

## UNICEF Pakistan Country Programme 2018-2022

education policy and direct programme implementation. This wealth of experience, now provides the evidence, know-how, and momentum for UNICEF to support governments in broadening ALPs within education systems to bring OOSC into primary education, with a specific focus on adolescent girls.

### ON-TIME ENROLMENT, RETENTION, COMPLETION AND TRANSITION: school-community engagement (4.1 and 4.5)

Large numbers of OOSC are deprived from accessing regular schools due to multiple interlinked barriers, such as lack of nearby schools, being overage, poverty and child labour, displacement, and entrenched social norms. Socio-cultural demand-side barriers combined with economic factors, together drive the education deprivation for certain groups of children in Pakistan, in particular girls. These barriers are further exacerbated by a lack of parental awareness of early learning, importance of on-time enrolment, and the lack of social protection schemes. UNICEF will therefore focus more closely on the obstacles to on-time enrolment, retention, completion and transition. By building on best practice experience and incorporating lessons learned from the Every Child in School Programme, UNICEF is well positioned to fine-tune technical and operational communication strategies of governments in bringing children, especially girls, back into schools.

### EQUITY-BASED BUDGETS, PLANS, AND STRATEGIES: systems reform and evidence-based advocacy (4.1, 4.2, and 4.5)

Social exclusion and discrimination within the education system are perpetuating inequities in access and quality of education. UNICEF needs to continue focusing on the effective implementation and enforcement of policy commitments. Equity-based investments by government continue to be the key way to ensure education systems include the most disadvantaged girls and boys. Considering the insufficient and ineffective allocation of budgets, UNICEF needs to continue to strategically engage in sector planning, to capitalise on opportunities to influence decision-making on equity issues. System reforms, especially regarding EMIS and Real-time school monitoring in Balochistan demonstrated the catalytic role UNICEF can play in improving accountability and evidence-based decision making. UNICEF's growing technical capacity and focus on assessment of learning, and international expertise also provides an opportunity to add value to Pakistan's efforts to improve assessment systems.

### 3. Theory of Change

The overarching vision of the Education Programme is that by 2022, Pakistan will have significantly increased the numbers of children in school and learning at pre-primary and basic education levels, in safe schooling environments, with accelerated progress achieved for girls and the most marginalized, and with education policies, plans and budgets that are more equity-focused. Specifically, the Outcome statement is that **“By 2022, more children, particularly girls and the most disadvantaged, benefit from equitable and appropriate Early Childhood Education /basic education services.”**

The overall **Theory of Change (ToC)** diagram (see page 9) presents the vision and multi-year change pathway on how each output will be achieved. The Theory of Change stipulates that,

*if* education sector governance continues to improve and become more evidence-and equity based; and

*if* there are more equitable and quality ECCE and basic education services available, including alternative learning pathways for disadvantaged girls and boys, including adolescents; and

*if* knowledge, motivation and engagement of parents, children and other duty bearers for on-time enrolment and completing a full course of education is enhanced,

*...then* more children and adolescents, particularly the most marginalized OOSC and girls, are more likely to enter school at the right age, remain in school, complete a primary education, and transition to lower secondary level, with improved learning.

Based on this ToC, the **main assumptions** are that the Government will invest in expansion of the formal education system, at pre-primary, primary, lower secondary and secondary levels, and commit to greater inclusion and learning, and that major development partners, such as DFID, EU, USAID, GPE and JICA will continue to support system reform, expansion of education supply, and improving quality. Civil society organisations are expected to continue to contribute to community mobilisation, education for specific groups of disadvantaged children, education in emergencies, and to advocate for accountability for Article 25A.

Considering the desired outcome, **three major outputs** will support UNICEF's effort to achieve its vision:

# UNICEF Pakistan Country Programme 2018-2022

## Output 1: Education departments and institutions are strengthened at all levels to develop evidence-based policies, plans and budgets for equitable early learning and basic education

To address **barriers in the enabling environment**, UNICEF Pakistan also will contribute to education system development and reform at national, provincial and district levels, while advocating for more resources and equity-based allocations. Specifically, UNICEF will continue to contribute to:

- 1) better knowledge on OOSC issues for girls and boys; and equity financing to inform policy advocacy,
- 2) more equity-focused and risk-informed provincial education sector planning, budgeting and implementation, and
- 3) strengthened data and information systems, and assessment systems.

The aim will be to improve education systems, including budgets to become more responsive to the needs of girls and disadvantaged children. This includes support for district level education data, planning in the context of decentralization.

IF	THEN	ASSUMPTIONS AND RISKS
<p><b>If</b> there is better knowledge on OOSC and equity financing and evidence is used for policy advocacy, and <b>if</b> evidence is used by duty bearers to inform policy, sector planning and implementation and scaling up, and <b>if</b>, provincial education sector plans are improved and risk informed, and <b>if</b>, EMIS and assessment systems are well-functioning.</p>	<p><b>...then</b> it is more likely to lead to more equity-based planning and implementation of sector plans and policies, and more likely there will be improved allocation of public resources to education, and more reliable education data, leading to more equitable education provision, and <b>thus</b> leading to more children, particularly the most marginalised OOSC and girls benefiting from early learning/basic education.</p>	<ul style="list-style-type: none"> <li>• Pakistan continues to increase its budget allocations, and provinces are more empowered to take actively take charge of education reform.</li> <li>• Increasing efforts in all provinces to address inequities in plans, programmes and budgets, giving positive momentum.</li> <li>• The Government is willing to increase education financing, achieve efficiencies in utilization.</li> <li>• Political and bureaucratic willingness and capacity to implement policies and sharpen the equity and gender focus in education plans and budgets at all levels.</li> <li>• Interest and will to use evidence based approaches.</li> <li>• Capacity at district level is in place, both in terms of equity-based financing and use of evidence through sub-national analysis of EMIS data.</li> </ul>

