



Balochistan Learning Programme

Programme Document for the System Transformation
Grant

UNICEF on behalf of the School Education Department,
Government of Balochistan

Pakistan

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Acronyms

AEO	Assistant Education Officer
ASER	Annual Status of Education Report
ASPIRE	Actions to Strengthen Performance for Inclusive and Responsive Education Programme
BAEC	Balochistan Assessment and Examination Commission
BES II	Balochistan Education Support - II
BESP	Balochistan Education Sector Plan
BLP	Balochistan Learning Programme
BOC	Bureau of Curriculum
BSLP	Balochistan Student Learning Improvement Programme
BTBB	Balochistan Textbook Board
COT	Classroom observation tool
CPD	Continuous Professional Development
DOE-S	Directorate of Education – Schools
ECE	Early Childhood Education
EFA	Enabling Factors Analysis
EMIS	Education Management Information System
ESPIG	Education Sector Programme Implementation Grant
EU	European Union
EWS	Early Warning System
FLN	Foundational Literacy and Numeracy
GDP	Gross Domestic Product
GEA	Girls' Education Accelerator Grant
GEC	Girls' Education Challenge
GER	Gross Enrolment Ratio
GPE	Global Partnership for Education
HACT	Harmonised Approach to Cash Transfer
HCIP	Human Capital Investment Project
KP	Khyber Pakhtunkhwa
LEC	Local Education Council
LEG	Local Education Group
M&E	Monitoring and Evaluation
MoFEPT	Ministry of Federal Education and Professional Training
NAT	National Achievement Test
OOSC	Out-of-school Children
PC	Balochistan Education Partnership Compact
PD	Programme Document
PITE	Provincial Institute for Teacher Education
PMC	Performance Management Cell
PPIU	Policy, Planning Implementation Unit
PTSMC	Parent Teacher School Management Committee
QMC	Quality Management Committee
SC	Sub-component
SCG	System Capacity Grant
SDP	School Development Plans
SED	School Education Department
SL	School Leaders
STG	System Transformation Grant
TaRL	Teaching at the Right Level
TLM	Teaching and Learning Materials
ToC	Theory of Change

UNICEF	United Nations Children's Fund
UNESCO	United Nations Educational, Scientific, and Cultural Organization

1. Introduction

This programme document provides a description of the Balochistan Learning Programme (BLP) which shall be operationalised and implemented under the System Transformation Grant (STG) of the Global Partnership for Education (GPE), managed by UNICEF as one of the grant agents. The programme objectives and design have been developed in close consultations with the School Education Department (SED) and its attached departments and directorates including the Policy Planning and Implementation Unit (PPIU), Balochistan Assessment and Examination Commission (BAEC), Bureau of Curriculum (BOC), Balochistan Textbook Board (BTBB), Provincial Institute for Teacher Education (PITE), and Directorate of Education, Schools - facilitated through a notified Quality Management Committee (QMC) and the Local Education Group (LEG) for Balochistan. The objectives of the programme under salient but interconnected components are expected to contribute to the priorities of the government and its joint commitment with the development partners to achieve them – as demonstrated through the Balochistan Education Partnership Compact. Table 1 provides an overview of the programme summary including its objectives, and results; programme funding; and duration.

Table 1: BLP Programme Summary

Programme Summary	
Title	Balochistan Learning Programme
Province/Country	Balochistan province/Pakistan
Grant Agent	UNICEF
Total Duration	4 years (July 2025 to June 2029)
Total STG amount	USD 18.789 million
Grant Amount – UNICEF (50% of total) ¹	USD 9.3945 million
Top Up and Trigger	Top up represents 10% of total grant amount USD 1,878,900 (First Efficiency Trigger)
Programme Objective and indicators	<p>Programme objective: To improve learning outcomes of students at the ECE and Primary levels in target schools and remove disparities for girls and marginalized groups.</p> <ul style="list-style-type: none"> • Improvement in percentage scores in FLN learning assessments for boys and girls enrolled in grade 3. • Percentage increase in girls' and boys' enrolment in ECE and primary grades in target schools. • Percentage of supported primary level teachers achieving proficient performance standards.
Programme Components	<p>Component 1: Improving the quality of FLN teaching and learning at the primary level.</p> <ul style="list-style-type: none"> • Sub-component 1.1 – Enhancing the capacity of content developers. • Sub-component 1.2 – Reviewing textbooks, teaching, and learning resources and assessment approaches focusing on gender-responsive foundational learning. <p>Component 2: Implementing a robust system for continuous professional development and mentoring of primary level teachers.</p> <ul style="list-style-type: none"> • Sub-component 2.1 – Scaling up on the job mentoring support of teachers. • Sub-component 2.2 – Scaling up the in-service teacher training programme on FLN.

¹ Two Grant Agents, namely UNICEF and WB, have been selected to implement GPE funded STG in Balochistan. Total grant amount is divided equally between the two grant agents.

	<p>Component 3: Improving participation of parents and communities especially focusing on girls' enrolment and retention.</p> <ul style="list-style-type: none"> • Sub-component 3.1 – Conducting enrolment campaigns with a special focus on girls' enrolment. • Sub-component 3.2 – Scaling up the school dropout prevention mechanism. <p>Component 4: Improving the physical and learning environment in target schools.</p> <ul style="list-style-type: none"> • Sub-component 4.1 - Providing basic education supplies and missing facilities in target primary schools including ECE classes.
Trigger 1: Efficiency	<p>Efficiency Trigger - Establish standards for the size of school clusters to facilitate school cluster rationalisation for effective governance and management.</p> <ul style="list-style-type: none"> • Develops and notifies new standards, which govern the formation of clusters to ensure cluster sizes are rational and manageable. • Implements the new standards for cluster formation, notifies school clusters and trains cluster heads, especially female and other relevant officials.

The Ministry of Federal and Professional Training (MoFEPT), Government of Pakistan allocated USD 18.789 million for the System Transformation Grant (STG) for Balochistan out of Pakistan's total Maximum Country Allocation (MCA) of USD 117 million from Global Partnership for Education (GPE). The total STG allocation for Balochistan is split in half for two grant agents – UNICEF and the World Bank - selected by the Government of Balochistan to design and implement education programmes delivering on reform priorities defined in the Partnership Compact. Table 2 below provides an overview of the MCA including Balochistan's proportional share. It also provides the proportion of the STG for Balochistan to be managed by UNICEF under the BLP. The provincial allocation formula takes into account the 7th National Finance Commission (NFC) Award criteria, which includes population, inverse population density, poverty, revenue collection and generation and education needs, which include the percentage of out of school children at primary level, primary learning outcomes, cumulative dropout rate at the end of primary, adult literacy and education budget utilization.

Table 2: Total value of MCA, Balochistan STG, and its proportional share managed by UNICEF as co-grant agent

Maximum Country Allocation and Balochistan's Share		
Total MCA for Pakistan for STG		\$ 117,000,000
Balochistan's Share in the MCA	16.0%	\$ 18,789,000
UNICEF managed BLP share in Balochistan's STG allocation	50.0%	\$ 9,394,500

Under the new GPE 2025 operating model, as a first requirement, the Government of Balochistan developed the Partnership Compact with broad stakeholder participation, including the Local Education Group (LEG), and its sub-technical working group, the Compact Task Team (CTT). The Local Education Group (LEG) comprises representatives from Units/Wings/Directorates of School Education and Literacy Department, the United Nations system, bilateral and multilateral donor agencies, civil society organisations and other key educational stakeholders. LEG and the CTT jointly completed the enabling factors analysis (EFA) identifying key challenges, opportunities, and priorities in the education system in Balochistan. The EFA is a crucial component of the Partnership Compact development process. It provides a structured approach to identifying the underlying conditions that support or hinder education system transformation.

The Balochistan 2024-28 Education Partnership Compact (PC) outlines priority reforms to enhance access to quality education in the province. It identifies 'transforming the education system in the province through improving learning outcomes at the ECE and primary levels' as the focus to direct joint efforts led by the government and supported by development partners. It underlines the importance of combined efforts aimed at improving access to primary and ECE schooling, foundational learning of children, and teachers' professional development aligned with effective management and governance systems. These reform areas address key challenges in access, equity, inclusion, and quality - building upon existing efforts and partnerships. The PC includes an analysis of enabling factors, barriers, and strategies, as well as a monitoring and evaluation plan.

