and mainstreaming to formal schools at the appropriate grade.
7. Health screening in schools to identify and support children with special learning needs.
8. Annual school census and development of statistical reports to support decision makers.
9. Data standardization framework to enable gathering of data on all indicators necessary for monitoring of the complete education system and report on global commitments, such as, the SDGs.

The mapping of partners' funds and interventions in the education sector are provided in Annexure A.

The proposed Theory of Change assumes that sustained leadership and effective governance by SED to implement the priority reform, reinforced by enhanced coordination of stakeholders, improved learning content, assessment and enabling learning environments are key drivers for implementation of the reform. The expected system transformation will be supported by prioritized and inbuilt steps to ensure gender mainstreaming, skills, capacity development and joint efforts of development partners.

THEORY OF CHANGE: Transforming Education System in Balochistan Through Improving Learning Outcomes at the ECE and Primary Level						
Goal	All children achieve learning outcomes at the ECE and primary level and disparities for marginalized groups and girls are removed.					
Outcomes	Children enter primary schools with pre-literacy and pre-numeracy skills		Students achieve learning outcomes from ECE to Grade 5		Government and partners finance and coordinate delivery of gender-sensitive, quality education at ECE and primary level	
Outputs	Increased access to ECE and primary education in safe spaces especially for girls	Increased availability of female teachers in targeted ECE centers	Improved availability of gender-sensitive teaching and learning materials and resources	Continuous professional development of teachers	Improved capacity of school service delivery institutions to manage equity-based, gender sensitive education	Evidence-based, gender-sensitive educational planning and management / Robust, gender-responsive sector governance, financing, and coordination
Activities	• Review and revise the provincial ECE policy • Refurbish existing ECE rooms and converting existing Kachhi classes to ECE including age-appropriate, gender-responsive learning materials and access to gender and disability sensitive WASH facilities • Conduct enrolment campaigns with special focus on enrolment of girls' to ECE and primary education • Raise awareness in communities about participation of girls in education • Introduce ECE cadre including notification of service rules for recruitment of ECE teachers • Recruit adequate qualified female ECE teachers only in targeted schools		• Upscale age-appropriate, gender-responsive learning materials for primary levels including technology based blended learning • Train ECE and primary level teachers on gender responsive pedagogy and latest teaching techniques • Provide gender-responsive basic education supplies and missing facilities in targeted schools • Enhance capacity of the content developers regarding gender-responsive curriculum, gender-sensitive teaching-learning materials to address harmful gender stereotypes across the education learning design and delivery • Review curriculum, learning resources, such as, textbooks and TLM and assessment approaches to identify and remove gender bias • Upscale the formative assessment system to targeted primary schools • Upscale on-job mentoring support to targeted teachers • Develop/notify key performance indicators for primary school teachers and education managers for increased accountability • Increase spending capacity of cluster budget funds, especially for girls' schools, by introducing equity mechanisms and delivery of results for improving learning outcomes • Develop a roadmap for blended learning to provide gender-responsive technology-based solutions for classroom teaching and learning and teacher capacity development • Enhance access to technology for teachers to support continuous professional development			• Develop and implement gender equality policy in education • Strengthen coordination forums (LEG, DEG, DEA, QMC) to achieve the desired outcome • Strengthen capacity of staff on data management, analysis and utilization including other sources of data outside EMIS • Develop new EMIS modules to include indicators on demographics of children, learning assessment and professional development of teachers • Develop partnership mapping tools & coordinate development actions • Develop action plans for technical wings of SED to identify capacity gaps and functional changes required to ensure gender-responsive operations for ECE and primary education • Provide capacity building to technical wings of SED in line with the capacity development plans • Formation/training of PTSMCs and LECs to improve school level education and financial management • Research study on demand side barriers to female education • School rationalization study to improve access to education for girls through gender-free primary schools • Development of education policy to provide a broader vision and strategic direction for guiding the provision of education • Develop M&E strategy for the entire education system and its sub-systems
Pillars	Increase children's readiness to enter primary school	Upscale the learning design for FLN to more children and teachers	Train and support teachers to deliver on achievement of learning outcomes		Increase capacity of education managers in line with the decentralization of education management	Enhance governance, management and monitoring of ECE and primary education
Assumptions	• Government of Balochistan provides sustained leadership and effective gender-responsive governance to implement the priority reform • Sustained financial allocation and planning to enable SED to implement the policy reform with special attention to girls' education • Stakeholders provide coordinated support to SED and promote mutual accountability including progress on girls' education • Integration of key cross-cutting elements of gender, inclusion, and equity					