## Output 2: By 2022, public duty bearers have capacity and systems to deliver quality, equitable, gender-sensitive and safe early learning and basic education

To ensure that **more girls and boys attend formal and non-formal early learning and basic education**, UNICEF will support:

- 1) broadened ALPs, including second-chance education for disadvantaged OOSC, and mainstreaming these into the formal education system. Programming will address the differential needs of the most marginalised adolescent out-of-school girls. Costing of effective models will be undertaken and a range of partnerships explored for delivery of such programmes at scale.
- 2) the development and testing of quality and fit-for-context pre-primary/ECCE models and cross-sectional ECD platforms for evidence-based options to expand early learning. This will include the development of low-cost model(s) that can be delivered and scaled up quickly and the improvement of government systems and capacities to enhance existing delivery mechanisms.
- 3) safe and protective school environments, by addressing school-based violence, jointly with Child Protection. Also UNICEF will continue maintaining emergency preparedness, mitigation/prevention, and response capacity, and focus on the recovery and development of the education system in FATA for children affected by security concerns.

Improved learning outcomes will be embedded in all strategies for early learning and basic education. The focus on gender will be sharpened through better gender mainstreaming, a focus on parity, and targeted interventions for adolescent girls.

IF	THEN	ASSUMPTIONS AND RISKS
<p><b>If</b> effective ECCE models are available through service delivery and capacity building, and <b>if</b> there are more flexible delivery of basic education available for marginalized children and adolescents, particularly for girls and for children affected by insecurity, and <b>if</b> schools are safe and protective, and <b>if</b> evidence-based advocacy and cross-cutting integration is undertaken in ECD and adolescent programming</p>	<p><b>... then</b>, the expansion of ECCE and ALP services and resource allocations are likely; <b>then</b>, ECCE will ensure that children are ready for school and improve their likelihood to stay in school and learn; and <b>then</b>, education systems are more likely to be equitable, child-friendly, and risk-informed and <b>then</b>, more likely that more marginalized girls and boys will go and stay to school, <b>thus</b> leading to a reduction in OOSC.</p>	<ul style="list-style-type: none"> <li>• Government is willing and able to mainstream and resource flexible delivery models and focus resources on disadvantaged areas and children.</li> <li>• Provincial governments are increasingly concerned about OOSC and are open to expanding ALPs.</li> <li>• Government will invest in expanding formal pre-primary, primary, and lower secondary education supply.</li> <li>• UNICEF's ECCE interventions will result in proven, scalable and costed models that provincial governments can expand.</li> <li>• Continuity of education during emergencies is ensured with improved government capacity so that there is no break in education of children living in risk prone areas.</li> <li>• Convergence and cross-sectoral coordination is possible within government systems</li> </ul>

## UNICEF Pakistan Country Programme 2018-2022

### Output 3: By 2022, families and communities actively support on-time enrolment, retention, completion and transition to post-primary, especially for girls

To **address demand-side issues**, a three-fold C4D strategy will focus on:

- 1) Social and Behavioural Change Communication (SBCC) with parents and communities to influence perceptions, knowledge, attitudes and/or social norms to increase enrolment, especially for girls;
- 2) developing the capacity of schools and SMCs to demand quality education and institutionalise participatory systems for enrollment and retention as part of School Development Plans (SDPs); and,
- 3) supporting government departments and institutions on improved public advocacy campaigns on early learning and inclusive education and community outreach capacities to increase enrolment.

To capitalise on accelerated improvements for the poorest and most marginalized, UNICEF will undertake these initiatives as part of District Education Sector Plans, will establish linkages with WASH and social protection programmes, and prioritise underperforming primary schools, and ECCE and ALP centres located in the most deprived districts of Pakistan.

IF	THEN	ASSUMPTIONS AND RISKS
<p><i>If</i> parents and communities understand the benefits of early learning and basic education, and <i>if</i> the poorest families are supported to send their children to school, and <i>if</i>, SMCs facilitate enrolment, monitor drop-outs and absenteeism effectively, and, <i>if</i> these interventions are supported by public awareness and advocacy campaigns...</p>	<p><i>...then</i>, on-time enrolment, retention, completion and transition in pre-primary and basic education of all students especially for girls, will be achieved in ECCE centres, ALPs, and the lowest performing schools in the most deprived areas.</p>	<ul style="list-style-type: none"> <li>Government policies, plans and programmes incorporate the vision of enrolling all children in school and ensuring grade appropriate learning.</li> <li>Institutional and resource capacity is in place to respond to the demands of communities and that the government will be willing to put in place a credible data system and monitoring measures to track retention and prevent drop-out of out-of-school children.</li> <li>With regard to parents, the assumption is that they have time and interest to participate in school related activities.</li> <li>Underperforming schools are effectively identified based on data analysis at district level (EMIS, real-time monitoring, learning assessments)</li> </ul>

Three guiding principles will drive the education programme:

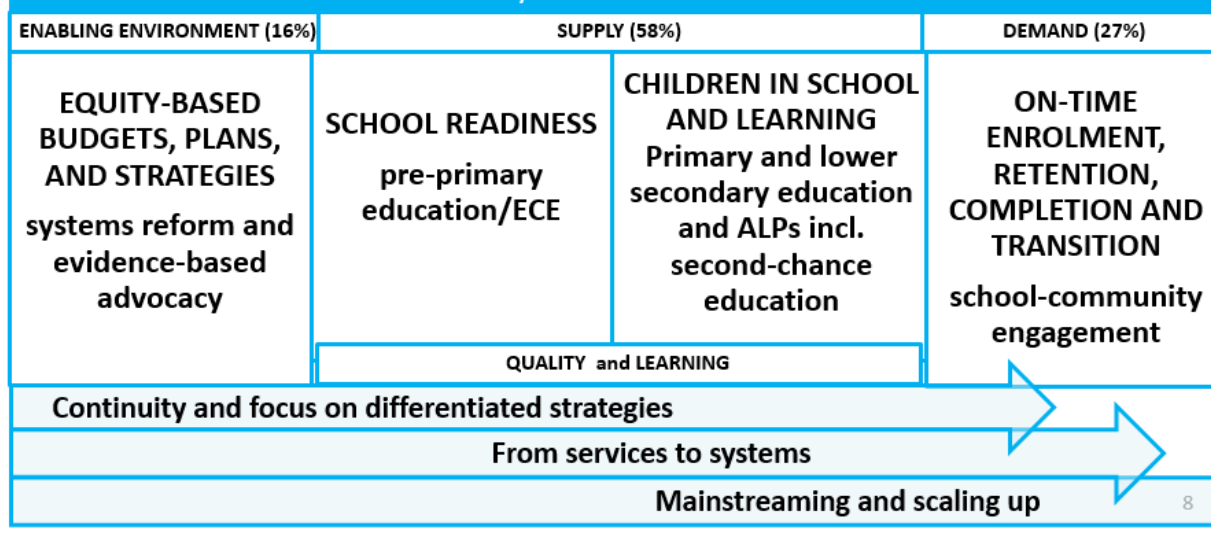
- Continuity and focus on differentiated strategies.** UNICEF is presently providing support to: studies and evidence generation; provincial sector planning; education policy formulation and review; as well as contributing to direct service delivery. This wealth of experience provides the evidence, know-how, and momentum for UNICEF to accelerate the provision of equitable educational services to the most excluded children and adolescents. Building on lessons learned and understanding of provincial contexts, there is a need to continue supporting provincial governments in the implementation and expansion of differentiated education strategies.
- Mainstreaming and scaling up.** Capitalizing on the ongoing collaboration with provincial education departments and institutions, UNICEF will contribute to government expansion of ECCE and ALP services within education systems, ensuring adherence to minimum quality standards. Technical assistance will be provided to governments to cost select delivery modalities based on their effectiveness and operationalise the scope and requirements for scalability.
- Moving from services to systems:** UNICEF will advocate for the institutionalization and replication of these evidence-based models. In this way, direct implementation will gradually diminish and education strategies will progressively move towards the expansion of nationally-owned delivery models that will accelerate the reduction of OOSC.

## UNICEF Pakistan Country Programme 2018-2022

**SDG 4:** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

**UNICEF Strategic Plan - Goal 2:** Every child learns

**Outcome:** By 2022, significantly more out of school children, particularly girls and the most disadvantaged, benefit from equitable and appropriate early childhood education/basic education services



With regards to the level of programme intensity for each output, more than half of programmatic investments will be made for Output 2 (58 per cent) to improve the supply side of education. To address demand-side factors and complement supply-side efforts, the level of intensity for Output 3 will be 27 per cent. With regards to systems and evidence-based advocacy, the programme intensity for Output 1 will be 16 per cent.

**LONG-TERM CHANGE: By 2022, more children, particularly girls and the most disadvantaged, benefit from equitable and appropriate early learning and basic education**

**OUTPUT 1: By 2022, education departments and institutions are strengthened at all levels to develop evidence-based policies, plans and budgets for equitable early learning and basic education**

**OUTPUT 2: By 2022, public duty bearers have capacity and systems to deliver quality, equitable, and safe early learning and basic education**

**OUTPUT 3: By 2022, families and communities actively support on-time enrolment, retention, completion and transition to lower-secondary education, especially for girls.**

District capacity is developed, evidence informs equity-based resource allocation feeding into district plans, and sub-national EMIS data is used to identify and address disparities and areas that need more support in terms of access, participation and learning.

**Risks:**  
- Little interest or will to use evidence based approaches.  
- Insufficient prioritization and allocation of resources  
**Assumptions:**  
- District governments have the capacity to implement changes

Provincial and district capacity is strengthened improving the delivery methods and quality of ECE and flexible ALP service provision. Systems and capacities are expanded through the institutionalization and replication of existing successful models that accelerate gains in reducing the number of OOSC.

**Assumptions:**  
- Government is willing to increase education financing and sharpen equity focus in education plans and budgets  
- Institutional and resource capacity is in place to respond to the demands of communities

More children, specially girls and the most vulnerable, attend regularly pre-primary, primary, and lower secondary school, they enroll at the right age and transition to effectively with the active support of parents, SMCs, and school authorities

2020-22

CHANGE PATHWAY

2018 -19

**MEDIUM-TERM CHANGE**

**OUTPUT 1: Implementation of sector plans is equity-based. Reliable education data, and evidence on equity and innovative practices is available for duty bearers to inform policy and scaling up.**

**OUTPUT 2: Innovations to improve access and learning for the most disadvantaged children and girls are implemented at scale and are sustainable.**

**OUTPUT 3: Parents and communities actively participate in school systems and ensure the enrollment of all students, they identify drop-outs and address absenteeism effectively.**

**Risks:**  
- Lack of political and bureaucratic willingness to implement policies  
- No equity and gender focus in education plans and budgets

Equity-based policies and strategies on non-formal education, early learning, and DRR are in place. Evidence is generated and disseminated. Provincial education sector plans are improved and EMIS and assessment systems are well-functioning.

**Assumptions:**  
- Government is willing and able to mainstream and allocate resources to flexible education models and ECE

ECE models are tested and expanded; ALPs and safe schools models are refined, consolidated and significantly scaled up together with government. Higher numbers of education officials and teachers have improved knowledge about early grade learning and delivery modes of alternative programmes. Packages in place on school safety and trainings on SBV are improved and used at a wider scale. Emergency contingency planning is conducted every year.