The BLP prioritises critical interrelated elements necessary for meaningful improvements in foundational learning through robust learning design, and school readiness with a priority focus on girls. It contributes to the strategic vision set in the Balochistan Education Sector Plan (BESP) 2020-25: **to promote and ensure quality education and its effective delivery for all without any discrimination.**

The BLP is designed to address key bottlenecks identified in the Enabling Factor Analysis (EFA) and the PC. It builds on the ongoing implementation of GPE Education Sector Implementation Grant (ESPIG) under the Balochistan Student Learning Improvement Programme (BSLP) to leverage considerable GPE investments and UNICEF's implementation experience to enable system strengthening and gradual scaling for well rooted and sustainable improvements in inclusive and gender responsive teaching and learning of foundational literacy and numeracy. It describes actions and interventions for doing so and highlights the scope for coordination and alignment with the World Bank as co-grant agent as well as different development partners and learning focussed programmes to facilitate complementarity of efforts towards collective ends outlined in the PC. This document has been endorsed by the Local Education Group (LEG) and approved by the SED, Government of Balochistan. It builds on the feedback from GPE quality review following the submission of the Programme Outline/Concept Note in July 2024.

The Programme document has been designed and developed following a rigorous consultative process and incorporates inputs from relevant government stakeholders. Insights have been provided by the PPIU, and all attached directorates of the SED including BOC, BTBB, PITE, BAEC, and DOE-S.

The SED will implement BLP, along with the attached directorate(s) and units in collaboration with UNICEF, as the Grant Agent. The Quality Management Committee² (QMC) will be responsible for the overall coordination, monitoring and review. Capacities of government partners will be strengthened through provision of technical assistance to implement the programme and achieve the overall objective and results for the children of Balochistan.

The programme will focus on transforming the education system by prioritising improvements in equitable access to quality education especially focussing on foundational literacy and numeracy (FLN). The programme interventions will focus on creating positive change across three domains:

- **Well-functioning schools** - focussing on enabling learning environment for students, and required capacity building, and supervision support to teachers, and school leaders.
- **Governance and management system** – focussing on clear and structured linkages between administrative and managerial units at provincial, district, cluster, and school levels providing necessary support and feedback loops.

² Quality Management Committee is a notified forum by SED to review the status of the ongoing education programme implementation, discuss issues, and facilitate decisions to expedite progress. Committee is chaired by Secretary SED and directors of all implementing directorates are members of the committee. PPIU has the secretariat role to QMC.

- **Community outreach and parental engagement** – channelising interface between schools, parents, and community forums to facilitate collective ownership, accountability, and dissemination of critical messaging around access to quality education especially for girls.

Following the introduction to BLP in section 1 of this document, section 2 provides an overview of the sectoral context of education provision in Balochistan highlighting enduring challenges and gaps in education service delivery. The sectoral overview provides the basis for interventions planned under BLP and provides a rationale to build on ongoing implementation under BSLP through GPE investments in learning improvements at the primary and ECE levels. Section 3 provides a detailed description of BLP, including its alignment with the Balochistan Education Partnership Compact, and considerations for coordination with development partners operating in Balochistan, especially the World Bank, as co-grant agent of the STG. Section 3 also provides a detailed programme design and implementation approach by outlining how all programme components are interlinked with one another to ensure holistic improvements in inclusive access and learning at the primary and ECE levels especially for girls. It provides the programme theory of change (TOC) to illustrate how different components are expected to address underlying challenges to achieve programme results. Sections 4-6 provide an overview of implementation arrangements, operationalization of the M&E system to track progress and learning, and detail UNICEF's role as the grant agent including its implementation and fiduciary responsibilities. Section 7 provides an understanding of potential risks and mitigating measures to be put in place to ensure timely delivery of the programme and achievement of results. Lastly, section 8 outlines sustainability and scaling considerations that have informed the programme design and will continue to inform the operationalisation for rollout and implementation.

2. Sectoral Overview

Balochistan is Pakistan's largest yet its most sparsely populated province. It covers 44 percent of the country's land area but only houses 6 percent of its total population³. Low population concentration and large distances pose challenges of efficient delivery of public goods and services. This includes the education sector that also continues to contend with challenges like chronic poverty, poor institutional and human resource base, infrastructural deficiencies, and environmental vulnerabilities.

Human capital outcomes in Balochistan are the lowest in the country. Its Human Capital Index (HCI) of 34 percent is the lowest among all provinces and reveals structural gender disparities (HCI for females is 32 percent compared to 35 percent for males)⁴. Low human capital outcomes are linked to high poverty rates (42 percent) and sociocultural norms that make it difficult to access education and health services.⁵ This is reflected by worryingly high incidence of multidimensional poverty rate of 71.2 percent.⁶

In a context affected by high incidence of multidimensional deprivation coupled with fiscal and technical resource constraints, challenges of equitable access to quality education are high. A significant concern is the underfunding of the education sector relative to the needs of the population. The Economic Survey of 2023-24⁷ highlighted a concerning trend where the cumulative education expenditures by federal and provincial governments declined as a percentage of GDP in fiscal year 2023, estimated at only 1.5% compared to 1.7% in the previous year, marking it as the lowest in the region. Despite an increase in absolute terms, the proportion of spending relative to GDP underscores a broader issue of inadequate investment in this critical sector. In Balochistan's case spending does not match the already low

³ Balochistan Education Sector Plan 2020-25

⁴ [ESMF_BHCIP_Final.pdf \(emis.gob.pk\)](#)

⁵ [Ibid](#)

⁶ [Balochistan SDGs \(BSDG\) Accelerated Delivery | United Nations Development Programme \(undp.org\)](#)

⁷ Pakistan's Education Spending as percentage of GDP Lowest in Region: Economic Survey. 11 June 2024.

<https://propakistani.pk/2024/06/11/pakistans-education-spending-as-percentage-of-gdp-lowest-in-region-economic-survey/>. Details of the Economic survey at: [Ministry of Finance | Government of Pakistan](#)

allocations under the development budget for education. Weak planning and execution capacities within the system are the main causes for that⁸.

Learning Poverty (LP) rate in Balochistan is 79.5 percent⁹. LP provides a composite measure of access and quality of education by incorporating the proportion of ten-year-old out of school children and those who are in school but not achieving basic proficiency on reading. Learning poverty of 79.5 percent shows that an overwhelming majority of ten-year-old children are either out of school, or unable to acquire the quality of foundational learning at school that is expected at the primary level. The educational challenges in the province can be categorised in 2 broad priority areas of equitable access to education, and quality of teaching and learning at the ECE and primary levels especially focussing on Foundational Literacy and Numeracy (FLN). Both these areas are reflected in the 5 pillars used as the building blocks of the programme strategy in the PC.

Ensuring equitable access especially for girls

Education access and gender disparities: Balochistan ranks last among all provinces in terms of enrolment rates at all levels. Gross enrolment rate (GER) at the primary level is only 44 percent compared to the national average of 76 percent. GER for girls is further lower at only 37 percent compared to 51 percent for boys¹⁰. Similarly, at the pre-primary level, GER for Balochistan is 44 percent (girls: 31%, boys: 56%) compared to the national average of 71 percent (girls: 64%, boys: 78%)¹¹. Distressingly low participation rates point to underlying challenges of mobility, access, and inadequate provision of necessary facilities and infrastructure in schools.

Basic facilities and infrastructural provisions in schools: Only 23 percent of primary schools in the province have access to safe drinking water, the lowest among all provinces. Similarly, only 33 percent of primary schools in Balochistan have toilets available – lowest percentage among all provinces. Just 39 percent of schools in the province have boundary walls. Finally, 15 percent of all primary schools in Balochistan have access to electricity¹². Poor coverage of infrastructural provisions in schools including WASH facilities affects access and participation rates especially for girls.

Out of school children: Balochistan has an out of school population of 2.94 million for children aged 5-16 years old, representing 58% of the total population in that age group¹³. 1.53 million of these, approximately 52 percent of out of school children (OOSC) in the province are girls¹⁴.

Poor resourcing at the ECE level: Pre-primary education in Balochistan – like the rest of the country is dominated by traditional *kachi*¹⁵ classes. This means that quality ECE based on specialised curriculum is scarce. Only 14 percent schools have separate ECE classrooms¹⁶. In all of Balochistan, there are only 1,100 ECE rooms across over 12,000 primary schools¹⁷.