3. Enabling education system transformation

The LEG and CTT conducted a series of participatory sessions to analyze the progress of Balochistan in the four enabling factors and underlying challenges leading to the development of this partnership compact. Documentation on analysis of the enabling factors was submitted to GPE and reviewed by the Independent Technical Advisory Panel (ITAP). The ITAP shared its report with SED on 20 July 2023. Recommendations of ITAP were incorporated in each of the enabling factors described below:

3.1 Overview of the enabling factors and their effect on the priority reform implementation

Data and Evidence (MEDIUM priority):

The revamping of EMIS in Balochistan is still gathering momentum towards becoming a comprehensive tool for planning and management. While there are significant improvements to report in data collection and processing, there are gaps (also mentioned by ITAP assessment) such as 'absence of data on access, quality, and efficiency indicators necessary for the complete monitoring of the education system'. In addition, SED cannot report on performance and competence of teachers and children due to its presently low analytical capacity, compounded by a management culture hardly driven by informed decision making. Similarly, the policy designs for improvement in education quality remain uninformed about the learning attainment of students at the school level in the absence of an assessment framework. Resultantly, policies and plans are not fully cognizant of the realities of the child, as described by the BESP 2020-2025.

SED is proposing interventions through the STG to improve critical data and evidence to support implementation of the selected priority reform. The transformation will also benefit the entire mechanism of information generation and utilization, trickling to the school level.

Key actions for data and evidence on student learning will be performed through BAEC in the form of large-scale diagnostic assessment and other formative assessment tools on Foundational Literacy and Numeracy (FLN) at the school level. This will help education managers and policy makers analyze learning outcomes and associated factors and trends, disaggregated by gender and level of education. BAEC is an emerging component of the SED in need of continuous support and technical advice from development partners.

Improvements in EMIS modules through inclusion of important missing indicators will result in analysis of core indicators such as enrolment, completion, and dropout rates. SED and development partners have made significant progress on hardware, data collection and processing. The support from GPE will complement these mechanisms by expanding the range of indicators and strengthening data quality to report on multi-dimensional aspects disaggregated by gender. Interventions under the SCG will also support analysis and publication of data on performance and efficiency to inform resource allocation and decision making by managers, policy makers and development partners/stakeholders.

SED will use resources provided by the STG to develop capacities to analyze complex data, which ITAP has also recognized as a key impediment to the realization of a data-driven culture. The support will enable comprehensive capacity development of staff in BEMIS and Performance Management Cell (PMC) to analyze and present data. Reports

will provide decision makers with information on various aspects of the child's learning to report on efficiency and performance of interventions under the priority reform and beyond.

Gender-responsive sector planning, policy and monitoring (MEDIUM priority):
Policy development in Balochistan is guided by the education sector plans and its operational frameworks supported by monitoring and evaluation and performance indicators.

Implementation of the proposed priority reform is critically affected by several factors. Firstly, it is a challenge to provide education to children in the hardest to reach remote areas, where societal norms make it difficult to see the value in education, particularly for girls. Additionally, there is lack of evidence on learning outcomes to inform policies and goals, and formative assessment is not embedded in the education systems. Under this partnership compact, SED will reach more children, especially girls, and female teachers through enhancing access to ECE and primary schools and intervene to break social barriers around gender roles through community engagement. SED will also review the ECE policy and primary curricula to provide gender-specific plans and strategies to improve access and quality. Gender related interventions will be embedded in the education department though a gender equality in education policy and establishment of gender unit in PPIU.

Additionally, M&E mechanisms will be strengthened to monitor attendance and performance of children, especially girls for development of targeted strategies for support. Evidence from such analyses will inform support from GPE in provision of school development grants, tailored to the needs of children and schools to address gaps in physical infrastructure, access to learning and professional development opportunities.

SED will also review the M&E mechanisms and Key Performance Indicators (KPIs) to effectively monitor gender disparity and exclusion. This will enable monitoring of the education officials across the education delivery chain to make the processes transparent and increase accountability for education managers.