**Risks:**  
- Lack of incentives at delivery level  
- Little expansion of formal primary and lower secondary education supply

Parents, communities and care givers understand the benefits of education and early learning and together with schools, they actively facilitate and monitor enrolment and attendance, especially for girls, as part of SDPs.

**Assumptions:**  
- Communities and parents in deprived areas continuously participate in the monitoring of schools

IMPLEMENTATION STRATEGIES

**OUTPUT 1: SYSTEMS REFORM AND ADVOCACY**

**Policy** - Provide technical support to the GoP to formulate and implement policies and strategies.  
**Plans** - Assist the GOP to improve equity-focused education sector analysis and provincial plans with strategies to scale up ECEs and ALPs and mainstream school safety.  
- Capacity development for district education officials on planning and budgeting.  
**Systems** - Improve management information systems (EMIS) used for planning and monitoring.  
- Strengthen education assessment capacity and quality combined with advocacy on learning.  
**Evidence** - Generate knowledge on OOSC and equity financing for evidence-based policy advocacy and practice.

**OUTPUT 2: ACCESS TO QUALITY ECE AND BASIC EDUCATION SERVICES**

**Pre-primary** - Develop and test effective ECE models such as accelerated school readiness programmes for scale up.  
**Basic** - Improve and expand flexible education delivery models for marginalised children and adolescents through alternative learning pathways (ALPs) particularly for girls.  
**School safety** - Maintain education in emergency preparedness and response capacity and scale-up of child centred DRR in disaster-prone/insecure areas.  
- Develop capacity of teachers and duty bearers in KP to mitigate and respond to corporal punishment  
**Evidence** - Generate evidence through innovations on early learning and ALPs for evidence-based advocacy and practice.

**OUTPUT 3: PARTICIPATION IN ON-TIME ENROLMENT, RETENTION AND COMPLETION**

**Pre-primary** - SBCC activities with parents and communities to increase knowledge and demand for ECE as part of improved child care practices, especially for girls  
**Basic** - SBCC activities with school management committees to increase education demand and participate in School Development Plans (SDPs) in under-performing formal schools/areas.  
- SBCC activities on Menstrual Hygiene Management (MHM) for young adolescent girls.  
- Support government in improving enrolment campaigns as well as large-scale public awareness and advocacy campaigns.

CURRENT STATUS

Poor enforcement of education legislation and lack of capacity in provincial governments post devolution, including poor allocation of resources based on needs and equity

24 million boys and girls are out of school in Pakistan (47 percent of all children aged 5-16) including 6.1 million children of primary school age, with large inequities based on gender, socio-economic status, and geography.

Large numbers of children never enrolled or unable to access regular schools with large disparities. Children from the wealthiest families are more than twice as likely to be enrolled in pre-primary education than those from the poorest families. Drop-out rate of girls is as high as 50% in certain areas of Balochistan and KP.

Children not learning the basics – Amongst 10-12 year olds in rural government schools, who should have reached grade 5, one-third cannot read a sentence.

## UNICEF Pakistan Country Programme 2018-2022

### **Output 1: Education departments and institutions are strengthened at all levels to develop evidence-based policies, plans and budgets for equitable early learning and basic education**

#### Core interventions:

- Technical assistance and coordination for the development of national and provincial education policies, strategies and plans (ALPs, ECE, NEP, School safety/DRR) in at least 3 provinces.
- Support to equity-focused sector analysis and plans with budgetary allocations, developed and operationalized in at least 2 provinces.
- Knowledge generation on OOSC related themes and collaboration with Social Policy on analysis on equity in education budget allocations for evidence-based policy advocacy (6 studies).
- Improved education management information systems at the national (NEMIS) and provincial (EMIS and Real-Time School Monitoring) level in at least 1 province.
- Evaluate ECCE and ALP models for school readiness and learning outcomes, scalability and cost effectiveness for evidence-based policy advocacy (2 evaluations)
- Support to national (NEAS) and strengthen provincial education assessment capacity in at least 1 province.

Under this output, UNICEF will contribute to sector planning, governance, and education system development at provincial and decentralized levels through the following strategies:

- **Evidence generation to support advocacy and sector dialogue to influence and inform decisions based on equity.** Among others, studies will be conducted on the profiles of OOSC and an analysis of budget allocations and utilization from an equity and needs-perspective (child-responsive budgeting) to advocate for more resources and equity-based allocations. UNICEF will also generate evidence of what works by evaluating ECCE and ALP models for effectiveness on school readiness outcomes, scalability, and costing effective models, so provincial governments can make evidence-based investment choices. Policy advocacy will be undertaken at national level, provincial levels including through LEGs, and through the Inter-Provincial Ministerial Conference (IMPC). To ensure that evidence informs equity-based resource allocations down to school levels, district capacity development will be crucial, both in terms of how equity-based resource allocation feeds into district plans, and to improve understanding on how sub-national EMIS data analysis can be used to identify disparities and areas that need more support in terms of access, participation and learning.
- **More equity-focused provincial education sector planning and budgeting.** Provinces will update or develop new multi-year education sector plans. UNICEF will engage in provincial education sector planning and analysis, starting in Punjab, providing technical support, and where appropriate, coordination support. UNICEF will use its Coordinating Agency role in GPE provinces to promote sector dialogue among stakeholders, involving also Ministries/Departments of Finance and Planning and Development. UNICEF will advocate to enhance strategies and increase resources for early learning and OOSC in the sector plans. This is expected to lead to more equitable education sector plans and budgets, with better targeted and/or increased financing. UNICEF will also continue working through LEGs in Sindh and Balochistan to review and strengthen implementation of current sector plans through annual Joint Education Sector reviews. District level education planning will be further supported in Sindh province to ensure the implementation of provincial sector plans, greater focus on equity at decentralised levels, and strengthened district-level coordination. Education Departments will also be supported to integrate DRR/school safety in sector plans and budgets, with priority for the most disaster-prone or insecure areas, aligned with NDMA's national school safety framework.
- **Equity planning and budgeting in support of government both at the federal and provincial level, and in cooperation with local research institutions.** To address data gaps in equity, UNICEF will promote evidence-based and policy-driven data by examining: a) Policy objectives or goals - these goals are then converted into action plans and associated costs. b) Content - the amount of revenue collected and its sources, the allocation of funds across education sector and provinces, its ability to meet ongoing as well as new expenditures, its provisions for contingencies and its assumptions about economic variables. c) Process - by looking at how revenues are mobilized, decisions are taken on allocating funds and resources are actually spent. UNICEF will ensure that these aspects of the budget are analysed through an equity