Quality of teaching and learning at primary and ECE levels

⁸ Balochistan Education Sector Plan 2020-25

⁹ [Learning Poverty Rate - Pakistan - Balochistan Province | Global Education Policy Dashboard](#)

¹⁰ Pakistan Education Statistics 2021-22

¹¹ Ibid.

¹² Ibid.

¹³ [table_12_national.pdf \(pbs.gov.pk\)](#)

¹⁴ Ibid.

¹⁵ Kachi classes started out as an informal makeshift arrangement with limited structure and necessary rigour of teaching and foundational learning. Pre-primary education requires necessary allocation of technical and financial resources to transition to structured ECE classrooms with enabling learning environment and competent teachers to ensure robust teaching practices to facilitate foundational learning.

¹⁶ BESP 2020-2025

¹⁷ [UNICEF Pakistan ECE Models Study Report Final](#)

Weak foundational learning especially literacy and numeracy: Learning levels in Balochistan are far behind what they should be as evidenced through various sources including the ASER assessments, and the results of the latest National Achievement Test (NAT). According to ASER only 28.3% of Grade 3 students in Balochistan can read a sentence in Urdu. By Grade 5, this figure increases to 40% for reading a story in Urdu. In English, the situation is worse: less than 30% of Grade 3 students can read a word, and by Grade 5, only 34% can read a sentence. Numeracy levels are also low, with only 43% of Grade 5 students able to perform simple division¹⁸. NAT 2023 report shows that at the Grade 4 level, students on average scored 51.2 percent in English, 64.8 percent in Urdu, and 40.4 percent in Maths¹⁹.

Low teaching capacities, limited teaching resources and CPD opportunities: Balochistan Education Sector Plan (BESP) 2020-2025 points out several challenges hindering progress towards better teaching practices resulting in improved learning environments and outcomes. Teachers in the province have little to no supervision support available. In instances where supervision happens, it's generally considered an administrative activity often used as an accountability instrument with no constructive feedback and support meant for sustained improvements. Teachers in the province also endure poor working conditions. 72 percent of primary schools in the province have multigrade classes. 43 percent of primary schools have a single teacher.²⁰ Such challenging contextual realities are often not reflected in the materials, trainings, and resources used for professional development. Materials, training contents and tools, and support mechanisms should therefore not just focus on the *what*, but also *how*, given the realities of being a teacher in various parts of Balochistan. This is essential to facilitate sustainable capacity building of teachers required for improved learning at scale. Governance and coordination challenges also hamper effective professional development. There is limited coordination between Directorate of Education – Schools (DOE-S) that employs the teachers, and Provincial Institute of Teacher Education (PITE) which means trainings for teachers are most supply driven and don't necessarily reflect inputs from teachers. This is compounded by weak capacities within PITE²¹. PITE does not have a structured and coherent delivery mechanism to ensure continuous professional development of teachers at all levels. There are challenges of resources and governance bottlenecks as well. The teacher educator cadre at the district level is missing altogether. As a result, in-service training to teachers is minimal at best, not geared to ensure continuous upskilling of the teaching workforce in Balochistan. 60.7 percent of all primary teachers have received in-service training²². Only 7 percent of all teachers are trained in ECE. Only 9 percent schools have separate ECE teachers.²³

Target Districts and Schools

The School Education Department (SED) is addressing several of these issues under the ongoing BSLP supported by GPE. It is a complex programme with an extensive interventions package aimed at different elements of the teaching and learning continuum prioritised in the PC. BSLP focuses on improvements in education service delivery and quality to enhance competencies of teachers and learning of students. This includes improvements to the learning design (curriculum, scheme of studies, and materials) to enable the achievement of Student Learning Outcomes (SLOs) critical for foundational proficiency in languages, and mathematics at the primary level. It is also focuses on developing and implementing robust support mechanisms for CPD of teachers as well as academic supervision and mentoring. At the same time, it is providing support to schools to improve physical environments conducive for learning and preventing dropouts.

¹⁸ Annual Status of Education Report (ASER) 2018.

¹⁹ National Achievement Test 2023

²⁰ BESP 2020-2025

²¹ Ibid.

²² Balochistan_Education_Statistics_2022-23.pdf (emis.gob.pk)

²³ Ibid.

Despite ongoing implementation, there is considerable room for improvement in scope to incorporate gender responsive and inclusive programming and increase coverage at the provincial level through gradual scaling. This requires continuity of efforts and investments to ensure that learning focussed interventions under the BSLP are strengthened and reviewed, where necessary, to consolidate the gains and scale evidence informed effective approaches and interventions. The Balochistan education system lacks necessary fiscal, technical, and human resources to fully capitalize on BSLP investments by GPE to ensure sustainable payoff evidenced by continued improvements in learning. Continuity of support is therefore critical to facilitate GPE investments under BSLP to pay off on a sustainable basis. BLP provides an opportunity to continue and strengthen targeted support to 1500 primary schools prioritised under ongoing GPE BSLP in 20 districts (Table 3) and further extending the support to additional 500 primary schools. From these total 2000 schools to be supported through the programme, 500 early childhood education (ECE) classrooms will be established. There is a 50-50 split in the gender composition of existing 1500 target schools. For additional 500 schools, SED will prioritise 60 percent girls and 40 percent boys' schools to underline greater efforts and commitment required to not only improve learning and access indicators overall, but to prioritise equitable and inclusive improvements by addressing disproportionate challenges faced by girls.

Sustained support and GPE investments under BSLP and BLP will facilitate system strengthening prioritising critical nodes in the education governance and delivery chain for improvements in teaching standards and learning quality in early grades to align with prioritised focus on foundational learning improvements outlined in the PC.

Table 3: BSLP target districts prioritised under BLP

S.no.	Target District	Number of BSLP target schools to be prioritised under BLP
1	Duki	66
2	Gwadar	45
3	Jaffarabad	54
4	Jhal Magsi	48
5	Kacchi	62
6	Kalat	31
7	Kech/Turbat	106
8	Killa Abdulla	34
9	Killa Saifullah	97
10	Lasbela	100
11	Loralai	75
12	Mastung	59
13	Musakhel	50
14	Naseerabad	77
15	Noshki	43
16	Pishin	149
17	Quetta	97
18	Sherani	45
19	Zhob	59
20	Ziarat	44

3. Programme Description

Background

The Global Partnership for Education (GPE) as a multi-stakeholder partnership and the largest global fund focused on education is supporting the government of Balochistan to address challenges and bottlenecks in improving access and quality education delivery. GPE is providing financial and technical support to transform education in 76 countries, including Balochistan province of Pakistan. GPE's allocations for the 2024-28 funding cycle have been earmarked by the MoFEPT for Balochistan under different packages. These include US\$ 18.789 million as System Transformation Grant (STG), US\$ 1.21 million as System Capacity Grant (SCG), and US\$ 3.781 million as Girls' Education Accelerator Grant (GEA). GPE's support also allows for the opportunity to pool and converge partner resources to provide good value for money through the multiplier grant²⁴. For the STG, the SED and GPE have nominated 2 grant agents – UNICEF and the World Bank. Both grant agents will operationalize interventions under the STG to focus on respective technical domains and purviews agreed with the government, each utilizing 50 percent of the total STG funding (UNICEF: focus on strengthening and scaling BSLP interventions in target clusters and schools for primary grades and ECE classrooms; World Bank: Focus on ECE level in pre-existing target clusters and schools).

Coordination

Both UNICEF and the World Bank, as co-grant agents for the STG shall coordinate with one another to ensure complementarity in respective approaches and interventions informed through continuous learning and sharing to ensure robust implementation and impact. This will include sharing of necessary teaching and learning materials for primary levels developed by UNICEF and those developed by the World Bank for ECE. Furthermore, STG grant agents shall also coordinate with UNESCO - SCG grant agent especially pertaining to SCG results around gender and ECE policies, capacity development plans, action planning and development of action plans and key performance indicators for teachers and education managers for efficient governance and delivery of education services. This can be done through establishing a notified coordination committee for STG and SCG by the government with representation from the government as well as the grants agents. The TORs of the coordination committee will be clear and focus on review processes for progress against set targets and resolve planning and implementation issues to facilitate complementary approaches.