Sector Coordination (MEDIUM priority):
All members of the LEG endorse that sector coordination has greatly increased since the introduction of the LEG forum. This group of stakeholders has strengthened coordinated planning and implementation in the education sector and there is greater involvement of all actors in policy development. SED will use findings of the upcoming JESR to analyze effectiveness of the LEG in implementation of sector plan targets with a focus on cross cutting issues such as gender. Other than this, mutual accountability and coordinated funding also remain challenges with potential to affect achievement of the priority reform. SED will develop partnership mapping tools to align development actions with the priority reform under the broader scope of BESP. Support provided by LEG members will be used to frequently monitor and report on advancement towards the priority reform.

SED will expand the scope of LEG to also ensure active participation from the planning and finance departments to align domestic funding with donor support. This will coordinate donor commitments with provincial funding to streamline concerted support to achieve the priority reform. Improved coordination mechanisms will strengthen operational linkages, promote the involvement of all attached departments and lower tiers in decision-making processes and improve accountability.

Volume, equity and efficiency of domestic public expenditure on education (HIGH priority):

There has been a sustained increase in the provincial education budget over the past five years. Recurrent expenditure has grown by 17 per cent on average and while development budget has had an average growth of only 6 per cent per annum. Overall average per year growth rate being 13 per cent. However, Balochistan has spent approximately 90 per cent of the education budget mainly on salaries and operational costs during this period which assumes inadequate allocation for new developments in the sector. Low development funds have resulted in poor functionality of schools due to inadequate facilities and resource materials. The focus of this compact is to improve budgetary efficiency within a context of systemic inefficiencies in governance and management, as stated by ITAP and agreed by the LEG to support implementation of the priority reform.

Inequity and inefficiency of education management is caused by several factors including limited operational planning, weak coordination among various institutions and across tiers. Similarly, M&E of the education department is focused mainly on inputs. Data analysis capacities are limited with limited use of evidence for financial planning and equity considerations. SED will introduce results-based management system to improve operational working and organizational effectiveness. A holistic M&E framework will be developed to gather and report on data to monitor the entire education sector supported by capacity development for decision makers to use data in planning and management.

SED acknowledges the need for improving efficiency of domestic public expenditure on education. This is particularly crucial in the context of funding crunch due to paucity of available financial resources and rising inflation. SED and LEG agree to use resources provided by GPE under this partnership compact to improve equity-based allocation of resources to schools through the introduction of formula funding for schools. Secondly, cluster level decentralized model of the education department will be strengthened through enhancing the capacity of cluster heads, especially female education managers. This will also include training of the accountability mechanisms such as PTSMCs and LECs at the school and cluster level respectively. In addition, SED will improve the education policy framework to provide a broader vision and strategic direction for guiding the provision of education.

4. Delivering Education System Transformation

As part of the GPE 2025 operating model, GPE has identified four sets of enabling factors for strong education systems. The Balochistan Compact Task Team (CTT) conducted several sessions to discuss and prioritize these factors in the context of Balochistan against a rating scale provided by GPE.

The priority assessment of enabling factors, provided below, was also confirmed by the Independent Technical Advisory Panel (ITAP):

ENABLING FACTOR	PRIORITY
Data and Evidence	MEDIUM
Gender-Responsive Planning, Policy, and Monitoring	MEDIUM
Sector Coordination A: Inclusive Sector Dialogue and Coordinated Action	MEDIUM

Sector Coordination B: Coordinated Financing and Funding	MEDIUM
Volume, Efficiency and Equity of Domestic Financing	HIGH

4.1   Alignment of partner and GPE resources

The current support provided by the Local Education Group (LEG) is largely aligned with the Balochistan Education Sector Plan 2020-2025. The endorsement of the priority reform by the LEG indicates readiness of the government and partners to mobilize internal and external resources for implementation of the compact. In fact, LEG members in Balochistan, including the SED, development partners and civil society organizations are already supporting different areas in capacity development and skills for the implementation of the priority reform through financial assistance and technical expertise.

Several implementing partners have supported areas, which can trigger system transformation through implementation of the priority reform. This includes strengthening of the Education Management Information System (EMIS), development of teacher training modules and introduction of the Continuous Professional Development (CPD) model for teachers. Development partners also supported conduct of EGRA under the Pakistan Reading Project (PRP) and establishment through legislation of the Balochistan Assessment and Examination Commission (BAEC) with support of European Union (EU) and UNICEF.