## UNICEF Pakistan Country Programme 2018-2022

lens by assessing accuracy, cost effectiveness, sustainability, transparency and success in meeting economic and social policy objectives that affect children, especially the most disadvantaged.

- **Development or updating national and provincial ECCE and NFE/ALP policies to improve programmes for the most disadvantaged children.** UNICEF will support development of provincial strategies, using recommendations of the 2015 ALP study, addressing technical issues (standards, equivalency and accreditation), sustainability and mainstreaming/upscaling, leveraging resources, partnerships, and policy implementation. UNICEF will also participate or lead coordination on ECCE or NFE/ALPs, e.g. technical working groups in provinces to ensure joined up approaches in support of government priorities. This is expected to lead to strengthened commitments, increased delivery and improved quality of early learning and NFE/ALPs as a strategy to reach out-of-school children, particularly girls.
- **Strengthening data and assessment systems at federal, province and district level.** UNICEF will focus on learning by providing technical support to strengthen national and provincial education assessment capacities, to improve the quality of large-scale assessments at primary level. Assessment results and the analysis of results will be used for policy dialogue, monitor standards, and inform pedagogy and teacher training. To promote policy advocacy and dialogue with national and provincial stakeholders, assessment results will be used to further attention and commitment to raise student achievement and to ensure more targeted support to schools with poor results. In Balochistan, strengthening data and assessment systems will be undertaken as part of the government's efforts to strengthen governance for improved quality in support of the education sector plan. UNICEF will continue supporting data systems in Balochistan, to improve provincial and de-centralised EMIS, and real-time school monitoring systems to address teacher attendance and school functioning. In Sindh EMIS will be strengthened to include and track indicators on ECCE and NFE/ALPs. At the federal and national levels, UNICEF will continue to work with UNESCO on strengthening the national EMIS, in particular for SDG4 monitoring and reporting, and improved national-level education data analysis to generate and promote the use of evidence.

**Output 2: By 2022, public duty bearers have capacity and systems to deliver quality, equitable, gender-sensitive and safe early learning and basic education**

### Core interventions:

- **Develop/improve implementation, and test scalable models on Early Childhood Education:**
    - 1) low-cost model (such as accelerated school readiness programmes)
    - 2) quality ECCE Centre model (such as govt structured models)
  - **Improve and expand ALPs and enrollment and retention in primary schools**
    - 1) accelerated
    - 2) primary/lower secondary focusing on girls
    - 3) primary schools in deprived areas
  - **Education recovery and development in FATA**
  - **Support emergency preparedness and response capacity through annual contingency planning**
  - **Capacity development on SBV in KP as part of Mental Health and Psychosocial Support (MHPSS)**
  - **Mainstream and scale-up child centred DRR/school safety, disaster-prone/insecure areas priority**
- **UNICEF Pakistan will support direct service delivery, capacity building and systems strengthening for early learning.** The programme will develop and test pre-primary/ECCE models, including low-cost model(s) such as accelerated school readiness programmes that can easily be scaled up in the most disadvantaged areas, as well as, the ECCE 'centre' model that transforms the traditional pre-primary class to a structured quality one-year early learning programme. With regards to the latter, UNICEF is already collaborating with the Punjab government to expand this approach. The models will also include cross-sectoral programming to link ECCE to other platforms -such as with health and nutrition interventions- and related services to ensure holistic child development. Pilot innovations on early learning will generate the evidence-base to prototype high-impact, replicable and costed interventions through research, learning, and advocacy.