Coordinating with other development partners in education in Balochistan such as JICA, WFP, UNESCO, EU and other partners is crucial for creating a cohesive and effective strategy to address the region's educational challenges. By fostering collaboration among governmental bodies, non-governmental organizations, international agencies, and local communities, we can pool resources, share expertise, and implement comprehensive programs that cater to the diverse needs of students. This partnership approach will ensure that initiatives are not duplicated, resources are utilized efficiently, and innovative solutions are developed to improve educational access and quality. Additionally, regular communication and joint planning sessions through the Local Education Group will help align goals, monitor progress, and adapt strategies to changing circumstances, ultimately leading to a more sustainable and impactful educational development in Balochistan.

The programme will also implement a cross-sectoral approach to addressing broader issues like health and nutrition, which directly impact school attendance and learning outcomes, especially for girls in Balochistan, involves several key strategies:

1. **Integrated Health and Education Programs:** Collaborate with the health department to provide regular health screening, and health education within schools (an approach already

²⁴ Balochistan Education Partnership Compact Pg 21.

adopted by UNICEF under the EU funded BES-II programme). This will ensure that students, particularly girls, are healthy and able to attend school regularly.

2. **School Feeding Programs:** Coordinate with WFP that are implementing a nutrition programme in Balochistan to provide healthy meals to students. This will improve their nutritional status but also incentivize attendance, as families are more likely to send their children to school if meals are provided.
3. **Water, Sanitation, and Hygiene (WASH) Initiatives:** Ensure that schools have access to clean water, proper sanitation facilities, and hygiene education. This is particularly important for girls, as inadequate facilities can lead to absenteeism, especially during menstruation. Coordination with UNICEF’s WASH Section will ensure UNICEF is targeting the same schools for WASH interventions.
4. **Community Engagement and Awareness:** Work with local communities to raise awareness about the importance of education, health, and nutrition. Engage parents and community leaders in discussions about the benefits of educating girls and the long-term impact on community development.
5. **Monitoring and Evaluation:** Establish systems to monitor and evaluate the impact of these integrated programmes on school attendance and learning outcomes. Use this data to make informed decisions and improve program effectiveness.

By addressing health and nutrition alongside education, we can create a more supportive environment for students, particularly girls, leading to better attendance, improved learning outcomes, and overall well-being.

Alignment with Balochistan Education Partnership Compact

The Balochistan Education Partnership Compact (PC) 2024-2028 demonstrates the Government of Balochistan’s and development partners’ commitment to transforming education by enhancing learning outcomes in Early Childhood Education (ECE) and primary levels. Developed after thorough discussions with stakeholders and guided by the Balochistan Education Sector Plan (BESP) 2020-2025, this initiative follows the Global Partnership for Education’s (GPE) new operational framework. It focuses on a consensus-driven reform area, identified through a comprehensive evaluation of criteria such as strategic impact, political support, and stakeholder coordination. This priority reform aims to **improve educational access, foundational learning, and school readiness, alongside broadening support for ECE and aligning teacher development with these goals.**

Table 4 below provides an overview of challenges and barriers in Balochistan’s education system that shall be targeted for transformational change through STG.

Table 4: Summary of education challenges identified in the compact

Key Area	Barriers	Proposed Solutions through BLP
Equitable Access	<ul style="list-style-type: none"> ▪ Low Primary Gross Enrolment Rate (GER) at 44% (51% boys, 37% girls)²⁵ ▪ Low Pre-primary GER at 44% (56% boys, 31% girls)²⁶ ▪ Over 2.94 million OOSC (51% girls)²⁷. ▪ 53% of school-going aged children attending school²⁸ ▪ High poverty levels hampering education for children 	<ul style="list-style-type: none"> ▪ Refurbish ECE classrooms and facilitate provision of enabling learning environment. ▪ Increase community participation and engagement especially focusing on girls’ enrolment at primary and ECE levels. ▪ Increase parental engagement especially around educational access and quality for girls with a focus on FLN.

²⁵ Pakistan Education Statistics 2021-22

²⁶ Ibid.

²⁷ [table_12_national.pdf \(pbs.gov.pk\)](#)

²⁸ [The Missing Third – Pak Alliance for Maths and Science](#)

Quality Learning	<ul style="list-style-type: none"> ▪ High rate of learning poverty ▪ Low foundational learning scores are between for Urdu, Maths, and English ▪ Gaps in FLN teaching – deficits in adequate teaching and learning materials, teacher capacities at primary and ECE levels 	<ul style="list-style-type: none"> ▪ Prioritise Foundational Learning through: <ul style="list-style-type: none"> ○ Quality learner content ▪ Improve teaching content through: <ul style="list-style-type: none"> ○ Teacher guides ○ Strengthened CPD, mentoring and supervision support. ○ Digital teaching and learning tools. ▪ Teacher training in: <ul style="list-style-type: none"> ○ Gender-sensitivity, inclusion, and foundational learning ○ Improved outcomes through data ▪ Improve assessments. ▪ Strengthen school management and mentoring support for teachers
System strengthening	<ul style="list-style-type: none"> ▪ Ineffective governance and management ▪ Under investments in social sectors leading to under-performance & inequities. 	<ul style="list-style-type: none"> ▪ Strengthen design, implementation, and oversight capabilities of relevant education officials at the provincial, district, cluster, and school levels.

To address the layered challenges of access, quality, and equity at the ECE and primary levels, and in view of the priorities set forth in the PC, STG aims to catalyse transformational changes in Balochistan’s education system. The following five pillars outlined in the PC identify thematic priorities for the STG design and interventions (planned and executed under the oversight of UNICEF and the World Bank as co-grant agents):

1. Increase children’s readiness to enter primary school.
2. Upscale the learning design for Foundational Literacy and Numeracy (FLN) to more children and teachers
3. Train and support teachers to deliver on achievement of learning outcomes.
4. Increase capacity of education managers in line with the decentralisation of education management
5. Enhance governance, management, and monitoring of ECE and primary education.

These 5 pillars form the basis of the compact theory of change and will be serviced jointly by the two grant agents for the STG: UNICEF and the World Bank, and UNESCO as the SCG grant agent. Table 5 shows the compact theory of change and labels each activity to be prioritised by UNICEF and the World Bank through the STG, and UNESCO through the SCG.

Table 5: Partnership Compact TOC

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 centres	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	<ul style="list-style-type: none"> Review and revise the provincial ECE policy (UNESCO) 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. (UNICEF and WB) Conduct enrolment campaigns with special focus on enrolment of girls' to ECE and primary education. (UNICEF and WB) Raise awareness in communities about participation of girls in education. (UNICEF and WB) Introduce ECE cadre including notification of service rules for recruitment of ECE teachers (UNESCO) Recruit adequate qualified female ECE teachers only in targeted schools 		<ul style="list-style-type: none"> Upscale age-appropriate, gender-responsive learning materials for primary levels including technology based blended learning. (UNICEF and WB) Train ECE and primary level teachers on gender responsive pedagogy and latest teaching techniques. (UNICEF and WB) Provide gender-responsive basic education supplies and missing facilities in targeted schools. (UNICEF and WB) 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. (UNICEF) Review curriculum, learning resources, such as, textbooks and TLM and assessment approaches to identify and remove gender bias. (UNICEF and WB) Upscale the formative assessment system to targeted primary schools. (UNICEF and WB) Upscale on-job mentoring support to targeted teachers. (UNICEF and WB) Develop/notify key performance indicators for primary school teachers and education managers for increased accountability. (UNESCO) Increase spending capacity of cluster budget funds, especially for girls' schools, by introducing equity mechanisms and delivery of results for improving learning outcomes. (WB) 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. (UNICEF and WB) 			<ul style="list-style-type: none"> Develop and implement gender equality policy in education. (UNESCO) Strengthen coordination forums (LEG, DEG, DEA, QMC) to achieve the desired outcome. (UNESCO) Strengthen capacity of staff on data management, analysis and utilization including other sources of data outside EMIS. (WB) Develop new EMIS modules to include indicators on demographics of children, learning assessment and professional development of teachers. (UNICEF and WB) Develop partnership mapping tools & coordinate development actions. (UNESCO) 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. (UNESCO) Provide capacity building to technical wings of SED in line with the capacity development plans. (UNESCO) Formation/training of PTSMCs and LECs to improve school level education and financial management. (UNICEF and WB) Research study on demand side barriers to female education. School rationalization study to improve access to education for girls through gender-free primary schools. (UNICEF) Development of education policy to provide a broader vision and strategic direction for guiding the provision of education. (UNESCO) Develop M&E strategy for the entire education system and its sub-systems. (UNESCO) 		

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	<ul style="list-style-type: none"> • 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 				

Table 5 shows clear delineation of the specific roles of the grant agents for the STG (UNICEF and the World Bank) and the SCG (UNESCO). As co-grant agents, UNICEF and the World Bank will prioritise similar activities outlined in the partnership compact. These activities will however be implemented by both grant agents in their respective target districts and schools. As per the discussion and endorsement from the government and the LEG, UNICEF will prioritise the review and development of FLN materials and content for primary grades, whereas the World Bank will prioritise materials development and review for the ECE level. Both grant agents will share materials and content to be utilised for interventions in respective target schools. The coordination committee will ensure timely and clear communication and collaboration between UNICEF and the World Bank as STG co-grant agents, and UNESCO as the SCG grant agent for robust learning and sharing of materials, approaches, and implementation modalities and schedules.