Under the current Education Sector Plan Implementation Grant (ESPIG) supported by GPE, SED is improving the learning design to reduce the gap between expected and actual student learning achievements, formative and summative assessments and mechanisms for academic supervision and mentoring. Other development partners, including the World Bank, are complementing the initiative through implementation of capacity development support for technical units of SED and teachers. These interventions support the priority reform and provide complementarity to interventions supported by the compact.

There are also gaps in the implementation of the priority reform where the realization of the compact document will play a critical role. Balochistan developed and notified its ECE policy in 2015 to streamline early childhood education for children. This policy provides a solid entry point in the implementation of interventions proposed in the compact to achieve the desired transformational change of holistic development, increased participation, and literacy and numeracy of children necessary for learning in later stages of education. As a starting point, the SED will expand on the policy to introduce ECE cadre, develop service rules and notify recruitment of ECE teachers.

Similarly, despite availability of data in the EMIS and other sources, it is not used sufficiently for planning due to lack of research culture and utilization of data for decision-making. Education stakeholders need to converge efforts and resources to further improve data collection, analysis and utilization for improved decision-making around the priority reform.

Moreover, the geographically challenging environment and governance challenges make it difficult to reach children in sparsely populated and remote locations, along with deeply embedded societal patterns and social norms, especially around gender roles. The SED and development partners need to make strong advocacy for the girl child and female teachers/officials as one of their key strategic goals. The SED and development partners need to also increase coordination particularly in remote areas, working with other departments especially finance, improve the quality of policy discussion and aid effectiveness. SED also needs to improve its efficiency around

domestic funding by using data for development of sound policies and by aligning capital investments with clear approval of recurrent funding.

The above-mentioned gaps will require efforts from all stakeholders and strategies to address these issues will be facilitated or complemented through finding from GPE.

4.2   Roles and responsibilities of partners:

PARTNERS	ROLES AND RESPONSIBILITIES
School Education Department	- To lead the implementation of the compact - Coordinate performance monitoring of the compact
Finance Department	- Mobilize domestic resources to increase education sector financing
Education Stakeholders/Local Education Group (LEG)	- Implementation and monitoring performance on compact targets and provide technical assistance
Grant Agent (GA)	- Support the School Education Department to prepare the GPE grant application package - Provide Fiduciary oversight and technical support to School Education Department.
Coordinating Agency (CA)	- Facilitate Communication between Government, development partners and GPE Secretariat - Fostering a strong Local Education Group - Coordinating applications to the Global Partnership for Education funds

4.3   GPE grants and other assets to be mobilized in support of the priority reform

Balochistan seeks System Capacity Grant (SCG), System Transformation Grant (STG), Girls' Education Accelerator (GEA) and Multiplier Grant (MG) for implementation of the priority reform.

4.3.1   Proposed reform measures for the System Capacity Grant (SCG) (US$ 1.21 Million)

The process of partnership compact development was supported by a consultative process and continuous discussions between School Education Department (SED) and the LEG. A Compact Task based on the recommendations of the ITAP and discussion in the LEG, School Education Department proposes the following systemic reforms through System Capacity Grant (SCG). The implementation of these systemic reforms will support planned system transformation. The interventions provided below for SCG are a list of flexible activities the scale of which may be extended or curtailed throughout the implementation period depending on the implementation of reform.

- Development of education policy to provide a broader vision and strategic direction for guiding the provision of education.
- Development of a policy on gender equality in education.
- Establishment of gender unit in PPIU.
- Revision of the provincial ECE policy.

- Introduction of ECE cadre including notification of service rules for recruitment of ECE teachers.
- Notification and monitoring of key performance indicators for ECE and primary teachers and education managers for increased accountability, especially on improving access of girls to quality education.
- Development of M&E strategy for the entire education system and its sub-systems.
- Strengthening coordination forums (LEG, JESR, QMC)
- Developing action plans and build capacity of technical wings of the SED to identify capacity gaps and functional changes required to ensure their operations cater for gender responsive ECE and primary education.
- Improving gender-responsive financial planning and analytical capacities (use of data) of counterparts at provincial, district, and school levels.
- Developing partnership mapping tools to align development actions with the priority reform.