## UNICEF Pakistan Country Programme 2018-2022

---

- **UNICEF will continue to improve and expand alternative learning pathways through select direct service delivery, capacity building of duty bearers, and systems strengthening, to increase enrolment of OOSC.** In particular, UNICEF will provide technical support to improve the delivery methods and quality of existing flexible and age-appropriate models that provide learners with accelerated equivalent certified competencies for basic formal education. For instance, existing successful and innovative models (e.g. ALP in madrassas in Balochistan and community-based models from Sindh) will be re-designed for scalability; focusing on key improvements in terms of programme delivery and quality, including: recruitment and deployment of local teachers, interactive learning and teaching approaches, provision of learning materials, and assessment of learning. Also, the education of out-of-school girls of primary school age will be supported by pathways that take into account their specific needs, such as community-based education. A range of public and private partnerships will be explored with private sector and semi-government organisations to increase investment and deliver such programmes at scale.
- **Strategies to help graduates, reconnect to the formal education system, and/or transition to lower secondary education, will be developed.** In particular, UNICEF will prioritize second-chance accelerated education for overage OOSC and adolescents, with a focus on girls, disadvantaged urban and rural areas, and children affected by insecurity. This will contribute to Outcome 1 of the UNICEF Game Plan for girls' secondary education, which focuses on increased primary completion and transition to lower secondary. By establishing accelerated ALPs and catch-up programmes for adolescent girls, low transition rates will be addressed, particularly for girls who have dropped out in middle school. Similarly, UNICEF together with provincial governments will also address non-attendance and low transition rates of girls in certain areas of KP and Balochistan, by providing alternative secondary education to girls. Addressing teacher deployment challenges, second-chance accelerated education for girls from deprived areas will also offer qualifications and training for entry into the teaching profession. These strategies will not only ensure transition of girls into secondary education and foster the creation of jobs, they will also create cadres of pre-primary and primary female teachers who will remain in these remote areas. Going beyond gender parity, targeted strategies promote equity; by mitigating the demand-side barriers preventing girls' education and by easing female teacher shortages.
- **UNICEF will selectively support effective service delivery of models, to prepare the ground for subsequent scale-up.** Evidence-supported service delivery modalities will showcase and advocate for the institutionalization and replication of existing successful models that will accelerate gains in reducing the number of OOSC. UNICEF will provide technical assistance for governments to design and consolidate interventions, and operationalise the scope and requirements for scalability. In this way, UNICEF will diminish direct implementation throughout the duration of the Programme and progressively move towards sustainable and nationally-owned education service delivery strategies.
- **Cross-cutting UNICEF will continue to lead on education in emergency coordination when required, and enhance capacity for education recovery and development in FATA.** UNICEF will maintain overall emergency preparedness and response capacity through annual contingency planning. In the context of the return of displaced families which should be completed by the end of 2017, education in emergency support will shift to long-term rehabilitation. With regards to school safety, UNICEF will capitalise on the best practices of USAID-funded Safer Schools programme to build the capacity of public duty bearers to expand tried and tested child-centred and gender-responsive DRR/school safety models, with priority for the most disaster-prone or insecure areas. The education programme will collaborate with the Child Protection Programme in KP to integrate the capacity building of teachers and other education personnel in mental health and psychosocial support and in reducing school-based violence through the 'Protection in Schools - (PinS) Programme', by promoting positive behaviours to maintain school discipline, and supporting accountability mechanisms such as a teacher code of conduct and a reporting mechanism.



### **Output 3: By 2022, Families and communities actively support on-time enrolment, retention, completion and transition to post-primary, especially for girls**

#### Core interventions:

- Social and Behavioural Change Communication (SBCC) for parents and communities to increase enrolment and influence social norms, especially for girls
- Enhanced capacities of SMCs to participate in School Development Plans (SDPs) in under-performing schools
- Menstrual Hygiene Management (MHM) for young adolescent girls, in collaboration with WASH
- Developed capacities of governments to institutionalise systems for retention
- Improved government communication strategies for public advocacy campaigns.

Ensuring that children attend school regularly and that they learn requires both, political will on the part of governments, as well as support from communities and parents. Contributing to the efforts of provincial governments, UNICEF will cooperate with duty bearers and right holders to increase access to education, prevent dropouts, and sustain retention through C4D approaches. A phased and sequential C4D strategy and plan will be developed for the duration of the CP, from evidence to implementation modalities, ensuring synergies with Outputs 1 and 2 to achieve the overall ToC results by 2022. Broadly, the strategy will focus on:

- **SBCC with parents and communities to influence perceptions, knowledge, attitudes and/or social norms to increase enrolment, especially for girls.**
  - **To improve understanding of the benefits of early learning and increase pre-primary enrolment,** a multimedia approach on child care practices (dialogue mechanisms, community engagement, and promotional activities) will equip care givers with the knowledge, skills and confidence to ensure that children are healthy and developmentally ready to enter primary school on time. In addition, the expansion of improved parenting skills including adequate care and early stimulation in the early years, will ensure that children are more 'school-ready'; thereby, guaranteeing quick and early gains in increasing on-time primary enrolment and keeping children in school. The ECCE models supported by UNICEF will be a fertile testing ground to expand the evidence-base on the effectiveness of SBCC approaches in enhancing positive knowledge, attitudes, and practices for improved access and learning outcomes.
  - **To increase access to basic education, especially for girls,** inter-personal and community dialogues coupled with multimedia-based entertainment-education, will increase understanding and positive attitudes among parents and community members about the importance of regular school attendance and the right to education for all, advocating especially for the education of girls and those engaged in child labour. In order to sustain the regular attendance of adolescent girls, the above strategies will be operationalised in an integrated manner; with linkages to complementary social protection schemes and SBCC activities on MHM in schools. For instance, school-based participation platforms linked to life skills –such as MHM and WASH groups–will allow children and adolescents, especially girls, raise their voice and build a sense of agency. These integrated efforts will attempt to address social norms and encourage girls to continue their studies.
- **Developing the capacity of schools and SMCs to demand quality education and institutionalise participatory systems for enrolment and retention as part of School Development Plans (SDPs).** Under-performing schools improve more rapidly when they receive personalized guidance, capacity building, and on-location support from education authorities.<sup>21</sup> Focusing on underperforming schools and areas, UNICEF will engage with school leadership, district education officials, parents, and SMCs to develop and implement School Development Plans (SDPs), in line with District Education Sector Plans. SDPs will ensure greater involvement of parents and communities in school management; participating in tracking mechanisms at the tehsil and school level to identify and reach-out to OOSC in school catchment areas, enrol at the right age, and reduce dropouts. By strengthening school-community linkages, SMCs will also promote vertical accountability between communities, schools, and education authorities through demand creation, to address supply-side issues including the scarcity of schools and lack of financial

<sup>21</sup> UNICEF Regional South Asia Out of School Children Study. 2014.

## UNICEF Pakistan Country Programme 2018-2022

resources. For instance, SMCs will create public demand and mobilise solutions to the physical and social restrictions placed on specific groups and ensure supply-side responses, such as the provision of more single-sex schools, separate toilets for boys and girls, access to quality ECCE services, and the overall expansion of school infrastructure in remote and deprived areas. SMCs will also mobilize resources, participate in school self-assessments, oversee attendance, enforce zero tolerance for teacher absenteeism, and make schools child-seeking schools (teachers visit family when child is frequently absent). Through SDPs, minimum standards of engagement will be established with SMCs, providing them with decision making authority (including in financial allocation/utilization) and accountabilities. Efforts will be made to work with existing community groups and replicate effective experiences at a wider scale.