Rationale for selection of schools

Under the BLP design approved by LEG in June 2024, UNICEF will continue to focus on the 1,500 schools currently supported under the GPE BSLP program in 150 clusters across 20 districts. We will gradually expand our support to include an additional 500 primary schools and 500 ECE classrooms. This decision to prioritize existing schools is based on the need to ensure continuity and build upon the learning improvements achieved through GPE's investments. The infrastructure established in these schools provides a solid foundation for our BLP interventions. Given the time required for learning interventions to take root and have a lasting impact, continued BLP support is essential.

UNICEF will continue to target 1,500 schools in 150 clusters in 20 districts that it is currently supporting under GPE BSLP with a gradual scale-up to additional 500 primary schools and 500 ECE classrooms. The decision to retain focus on existing 1500 schools supported under BSLP has been taken to ensure continuity of efforts aimed at consolidating and building on learning improvements in the target schools. The investments from GPE have enabled setting up requisite learning infrastructure in these schools to inform and strengthen BLP interventions. Learning interventions require considerable time to take root within the system and support through the BLP will be vital in doing so. By scaling up our support to the existing 1,500 schools, we can leverage GPE's substantial investments and maximize their impact.

This approach will not only strengthen ongoing work in these schools but also generate valuable evidence of best practices and lessons learned. This evidence can then be used to inform the expansion of our efforts to cover an additional 500 primary and 500 ECE classrooms. The gradual scaling of learning interventions envisaged and implemented under BSLP, strengthened and streamlined through the BLP will provide sustainability and continuity of learning interventions supported by evidence and learnings over time. Apart from implementing interventions under four outcome areas, BLP will also include the first of two efficiency triggers included in the compact constituting 10 percent of the total BLP budget. Table 6 shows 5 priority pillars from the partnership compact mapped against respective components of the BLP.

Table 6: BLP components mapped against pillars of thematic priorities outlined in the PC

BLP Components	Pillars of thematic priorities outlined in the PC theory of change
Improve the quality of FLN teaching and learning at the primary level	<ul style="list-style-type: none"> Upscale the learning design for FLN to more children and teachers
Implement a robust system for ongoing professional development and mentoring of primary level teachers	<ul style="list-style-type: none"> Train and support teachers to deliver on achievement of learning outcomes. Enhance governance, management, and monitoring of ECE and primary education
Improve participation of parents and communities especially focusing on girls' enrolment and retention	<ul style="list-style-type: none"> Increase children's readiness to enter primary school. Increase capacity of education managers in line with the decentralization of education management
Improve the physical and learning environment in target schools	<ul style="list-style-type: none"> Increase children's readiness to enter primary school

Efficiency trigger: Establish standards for the size of school clusters to facilitate school cluster rationalisation for effective governance and management	▪ Enhance governance, management, and monitoring of ECE and primary education
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Programme Approach

The BLP aims to facilitate equitable improvements in inclusive access and quality of teaching and learning, prioritising FLN especially for girls at the primary and ECE levels. The programme is designed to reinforce and augment ongoing efforts under BSLP focussing on primary and ECE (with coordination and support from the World Bank) levels. Support under the BLP is structured into four components and respective activities that are interrelated and interdependent. The vision for the programme design is to ensure adequate attention to salient elements of focus structured under each component to form a holistic package of interventions for meaningful improvements in the learning design and teaching quality, access to primary and ECE schooling, and school readiness combined with efficient governance and management at the provincial, district, and cluster levels.

Learning Design and Teaching Quality

Components 1: Improving the quality of FLN teaching and learning at the primary level is aimed at ensuring the design, development, printing, and distribution of effective, gender responsive, and inclusive content. This includes teaching materials including teacher guides for foundational learning of languages, and mathematics; supplementary reading materials and textbooks for students; and classroom-based assessments.

Component 2: Implementing a robust system for ongoing professional development and mentoring of primary level teachers builds on the resources reviewed and revamped under component 1 to build the technical capacities of teachers by strengthening the systems of academic mentoring and supervision support at the school level, and the CPD programme at the provincial, district, and cluster levels.

Access to Primary and ECE Schooling Especially for Girls

Component 3: Improving participation of parents and communities especially focusing on girls' enrolment and retention compliments the focus on quality under components 1 and 2, to prioritise meaningful improvements in access, especially for girls by leveraging strengthened and trained Parent Teacher School Management Committees (PTSMCs), Local Education Councils (LECs), and community-based volunteer groups. It will prioritise community outreach and parental engagement to channelise and strengthen the understanding of what quality FLN education means, and why it is important for all children especially girls through tailored messaging and advocacy. It will leverage gender responsive assessment approaches reviewed and updated under component 1, and deployed through trained teachers under component 2, to help inform and strengthen the school dropout and prevention mechanism to screen students with learning difficulties by diagnosing and addressing underlying learning issues faced by different students.

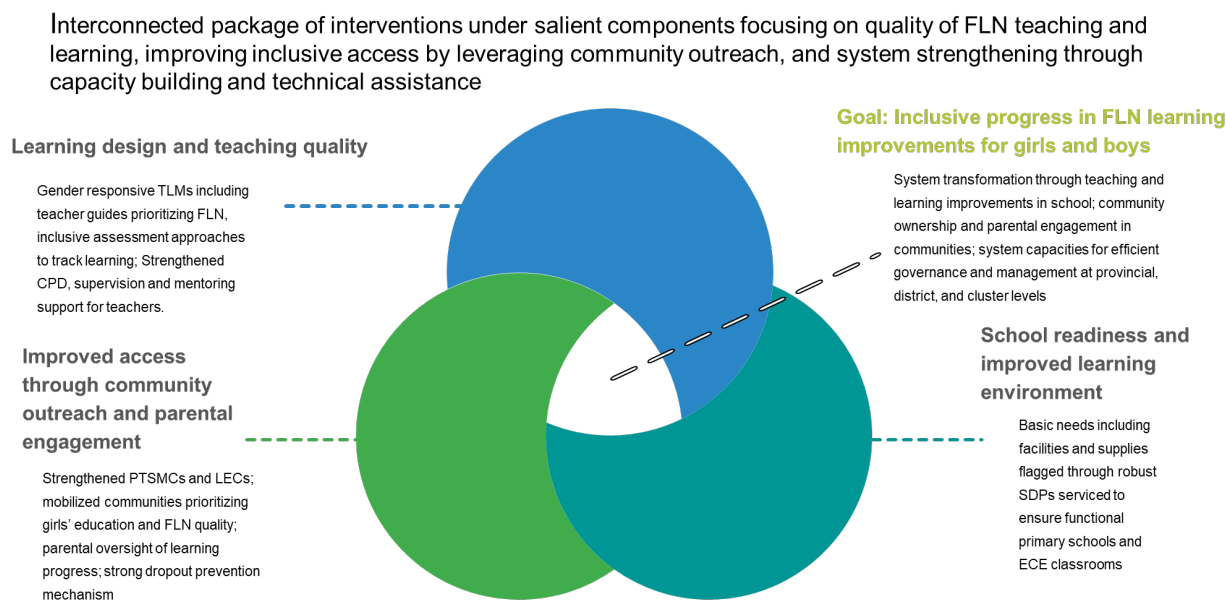
School readiness and improved learning environment

Component 4: Improving the physical and learning environment in target schools will prioritise school-based planning, and management through strengthened School Development Plans (SDPs). This will leverage the results including improved materials and resources, strengthened capacities, streamlined processes within schools and system delivery units under components 1,2, and 3 to inform timely and effective school-based planning focusing on administrative issues, and academic considerations. It will also refurbish 500 ECE classrooms with necessary provision of basic infrastructural maintenance including WASH needs as well as gender responsive learning materials sourced from the World Bank as the co-grant agent of the STG focussing on ECE.