4.3.2 Proposed reform measures for the System Transformation Grant (STG) (US$ 18.695 Million)

Under the STG, the compact proposes interventions, which are not currently fully covered by the development partners, government or CSOs, but where existing interventions can be converged and provide complementarity. The proposed strategies include:

- Increase access for children to ECE and primary education and provide teachers, education supplies and facilities.
- Improve quality of ECE, including capacity building of teachers and development of teaching and learning materials.
- Up-scale the primary level FLN model to reach more students and teachers.
- Enhance decentralized governance and management of the public sector education system.
- Increase use of evidence provided by data systems to inform gender-sensitive policy and strategy development.

The five focus areas mentioned above are vital foundations for ECE, primary and post-primary education and result in increased participation, retention, completion/transition rates and literacy and numeracy of children necessary learning in later stages of education. Investing in increasing access and quality of ECE and primary education will result in policy level support for ECE, availability of qualified teachers, improve quality of instructional practice, and transform the system through effective early learning. Moreover, investing in the capacities of technical institutions of school education department will provide impetus to the quality of teaching and learning materials to support play-based learning in the early grades with potential to inspire change across the education system.

The compact proposes the use of 80% of the indicative allocations (US$ 14.956 million) with focus on the following:

- Improving quality of ECE, including capacity building of teachers and development of gender-responsive teaching and learning materials.
- Up-scaling the primary level FLN model to reach more students and teachers with gender-responsive teaching and learning materials and strategies.
- Recruitment of adequate ECE and primary school teachers in targeted schools.
- Refurbishing existing ECE rooms and converting existing Kachhi classes to ECE.
- Providing basic education supplies and gender-responsive WASH facilities in targeted schools.
- Formation/training of PTSMCs and LECs to improve school level education and financial management.
- Conduct enrolment campaigns with special focus on enrolment of girls' to ECE and primary education.
- Review curriculum, learning resources, such as, textbooks and TLM and assessment approaches to identify and remove gender bias.
- Developing age-appropriate, gender-sensitive learning materials focusing FLN for ECE and Primary levels including technology based blended learning.
- Enhance capacity of the content developers regarding gender-responsive curriculum, gender-sensitive teaching-learning materials to address harmful gender stereotypes across the education learning design and delivery.
- Incorporating ECE in the CPD Program for teachers and upscale primary level teacher training content with particular focus on gender responsive pedagogy and latest teaching techniques.
- Introducing co-curricular initiatives in schools at ECE and primary levels.
- Enhancing access to gender-responsive technology solutions for teachers to support continuous professional development.
- Enhancing education quality monitoring mechanisms in the Directorate of Education and PPIU to assess the quality of teaching with a special focus on education access and learning for girls under an approved framework.
- Strengthening capacity of staff on data management, gender- responsive analysis and utilization including other sources of data outside EMIS.
- Developing new EMIS modules to include indicators on demographics of children, learning assessment and professional development of teachers disaggregated by gender.

The SED suggests the following for the top-up portion (20% of the indicative allocation) (US$ 3.739 million):

Trigger 1: Establish standards for the size of school clusters to facilitate school cluster rationalization for effective governance and management.
- Area: Efficiency
- Amount: 50 per cent of top-up (10 per cent of total STG)
- Rationale: Under the cluster-based management system, a cluster was formed around each high school in the district. The function of procuring education resources like reading and writing material, furniture & fixture,

science equipment, and jute tats was placed at the disposal of Headmaster/Headmistress of High School as Cluster Heads. However, the cluster-management needs improvements. First, the cluster sizes need to be rationalized. Some clusters have two feeder schools, while others have more than 50 feeder schools. Furthermore, new clusters are created every year due to upgradation of the existing middle schools and establishment of new high schools. This has created issues related to cluster sizes, which will be rationalized keeping in view factors, such as, distance and number of feeder schools. For female clusters, the possibility of creating clusters at the level of middle schools will be considered in close consultation with Finance Department, Government of Balochistan. Furthermore, the cluster sizes will be reviewed only once in every two years to maintain stability and ensure the availability of reliable cluster data for planning and budgeting purposes.

- Trigger: Cluster-based management strengthened and made more inclusive under the following components:
    - PPIU develops and notifies new standards, which govern the formation of clusters to ensure cluster sizes are rational and manageable.
    - DoE(S) issues the list of new clusters across the province formed according to the new standards for the size of school clusters.
    - DoE(S) implements the new standards for cluster formation, notifies school clusters and trains cluster heads, especially female and other relevant officials.
- Calculation: Proportion of clusters reformed on the new standards for the size of school clusters for effective governance and management.
- Baseline: No standards exist for composition of school clusters with gender and equity considerations.
- Mid-term target: 50 per cent of school clusters are rationalized and managed by the trained cluster heads by 2025.