- **Supporting government on improved public advocacy campaigns on early learning and inclusive education and community outreach capacities to increase enrolment.** Institutional capacities will be assessed in order to technically assist governments develop improved provincial communication strategies for pre-primary to secondary education. Existing SBCC training methods and materials being used by government will also be reviewed and fine-tuned to ensure they are evidence-based and inclusive. These improved communication and community outreach practices will be integrated in capacity development functions and embedded in local government to strengthen social mobilisation and public campaigns for increased on-time enrolment of children and adolescents. To improve advocacy efforts, UNICEF will also collaborate with governments to implement large-scale public awareness and advocacy campaigns, - such as on DRR, early learning, and girls education - complementing SBCC efforts at the community level.

### Differentiated Provincial Strategies

Major disparities persist in Pakistan and are linked to economic status, gender, geographic location, urban and rural divide, ethnicity, and displacement. The underlying reasons for the significant variance in OOSC population and education indicators in the provinces are diverse, from inadequate facilities, quality issues, to recurrent natural disasters, and displacement. Priorities and development partners' support also vary by province, therefore, the mix of UNICEF's strategies will be tailored to address the needs of each provincial context vis-à-vis other development partners.

FEDERAL and NATIONAL
<ul style="list-style-type: none"><li>• At the federal level, UNICEF will continue to work alongside the Ministry of Federal Education and Professional Development, and specialized institutions such as the Academy of Educational Planning &amp; Management (AEPAM) and the National Education Assessment System (NEAS).</li><li>• Together with AEPAM and UNESCO, UNICEF will continue to work on strengthening the national EMIS, in particular for SDG4 monitoring and reporting, and improved national-level education data analysis to generate and promote the use of evidence.</li><li>• To generate better data on learning and quality, UNICEF will continue providing technical support to NEAS. Assessment results will be used for policy dialogue, monitor standards, and inform pedagogy and teacher training.</li><li>• Policy dialogue, coordination, and alignment will be undertaken at national and provincial levels including through Local Education Groups (LEGs), the Inter-Provincial Education Ministerial Conference (IPEMC), and the National Education Development Partner Group (NEDPG).</li><li>• UNICEF will conduct research on equity-based financing in education linked with policy advocacy together with local research institutions at the federal and provincial levels.</li><li>• For Outputs 2 and 3, partnerships will be explored with social protection programmes, the National Commission for Human Development (NCHD) and Basic Education Schools (BECS) for complementarity and collaboration in reaching the most deprived in large numbers.</li><li>• The Programme will also engage with research institutions, the private sector and academia to generate cutting edge evidence on OOSC trend analysis for Pakistan and determining cost of interventions which will enhance scalability of ALP and ECE programmes to reach children outside the formal system.</li></ul>
BALUCHISTAN
<ul style="list-style-type: none"><li>• As GPE coordinating agency in Balochistan, UNICEF will continue building robust sector reforms based on Education Sector Plans working alongside the Education Department and the Policy Planning and Implementation Unit, and affiliated institutions such as the Provincial Education Assessment Systems (PEAS), Curriculum Board, and Provincial Institute of Teacher Education.</li><li>• For Output 1, following engagement to support the government in creating robust data systems for real time monitoring, UNICEF will continue supporting quality and system strengthening through the EU-supported Balochistan Basic Education</li></ul>

## UNICEF Pakistan Country Programme 2018-2022

Programme (BBEP). Considering the scattered habitations, poor availability of basic services, limited capacities of institutions and human resources, the Basic Education programme launched in 2017 in collaboration with the World Bank will support the ESP implementation in Balochistan and focus on teacher development, assessment, and data systems including real-time monitoring scale up.

- For Output 2, considering the high proportion of OOSC, female dropouts and poor governance of the education system, UNICEF will focus extensively on all three priorities of education – OOS and ECE at both upstream and downstream levels. Complementing USAID’s Pakistan Reading Programme (2013-2018), UNICEF will strengthen capacities of provincial and district institutions so that ECCE and early grades learning programmes are taken to scale. Also, policy support led to NFE policies drafted in Balochistan, hence, building on the new policy guidelines, JICA’s work on ALP curriculum, and current collaboration with the Education Department in the development of ALP models, continued advocacy and technical support will be needed to scale up NFE models to reach large numbers of disadvantaged girls and boys.
- For Output 3, building on the current best practice in developing School Development Plans together with Local Education Councils in Balochistan and SMC platforms, UNICEF will expand successful community engagement platforms and mechanisms for demand-led education.

### PUNJAB

- Even though Punjab province is known for having better educational governance and doing better on education indicators compared to other provinces, equity issues need to be addressed as in absolute terms, more than half (52 per cent) of the total number of OOSC in Pakistan are in Punjab.
- For Output 1, UNICEF will promote education sector reform dialogue through a new engagement with GPE in Punjab on sector plan development, in collaboration with the Department of Schools and the Literacy & Non Formal Basic Education Department, the World Bank, and Local Education Groups. UNICEF will also focus on learning by providing technical support to strengthen provincial education assessment capacities in Punjab, to improve the quality of large-scale assessments at primary level.
- For Output 2, capitalising on the present momentum for scaling up ECCE and building on the existing collaboration with the World Bank and the Government of Punjab, UNICEF will focus on accelerating the expansion of quality pre-primary education/early learning in Punjab advocate for the development, implementation and monitoring of a regulatory framework and standards of care for all ECE centers.
- DFID is the major partner to the government for comprehensive sector reform in Punjab supporting Chief Minister’s reforms Road Map through the Punjab Education Support Programme II (2013-2019). Capitalizing on this entry point, policy advocacy focus on promoting cost-effective ALP strategies and models to reach out-of-school children, and children under-served by the education system, based on equity markers such as gender, poverty, and location.
- For Output 3, by building on best practice experience and incorporating lessons learned from the Every Child in School Programme in Punjab, UNICEF is uniquely positioned to fine-tune technical and operational communication strategies of governments in bringing children, especially girls, back into schools.