Efficiency Tigger: Establishing standards for the size of school clusters to facilitate school cluster rationalisation for effective governance and management will be central in restructuring the architecture of governance and management of education service delivery by rationalizing cluster sizes. This will have positive implications on cluster budgeting (managed by the World Bank as co-grant agent), and issues of effective oversight and management of feeder schools because of mobility challenges, and disproportionate load on few clusters compared to others.

Figure 1 provides a short overview of how interconnected results under respective components are envisaged to collectively contribute towards to the goal of improvements in inclusive FLN learning at primary and ECE levels.

Figure 1: Interconnected results for holistic improvements in inclusive FLN learning



Theory of Change

The BLP design is summarised through a theory of change (TOC) that builds on the BSLP implementation to address critical challenges. faced by the education system in target districts and schools:

Unavailability of robust gender responsive content and resources for teachers and students to facilitate improvements in inclusive teaching practices and pedagogies and FLN learning.

Non-inclusive norms and stereotypical attitudes in communities and management capacities in schools contribute to low access to primary and ECE and high dropouts especially for girls.

Inefficient governance and management unable to design, implement, and oversee improvements at the school level.

The BLP design includes activities outlined in the partnership compact TOC (Table 5) tailored to prioritise at least one of the three Ps – (i) *People*; (ii) *Processes*; and (iii) *Products* to collectively map out the envisaged path to achieve programme results. The underlying assumption is that IF:

- Relevant people at different levels and tiers of the education system have necessary capacities and expertise;
- The processes of governance, management, coordination, delivery, and oversight are strengthened and streamlined to ensure robust implementation and timely course correction;

- The system with support under BLP develops technical products and resources to facilitate people and processes;

THEN:

- Children – especially girls in target schools will demonstrate improvements FLN learning and access to primary and ECE education in absence of non-inclusive discriminatory practices and attitudes.

BLP theory of change (Table 7) is based on the activities and results outlined in the partnership compact. It shows how different activities prioritised in the compact will in turn contribute to specific outputs and outcome level results corresponding with BLP components and sub-components.

Table 7: BLP Theory of change

Goal	All children, especially girls achieve improved FLN learning outcomes at ECE and primary levels in target schools with gender disparities removed.				
Outcomes	High quality gender responsive FLN content including TLMs and assessment approaches	Teachers receive robust CPD and mentoring support focused on inclusion and FLN	Improved access especially for girls through mobilization of parents and communities through PTSMCs, LECs, and community volunteers	Improved physical and learning environment in schools	Efficiency Trigger 1 – School cluster rationalisation for effective governance and management.
Outputs	<ul style="list-style-type: none"> - Content developers and reviewers trained to review and address harmful gender stereotypes from FLN materials and assessment approaches. - FLN content including teacher guides, learning materials, assessment item banks and approaches reviewed and updated to ensure gender responsiveness and inclusion. - Reviewed and updated content designed, printed, and distribute to ensure complete coverage of target students and teachers. 	<ul style="list-style-type: none"> - Mentoring and academic supervision model strengthened and scaled to all target schools. - CPD strengthened to include inclusive FLN teaching practices and pedagogies - Bite-sized CPD modules on inclusive FLN teaching digitized and accessed by teachers. 	<ul style="list-style-type: none"> - Strengthened PTSMCs and LECs including adequate women representation - Mobilized communities and parents to oversee FLN improvements especially for girls - Community-based advocacy to address non-inclusion and harmful attitudes and behaviours around girls' education. 	<ul style="list-style-type: none"> - Strengthened school management and robust SDP processes scaled to all target schools - Refurbished ECE classrooms with gender responsive learning materials WASH facilities. 	<ul style="list-style-type: none"> - Rationalised cluster sizes to facilitate effective governance and management.
Activities	<ul style="list-style-type: none"> - Enhance capacity of the content developers and reviewers regarding gender-responsive curriculum, gender-sensitive teaching and 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 age-appropriate, gender-responsive learning materials for primary levels. 	<ul style="list-style-type: none"> - Train ECE and primary level teachers on gender responsive pedagogy and latest teaching techniques. - Upscale on-job mentoring support to targeted teachers. - Upscale the formative assessment system to targeted primary schools. - Develop new EMIS modules to include indicators on demographics of children, learning assessment and professional development of teachers. 	<ul style="list-style-type: none"> - 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. - Formation/training of PTSMCs and LECs to improve school level education and financial management. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - School rationalization study to improve access to education for girls through gender-free primary schools. (UNICEF)

Programme Description

Component 1: Improving the quality of FLN teaching and learning at the primary level

Component 1 builds on and complements the ongoing learning design work under the current BSLP at the primary level. It complements the review of content, materials, and curriculum to focus on improving the quality of FLN teaching and learning at the primary level by incorporating guidelines and provisions for content to make them gender responsive and inclusive. Furthermore, in coordination with the World Bank it prioritises distribution of gender responsive ECE TLMs prepared by the World Bank to target schools. To ensure system strengthening resulting in sustainable progress, this component outlines the focus on building capacities of the content developers to ensure design and development of gender responsive materials used in primary schools. It aims to ensure timely development and distribution of grade appropriate and gender responsive FLN teaching and learning materials (TLMs).

Sub-component 1.1: Enhancing the capacity of content developers to create gender responsive curriculum and teaching materials.

SC 1.1 includes interlinked activities aimed at enhancing the skills of content developers and reviewers through the provision of evidence-based, culturally relevant guidelines, and targeted capacity-building efforts. Content developers and reviewers would primarily include designated personnel from the SED especially from BOC, BTBB, BAEC, and PITE. However, the programme will also engage with external content developers registered with SED that may be brought on to support content reviews and subsequent development. The first activity will be to develop a set of guidelines and a checklist for the review of textbooks, teaching and learning resources, and assessment materials to identify and eliminate harmful stereotypes and gender biases. This will prioritise in facilitating the relevant personnel and departments in screening content and tools to avoid stereotypes and biases. The criteria and checklist will be based on global evidence and practice combined with Balochistan's contextual understanding and alignment with partner interventions. The guidelines and checklist will prioritise the screening of imbalanced power relations, harmful reinforcement of gender roles, unequal representation of men and women. USAID²⁹ guidance on gender responsive teaching and learning materials outlined below will be the starting point to develop guidelines and criteria for gender responsive materials and textbooks:

Questions to consider when assessing or designing teaching and learning materials:

- How many women and men are portrayed or mentioned in the text and images?
- When and how often do female characters appear compared with male characters?
- How are women and men portrayed? (e.g., nurturers, economic producers, leaders, victims)
- Do the materials use gender-neutral/inclusive language? (i.e., "people" or "persons" vs. "men" and "women")
- Who are the main characters in the stories/case studies?
- Is there an equal representation of both women and men in the images/illustrations?
- How do women appear in comparison with men, especially in terms of their image sizes?
- How do the teaching/learning materials promote equal partnership between women and men?

Furthermore, the checklist and guidelines will also prioritise necessary guidance for the review and the rollout of inclusive assessment tools for classroom level implementation. This will be done through gender and inclusion reviews of the assessment items, prioritising FLN as well as guidance for implementation approaches at the classroom level. The checklist and guidelines for the development

²⁹ [Introduction to Gender-Responsive Teaching Methods \(ungei.org\)](https://www.ungei.org/)

and rollout of assessment tools to prioritise the following features outlined by the Commonwealth of Learning:³⁰

- Where appropriate, are feedback and solutions being provided equally for both female and male learners in order to help them learn what they need to know?
- Do assessment tools offer a variety of ways to assess and evaluate learner progress so there is equality of opportunity and outcome?
- Do the assessment tools provide some degree of flexibility in terms of timing and duration to accommodate gender roles and allow sufficient time for completion of course work?

Under BSLP, work is ongoing to review and develop primary level content aligned with prioritised SLOs for FLN accompanied with logically sequenced scheme of studies for English, Urdu, and Mathematics. The STG interventions will build on the review criteria and guidelines developed under BSLP and update them with specific elements to ensure gender responsiveness and inclusion.