Trigger 2: Develop criteria for formula-based funding to schools to ensure cluster funds by considering gender and other disparities to ensure equal and equitable opportunities for all children.
- Area: Equity
- Amount: 50 per cent of top-up (10 per cent of total STG)
- Rationale: There is a lack of clarity surrounding the criteria for distributing funds among clusters and feeder schools within clusters. The existing criteria of funds distribution (50% on the basis of each school and 50% on the basis of enrolment) need to be reviewed and revised for allocation of budget to clusters and its distribution among feeder schools within the clusters. The cluster heads will be empowered to re-appropriate budget from one head to another. The proposed changes will help in aligning cluster budgets with the needs and demands of schools including gender and other disparities, such as, school locations. The provincial EMIS provides data necessary for formula-based funding including, but not limited to, schools, enrolment, gender, teachers, facilities and professional development. Other data sets, such as, student learning and teacher performance currently under development with support from GPE will provide immense value addition to the analyses.

- Trigger: Equal and equitable opportunities for all children through formula-based funding to schools considering gender and other disparities under the following components:
  - PPIU develops and notifies new formula-based funding mechanism for cluster budgets in coordination with Finance Department. The mechanisms will also empower cluster heads to re-appropriate budget from one head to another.
  - DoE(S) publishes details of the budgets received by clusters and schools for information of the public.
  - Finance Department disburses funds to clusters based on the revised formula for cluster budgets.
  - DoE(S) implements the new formula-based funding mechanisms at the school level and trains cluster heads, especially female and other relevant officials.
    Triggers 1 and 2 are inter-linked, and they require simultaneous planning, development and execution.
- Calculation: Proportion of clusters implementing the revised formula-based funding mechanism.
- Baseline: No formula-based funding mechanism exists for allocation of school funds.
- Mid-term target: 50 per cent of school clusters implement formula-based funding mechanism by 2025.

The Grant Agent for STG will provide further information on activities to build on the details provided in the compact. The triggers will be achieved by the end of year two of STG (2025).

4.3.3 Proposed reform measures for Multiplier Grant (MG)

The compact allows for opportunity to pool and converge partner resources to provide good value for money through the multiplier grant. The SED will seek resources for scaling up activities from the LEG members to support reform measures including policy, capacity development and teaching-learning processes.

Digital learning has proved to be an important enabler for quality education, the components of which include devices, digital platforms, connectivity, online and offline solutions to access services and capacity of teachers to manage learning in a digital classroom and innovative educational leadership to provide and enable several possibilities for learning. Investments in these areas has the potential to:

- improve the quality of teaching and learning with a strong focus on FLN
- attract more children to fun-based learning in schools, *and*
- equip children with necessary 21st century skills.

The compact proposes the following interventions under the Multiplier Grant:

- Developing a road map for blended learning to provide technology-based, gender-sensitive solutions for classroom teaching and learning and teacher capacity development.

- Connecting schools (60 per cent girls) to internet and providing offline solutions for digital learning.
- Equipping classrooms (60 per cent girls) in targeted schools with computers/tablets for effective rollout of blended learning opportunities and teacher capacity development.

Targeted schools supported through the Multiplier Grant will be selected through a rigorous assessment and feasibility process with a strong focus on sustainability and complemented by the school development programmes supported under the system transformation grant.

The SED is intending to engage the United Stated Agency for International Development (USAID) to leverage resources for the multiplier grant. The USAID, and its implementing partner the Aga Khan Development Network AKDN) are in the inception phase of a programme aimed at increasing access and quality of education in Balochistan.

4.3.4 Proposed reform measures for Girls' Education Accelerator (GEA) (US$ 3.781 Million)

Under the GEA, the compact proposes the following interventions to address challenges and social norms, which restrict girls' access to schools and continuity of education:

- Establishment of a Gender Unit in PPIU of School Education Department to support the roll out of the gender equality policy (developed with SCG).
- Identify, train and engage key decision-makers and role models in promoting girls' education within communities for behavior change and social mobilization campaigns.
- Raise awareness in communities about participation of girls in education.
- Increase spending capacity of female education managers/cluster heads to effectively utilize cluster funds in line with unique needs of girls.
- Improving content of the annual education statistical publications to include analysis on key efficiency indicators disaggregated by gender.
- Conduct research study on demand side barriers to female education to inform policy and strategies to improve access for girls.
- Conduct school rationalization study to improve access to education for girls through gender-free primary schools.