### SINDH

- For Output 1, UNICEF will continue working through LEGs and with the Reform Support Unit, Department of Education and Provincial Institute of Teacher Education Institutes in Sindh to review and strengthen implementation and coordination of current sector plans through annual Joint Education Sector reviews. District level education planning will be further supported in Sindh province to ensure the implementation of provincial sector plans, greater focus on school safety and equity at decentralised levels, and strengthened district-level coordination.
- For Output 1, complementing the World Bank’s support on education data systems in Sindh, UNICEF will integrate ALP students in the EMIS including real time monitoring to strengthen education planning, monitoring and reporting.
- For Output 2, considering the high proportion of OOSC, the expansion of urban slums and equity issues in rural areas, UNICEF will focus on OOS, ECE and learning at both upstream and downstream levels. An NFE policy is being developed for budgetary allocations with UNICEF supporting the consultative process. UNICEF will continue providing continuous and reliable technical assistance in the review of NFE and ECCE policies, curriculum, standards, and frameworks in Sindh, along with JICA and USAID. The development of ECCE and ALP strategies need to be tailored in Sindh. Language of instruction for example is a key consideration, in Balochistan, KP and Sindh, as more than half the teachers at ALPs use the region’s mother tongue as a medium of instruction. These considerations will be taken into account when reviewing NFE policy and informing targets during the updating of provincial Education Sector Plans.
- Pakistan is increasingly recognizing early learning as a policy priority, and Sindh province has in place ECCE policies, plans, and standards. Complementing USAID’s Pakistan Reading Programme (2013-2018), there is an opportunity to establish the ECCE Directorate and scale up ECCE in line with ESP targets in the province by implementing the recently endorsed ECCE policy.

### KP and FATA

- In KP, UNICEF will continue working with the Elementary and Secondary Education Department and affiliated institutions including the Department of Curriculum and Teacher Education. In FATA, UNICEF is collaborating with the FATA Directorate of Education and FATA Education Foundation to enhance capacity for education recovery and development in FATA.
- With DFID as the major partner to government for comprehensive sector reform in KP, UNICEF’s work has focused on leading education in emergency coordination. In the new Country Programme, UNICEF will engage more in upstream policy work, including through the work on equity-based financing.

## UNICEF Pakistan Country Programme 2018-2022

---

- UNICEF will maintain overall emergency preparedness and response capacity through annual contingency planning. In the context of the return of displaced families which should be completed by the end of 2017, education in emergency support will shift to long-term rehabilitation in FATA.
- For Output 2, the focus on KP will be to promote gender equity strategies. By establishing accelerated ALPs for adolescent girls, UNICEF together with provincial governments will address non-attendance and low transition rates. In remote and conservative settings such as certain areas of Khyber Pakhtunkhwa and Balochistan, targeted ALP strategies will also address specific supply barriers preventing girls' education such as the lack of facilities and female teacher shortages. KP is also planning to invest more in ECE, which provides an important entry point for UNICEF.
- The education programme will also collaborate with the Child Protection Programme in KP to integrate the capacity building of teachers and other education personnel in mental health and psychosocial support and in reducing school-based violence.
- With regards to school safety, UNICEF will capitalise on the USAID-funded Safer Schools programme to build the capacity of public duty bearers to expand tried and tested child-centred and gender-responsive DRR/school safety models, with priority for the most disaster-prone or insecure areas of Sindh, Balochistan and KP. In collaboration with the DRR Unit, partnerships with Civil Society Organization will be maintained through a roster of Long Term Agreements to support governments in distant geographic regions while also ensuring continuity of education in times of emergency.

[REDACTED]

[REDACTED]

**Note for the Record**

Subject: **Environmental Impact Assessment (EIA)**

As part of the development of the [REDACTED] and in accordance with recommended practice, the UNICEF Country Office [REDACTED] has undertaken an initial screening of all proposed activities within each draft programme component to assess their potential impact on the environment.

The Country Office applied the recommended assessment methodology as described in the PPP Manual, Chapter 6, Section 3 (the Manual's 2011 version), namely Checklist 1 "Initial Screening". The completed checklist attached to this note reflects that the Country Office considers that the programme components contemplated in the draft Country Programme Document, submitted to the UNICEF [REDACTED], should have no impact on the environment.

Sincerely,

[REDACTED]

Attachment 1 – Checklist 1 "*Initial Screening*"

---

[REDACTED]

### Checklist 1- Initial Screening

Does the proposed programme or project contain activities that fall under one or more of the following categories? If the answer is **NO**, and EIA is not required, and the process is complete

- Extraction of water (e.g., groundwater, surface water, and rain water) NO
- Disposal of solid or liquid wastes (e.g., human faeces, animal wastes, used supplies from a health centre or health campaign) NO
- Use of chemical (e.g., pesticides, insecticides, paint and water disinfectant) NO
- Use of energy (e.g., coal, gas, oil, wood and hydro, solar or wind power) NO
- Exploitation of natural resources (e.g., trees, plants, minerals, rocks, soil) NO
- Construction work above household level (e.g., hospital or school) NO
- Changing land use (deforestation, forestation, and developing industrial housing or recreational centres) NO
- Agricultural production (e.g., growing crops, fish farming) NO
- Industrial production (e.g., small scale town/village workshops) NO