The SC 1.1. will also build on capacity development and technical assistance of content developers from BOC, BTBB, BAEC, and PITE under BSLP, and identification of champions from within each of these departments for sustained system strengthening. Leveraging clear guidelines and checklist for gender responsive educational and assessment content, the STG will prioritise 50 content developers and reviewers to provide continuous capacity building including periodic refresher trainings on gender responsive content development. Capacity building sessions will emphasise integrating gender perspectives into curriculum development and empowering primary content developers and reviewers, so they can create a more inclusive and equitable learning environment.

Sub-component 1.2: Reviewing and providing textbooks, teaching and learning resources and assessment approaches to identify and remove gender bias.

SC 1.2 will leverage the criteria and guidelines developed under SC 1.1 to undertake a thorough review of content and learning resources as well as assessment tools and approaches to ensure the integration of gender responsive elements mitigating negative stereotypes and non-inclusive classroom practices affecting learning design. It will build on the work under BSLP to review and improve English, Urdu, and Maths textbooks for primary grades as well as the development of teaching and learning materials.

BLP will review the designs of textbooks and teaching and learning materials that are developed under BSLP to align with prioritised SLOs for FLN, and scheme of study following logical progression sequences to mitigate and remove harmful gender and exclusionary stereotypes. The foundational reading materials developed under Pakistan Reading Project (PRP) can provide a useful starting point to examine alignment of gender and inclusive considerations with cultural nuances. Similarly, learning materials developed and distributed under World Bank's ASPIRE programme (DLI 5)³¹ can also provide opportunity to learn from and build on. The programme will ensure that existing materials are utilised at scale wherever possible. In cases where further improvements and adaptations are needed, materials developed under BSLP as well as under PRP and ASPIRE will be reviewed and updated. The review process will entail technical assistance for key identified personnel from BOC, BTBB, PITE, and BAEC to leverage jointly developed criteria and guidelines to critically assess content, ensuring that it does not reinforce gender bias. It will also include a thorough review of the existing textbooks, teaching and learning materials, and assessment materials to identify and address language, examples, or content that may reinforce gender stereotypes or bias. Lastly, BLP will engage BTBB, and PITE to design and develop teacher guides for English, Urdu, Mathematics, and Socioemotional Learning (SEL) for all primary grades, aligned with reviewed and revised textbooks, and materials. The teacher guides will focus on informing classroom practice building on structured lesson plans, inclusive pedagogies, remedial learning, and teaching and the right level (TaRL) approaches prioritized under BSLP. They will also include dedicated content and guidance on improving SEL catering to diverse learning needs, and backgrounds of students, especially girls and disadvantaged groups. SEL content will be developed

³⁰ [Guide to Gender Responsive Learning Materials Development .pdf \(oer4pacific.org\)](#)

³¹ [World Bank Document](#)

with consideration to local contexts of marginalization, poverty, security challenges, and vulnerability to impacts of natural disasters and the effects each of these are known to have on children's (especially girls and marginalized groups) socioemotional wellbeing. Global research shows that SEL at its early stages is crucial in developing young students' relationships, communication skills, self-esteem and behaviour. It is also known to contribute to reducing attainment and performance gap between students from marginalised contexts and their peers³². Through integrated interventions under SC 1.2, the coverage of reviewed and updated learning materials, will be scaled from existing target of 1500 schools under BSLP to 2000 primary schools reaching 100,000 students. Similarly, updated gender responsive formative assessment approaches will be scaled to 2000 schools.

Once materials are reviewed, their timely printing and distribution ensuring usage at the school level is critical. Global evidence shows that many developing education systems struggle with providing materials to schools on a timely, regular, and reliable basis (Alambo, 2019)³³. Studies from Africa report annual losses between 25-65 percent of stocks during distribution indicating the importance of tight oversight of the delivery chain with clear roles and responsibilities at respective levels³⁴. Therefore, SC 1.3 includes activities to ensure that additional and improved grade-appropriate, gender-responsive foundational learning materials and resources are delivered to primary schools in a reliable and timely fashion. This will be done through adequate planning of printing and delivery operations identifying personnel and units involved and their roles and responsibilities at the provincial, district, and cluster levels. The programme will facilitate the government in developing streamlined processes for timely printing of foundational learning materials at scale. It will facilitate with the timely delivery of the materials to target schools. The distribution of ECE materials developed by the World Bank as STG co-grant agents will also cover 500 target ECE schools under this programme. The planning will also consider hard-to-reach clusters and feeder schools to ensure equitable access to learning resources.

Component 2: Implementing a robust system for ongoing professional development and mentoring of primary level teachers focusing on foundational Literacy and Numeracy

Component 2 will focus on improving primary teachers' capacities by strengthening the existing system of in-service professional development and mentoring support. The existing mentoring system set up under BSLP includes newly identified and selected mentors trained on carrying out classroom observations and providing coaching and supervision support to teachers in respective clusters. This component is designed to scale up mentoring support to teachers by engaging existing and new mentors, to conduct structured classroom observations and coaching sessions for teachers to facilitate improvements in teaching practices. Secondly, this component focuses on leveraging technology to improve accessibility to tailored CPD content for teachers, building on the work already underway through BSLP on teachers' capacities, and mentoring support for teachers.

Sub-component 2.1: Scaling up on-the-job mentoring support of teachers.

The interventions under SC 2.1 will help implement and scale up a robust system for ongoing professional development and mentoring of primary school teachers. Mentoring speaks to the guidance afforded to teachers on planning, goal setting against specific expectations, and personalized feedback and guidance on unique challenges and contextual issues.

As the first step, Balochistan Assessment and Examination Commission (BAEC) has identified and recruited 148 mentors from 43 clusters through a competitive selection process to undertake mentoring of primary school teachers. These mentors are mostly teachers/head teachers in their respective schools but will additionally be responsible for mentoring of primary school teachers in their clusters.

³² [Social and emotional learning: An evidence review and synthesis of key issues - Education Policy Institute \(epi.org.uk\)](#)

³³ [Abraham Kebede Alambo.pdf](#)

³⁴ [Distribution of teaching and learning materials - IIEP Policy Toolbox \(unesco.org\)](#)

Simultaneously, a classroom observation tool (COT) has been developed and approved by the SED for rollout to assess competencies and teaching practices in the classroom. The data from observations shall inform supervision, feedback and coaching support that mentors will provide to the teachers. The mentoring model has also been developed and approved by SED that includes revised roles for key personnel at the SED, PITE, and DOE-S at provincial and district levels, as well as mentors, and cluster heads.

Training manuals on classroom observations, and mentoring/coaching have been developed and training of master trainers is set to begin in the coming months. The model has been piloted in eight districts and baseline data on teachers' competencies has been collected. This indicates that the fundamentals of a well-functioning system of mentoring are in place and will continue to be updated and revised based on more evidence and learning as it generates. Under this model, teachers will receive tailored supervision support, feedback and advice from mentors through structured reflective discussions organised periodically.

Under the BLP, scaling of the academic supervision and mentoring programme to cover more clusters, and teachers will be staggered to ensure evidence-based course correction each year to inform recruitment processes, training needs, workload management for supervisors who are also fulltime headteachers, data collection and reporting protocols, and continued coordination between DOE-S and PITE. BLP will complement the efforts by providing opportunities for system level technical assistance to rollout and implement the mentoring model. By drawing on UNICEF's experience of adapting the Teach tool into online modules in Punjab, and continued coordination with the World Bank's ASPIRE programme also prioritizing TEACH based classroom observations and coaching in its priority districts, BLP will help streamline the processes of data collection at the school level, role of clusters and district education functionaries for data management and reporting to DOE-S and PITE. This will be done through technical assistance provided to strengthen the software for data collection, reporting and analysis. The same software will be leveraged to monitor mentor workloads, performance management, and compensation schedules. Mentors will also be provided tablets to use the updated digital app/software for data collection, reporting using GIS tagged evidence of school visits. It will provide necessary support to the concerned departments to analyse findings from classroom observations and identify emerging insights, consolidating, and reporting them. It will support PITE in incorporating salient insights and problem areas and themes effectively into the CPD regime. On the other hand, it will also prioritise school based tailored feedback and coaching for teachers provided by mentors during school visits, and teaching and learning sessions at the cluster level. It will also facilitate in identifying gaps in implementation and facilitate coordination between relevant departments at the provincial, district, and cluster, and school levels.