5. Monitoring and Evaluation

PPIU of SED will engage partners under this partnership compact using the existing structures and tools of the department. The annual implementation results of the compact implementation will be included in the annual reporting of the sector plan implementation. In addition, JESRs will provide opportunities for SED and development partners for required modifications and corrections to achieve the selected priority reform. This will also help all stakeholders remain cognizant of upcoming challenges and necessary course correction.

Transformation through improving learning outcomes at the ECE and primary levels requires a robust monitoring and evaluation framework that guides the roll out of a mechanism for measuring outcomes linked to both learning as well as system transformation. A comprehensive M&E framework will be developed during the implementation phase that will include overall objectives, outcome level indicators, baselines and target values, frequency, data source, and responsibilities for data collection. Mid-term conducted by the end of year two of the partnership compact and the end of project evaluations will provide mechanisms to measure progress and make necessary course correction. The framework will be aligned with the priority indicators selected during the compact development workshop as well as the performance benchmarks in the current Education Sector Plan Performance Assessment Framework. Performance indicators include the following:

- Gross Enrolment Ratio (GER) in Early Childhood Education (ECE) disaggregated by sex, disabilities and special needs
- Proportion of Schools having a functional ECE Room and material as per requisite standards disaggregated by sex
- Number of qualified female teachers recruited at the ECE level
- Proportion of teachers having received appropriate training on gender responsive ECE and primary education disaggregated by sex, geographical area
- Proportion of children enrolled in grade one having the requisite pre-literacy and pre-numeracy skills disaggregated by sex, geographical area, disabilities and special needs
- Proportion of children enrolled in grade five meeting minimum performance benchmarks prescribed by curriculum disaggregated by sex, geographical area, disabilities and special needs
- Proportion of children transitioned from ECE to primary education and primary to middle disaggregated by sex, geographical area disabilities and special needs
- Proportion of Primary Schools provided gender responsive basic education facilities disaggregated by sex
- EMIS reviewed to include efficiency indicators disaggregated by gender, geographical area, disabilities and special needs
- Number of staff (school/directorates/secretariat) trained on policy on gender equality in education
- Number of staff (school/directorates/secretariat) trained on the use of data and increased spending capacity disaggregated by sex
- Number of cluster schools where records of LEC meetings and purchase committee are available disaggregated by sex

Success of the reform depends on the commitment from the provincial, as well as the district level leadership. Hence, strategic platforms will have to be established at both the provincial and district levels, led by political and bureaucratic leadership to exercise regular oversight and course correction. Monitoring system envisioned under this compact will employ existing and additional resources and approaches to pull performance data against key performance indicators from each school and present at the strategic platforms for timely decision-making. These include the EMIS and school monitoring system, which are available at the district level enabled by domestic financing and support from development partners. Support in favor of the policy reform can be leveraged by inclusion of new indicators to monitor ECE and primary level education, especially aimed at promoting girls' education. It is anticipated that this system will trigger enabling factors,

promoting accountability, good governance and resource alignment towards improving learning outcomes at the ECE and primary levels.

At the provincial level, the Quality Management Committee (QMC), which has representation from education secretariat and demand and supply side wings of the school education department, will monitor the implementation of the compact and address the challenges timely. LEG is expected to monitor the overall sector performance.

At the district level, District Education Groups (DEGs) together with DEOs, public representatives and representatives of the local civil society will be responsible for regular review of performance data and timely course correction. At the cluster and school level, parents, PTSMCs and larger communities will be given a key role in making schools accountable towards learning outcome improvements. Head teachers and teachers will also be sensitized to take a proactive role in collecting and submitting performance data on time and using analysis to improve classroom instructions and learning environment to make it gender sensitive. Joint reviews led by LEG will play a key role in taking strategic decisions to ensure that financing and technical and management support are available to all districts on equity basis.

It is expected that digital resources will be developed and used to ensure that easy to understand, meaningful information is timely generated and made available to all key entities in the form of reports, briefs, infographics, updates and success stories.

Annex 1

NO.	DONOR	AMOUNT	PERIOD	AREA OF FOCUS	INTERVENTIONS
1	Global Partnership for Education (GPE)	US$ 20 million	2020-25	**Sub-Sector:** Primary Education **Program Title:** Balochistan Student Learning Improvement Program **Grant Agent:** UNICEF **Grant Type:** ESPIG	• Train teachers in primary level. • Strengthening of the learning design for improved delivery of foundational literacy and numeracy in schools. • Provide grants to schools in improving school infrastructure and building new classrooms.
2	European Union (EU)	€ 18 million	2019-23	**Sub-Sector:** Elementary Education **Program Title:** Balochistan Education Support – II Program **Grant Agent:** UNICEF	• Train teachers in elementary level. • Train head teachers in education planning and management. • Awareness raising on Menstrual Health and Hygiene (MHH) and provision of MHH kits to targeted schools. • Provide grants to schools in improving school infrastructure and building new classrooms. • Accelerated Learning Programmes (ALP) to support out of school children in completing primary and middle level education and mainstreaming to formal schools at the appropriate grade. • Health screening in schools to identify and support children with special learning needs. • Annual school census and development of statistical reports to support decision makers.
3	UNICEF	€ 4.8 million	2019-23	**Sub-Sector:** Elementary Education **Funding Source:** Refugee Response Plan (RRP)	• Accelerated Learning Programmes (ALP) to support out of school children in completing primary and middle level education and mainstreaming to formal schools at the appropriate grade. • Train ALP tutors. • Provide grants to schools in improving school infrastructure and building new classrooms.
4	World Bank	US$ 21 million	2021-25	**Sub-Sector:** Primary, Elementary and Secondary Education	• Data standardization framework to enable gathering of data on all indicators necessary for monitoring of the

				Program Title: Actions to Strengthen the Performance of Inclusive and Responsive Education (ASPIRE) Project **Implementing Agency:** Ministry of Federal Education & Professional Training, Government of Pakistan, Islamabad **Implementing Agency at the Provincial Level:** Project Management Unit (PMU) of School Education Department **Total Funding:** US$ 200 million (World Bank Loan) **Allocation to Balochistan:** US$ 21 million PKR (Grant for Provinces)	complete education system and report on global commitments, such as, the SDGs.
5	World Bank	US$ 18 million	2021-25	**Sub – Sector:** Primary, Elementary and Secondary Education **Program Title:** Balochistan Human Capital Investment Project **Implementing Agency / Unit:** Project Management Unit of School Education Department	• Train teachers in primary, elementary and high levels. • Train head teachers in education planning and management. • Awareness raising on Menstrual Health and Hygiene (MHH) and provision of MHH kits to targeted schools. • Provide grants to schools in improving school infrastructure and building new classrooms.
6	Education Cannot Wait (ECW)	US$ 5.28 million	2022-24	**Sub – Sector:** ECE, Primary, Elementary and Secondary Education **Program Title:** ECW – Multi Year Resilience Program	• Train teachers in primary, elementary and high levels. • Provide grants to schools in improving school infrastructure and building new classrooms.

			Implementing Agency: VSO, NRSP, Taraqee Foundation, BRSP	
7	Education Cannot Wait (ECW)	US$ 1.5 million	2022-23	**Sub – Sector:** Education Sector **Program Title:** ECW – First Education Response **Implementing Partners:** UNICEF, Society, IRC	• Train teachers in primary, elementary and high levels. • Provide grants to schools in improving school infrastructure and building new classrooms.
8	JICA		2021-25	**Sub – Sector:** Non-formal Education (NFE) **Program Title:** Advancing Quality Alternative Learning (AQAL-II) **Implementing Partner / Organization:** JICA / Social Welfare Department	• Accelerated Learning Programmes (ALP) to support out of school children in completing primary and middle level education and mainstreaming to formal schools at the appropriate grade. • Train ALP tutors.
9	UNHCR			**Sub – Sector:** Primary, Elementary, Secondary Education **Program Title:** Afghan Refugees Education Program (AREP) **Implementing Partner:** SCSPEB	• Train teachers in primary, elementary and high levels. • Awareness raising on Menstrual Health and Hygiene (MHH) and provision of MHH kits to targeted schools. • Provide grants to schools in improving school infrastructure and building new classrooms.