Sub-component 2.2: Scaling up the in-service teacher training programme on FLN

The activities under SC 2.2 are designed to scale-up and strengthen in-service training for teachers on FLN already underway through BSLP. Under the training programme for teachers developed through BSLP, teachers will be certified in generic concepts of teaching, literacy and numeracy skills based on 66 face-to-face learning hours. The training modules developed under the programme will prioritise understanding on key technical concepts within contextual settings of Balochistan. These will include hinderance to learning, remedial interventions, lesson planning, teaching large and multigrade classes, use of supplementary materials and low-cost technological resources. BLP will build on ongoing work under BSLP to develop and introduce dedicated modules on inclusive socioemotional learning for primary and ECE teachers. It will draw on UNICEF's global resources³⁵ to facilitate capacity building of teachers to provide better learning opportunities for students with diverse needs and disadvantaged backgrounds. It will also draw on insights, evidence, and lessons learnt from World Bank's ASPIRE and

³⁵ [MK ManualForLearners Report ENG.pdf \(unicef.org\)](#)

BHCIP interventions focussing on FLN learning and capacity building of teachers to ensure complementarity of development partner efforts.

BLP will be built on ICT infrastructure provisions under the BEP II including improved internet services and setting up of online learning hotspots for online and technology assisted CPD, and Teacher Resource Centres set up under BEP II and BSLP to facilitate accessibility and improvements of the teacher training programme. It will strengthen a blended approach to training of teachers using face to face and self-paced/digital modalities including digitization of selected content and modules. Digital modalities will leverage technology and provide teachers with access to online platforms that offer CPD courses, resources, and interactive modules. These platforms will enable teachers to enhance their skills, stay updated, and engage in self-paced learning. To counter accessibility challenges to resource centres, especially for teachers in remote schools, a CPD mobile app will be developed and specifically designed for teachers delivering bite sized CPD content, making it accessible via their own smartphones. The digital CPD modules deployed through a dedicated CPD app will be part of the technical assistance provided to PITE under BLP. The approach will facilitate teachers in areas with limited internet coverage to learn on-the-go, fitting CPD into their busy schedules. The SED will also consider the viability of artificial intelligence based CPD solutions. Unlike traditional digital avenues that are static with programmed feedback, AI solutions can mimic adaptability and personalisation offered by in-person human instructions³⁶.

Technology assisted CPD with robust ICT infrastructure will help create online communities where teachers can share insights, ask questions, and exchange best practices and have peer learning networks foster collaboration, professional dialogue, and knowledge sharing. This will build on the learnings from WhatsApp based exchange of knowledge and resources among teachers supported by UNICEF during COVID-19 school closures. CPD mobile app will be a crucial platform that SED will consider further enhancing to include discussion forums on different CPD topics, and everyday issues and challenges faced by teachers. This will provide teachers the opportunity to engage with one another on a more regular, and informal basis.

While providing technology enabled solutions for teachers to access useful CPD content will be crucial in building capacities through curated content, it will be important to upgrade monitoring systems to track progress and course correct. To achieve that, existing Education Management Information System (EMIS) and Real Time Monitoring System (RTMS) modules will be assessed to include indicators related to learning assessments and professional development of teachers. Revised indicator modules will also capture demographic data on children. Improvements will be complemented with strengthened staff capacity in data management, analysis, and reporting. This intervention will consider the scope for substantial alignments with FCDO's DARE programme. Under DARE, SED in Balochistan as well as education departments in other provinces have reached a common understanding to improve and upgrade annual school census (ASC) EMIS indicators to cover assessments for foundational learning, and metrics to measure teacher professional development. BLP in alignment with agreements and next steps agreed under DARE will provide support to the SED in facilitating the rollout of data collection, reporting, and analysis functions to ensure standardized and reliable data on learning and teacher professional development that will be comparable with other provinces.

Component 3: Improving participation of parents and communities especially focusing on girls' enrolment and retention

Component 3 focuses on ensuring a robust interface with parents and communities through regular sensitisation for community-led oversight of improved educational access and participation of children – especially girls in primary schooling. In addition to campaigns engaging with communities, the component will also prioritise capacity building and strengthening of forums like Parent Teacher

³⁶ [Paper 50-Towards a New Artificial Intelligence based Framework.pdf](#)

School Management Committees (PTSMCs) and Local Education Councils (LECs) through sustained support. Finally, it will update the school dropout prevention mechanism and ensure its implementation in target schools.

Sub-component 3.1: Conducting enrolment campaigns with special focus on enrolment of girls' in ECE and primary education.

Interventions under SC 3.1 are designed to enhance girls' enrolment in ECE and primary education by focusing on social behaviour change in communities, especially around girls' education. This will be informed by the repository of evidence, and best practices curated by UNICEF globally to inform intervention designs for social behavioural change at the community level. The focus on social behavioural change is important as it targets underlying inequalities and discriminatory practices that violate children's rights³⁷ – in the case of access to quality education – even when education services like functioning schools including quality teachers and materials are available. The interventions will also prioritise a gradual establishment and strengthening of robust parents and community led accountability structures to oversee the quality of education their children receive. Community level outreach and advocacy efforts will be spearheaded through trained community volunteers who are passionate about promoting girls' education. BLP will review the effectiveness of mothers' clubs established under BSLP. Through feedback and inputs from schools, and communities, the forums like mothers' clubs will be strengthened and leveraged for parental engagement and community outreach. Communities are often directly or indirectly involved in discriminatory practices and the exclusion of girls from education. It is hence critical to ensure continued engagement with communities through volunteers from among them to champion girls' social protection, nutrition and education agendas. These volunteers would include activists, elders, and influential people to help disseminate key messages among communities at scale. Key messages would typically include specific exclusion issues faced by young girls in communities ranging from child marriages, harmful stereotypes and cultural and gender norms used to prevent girls from attending school. The volunteers would build on the outreach led by representatives of communities and parents already part of the PTSMCs to provide the necessary support for regular engagements with wider communities. These volunteers will visit families, address concerns, and actively encourage enrolment of girls in schools by establishing and gradually strengthening regular contact and engagement with parents and communities. They will also engage communities and parents to sensitise them on the importance of nutrition for children's cognitive and social development and learning progress. Evidence shows that improved nutrition increase school enrolment especially among girls³⁸. Therefore, volunteers will inform parents on practical and cost-effective strategies to incorporate nutritious food in children's daily meals. The coordination committee forum will be leveraged to ensure alignment of approaches, and exchange of ideas between UNICEF and the World Bank to facilitate value addition in implementation.

Parental engagement is shown to have profound impact on children's wellbeing, as well as academic performance and learning³⁹. Providing parents information on benefits, quality and costs of education is classified among great buys in the GEEAP report⁴⁰. Unfortunately, in Pakistan meaningful parental involvement and engagement in their children's education is very low. Data from PSLM 2019-20 and TIMSS 2019 shows that an overwhelming majority of parents are satisfied with their children's schooling, even though Pakistan is ranked as the second lowest performing country in the TIMSS assessment⁴¹. This demonstrates information asymmetries among parents that are borne out of limited understanding of difficult to track factors like higher order critical thinking skills, and conceptual understanding of foundational literacy and numeracy as building blocks for subsequent learning at

³⁷ [Social and behaviour change | Innocenti Global Office of Research and Foresight \(unicef.org\)](#)

³⁸ [Child nutrition, child health, and school enrollment : a longitudinal analysis \(worldbank.org\)](#)

³⁹ [Parental Engagement in Education-Behavioural Insights from Pakistan_compressed \(1\).pdf](#)

⁴⁰ [GEEAP-Report-Smart-Buys-2023-final.pdf \(worldbank.org\)](#)

⁴¹ [Tabadlab-Learning-Nexus-March-2024.pdf](#)

higher academic levels. Research shows that 41 percent of contacted parents do not acknowledge the importance of learning concepts and believe children should focus on passing the exams. It also indicates a major disconnect in assessment scores and parental perceptions around their children learning progress⁴². Hence, the STG programme will help develop strong parental engagement with schools to strengthen demand for girls' education as well as organic parents led accountability of education provision through mobilisation and outreach at the community level. Interventions will prioritise better engagement and active participation of parents (and teachers) in academic and extracurricular activities of students, necessary motivation from parents to inspire their children, especially girls, and active involvement in children's learning processes outside of school like homework, academic performance, and extracurriculars. This will be done through robust and tailored messaging through informative sessions and other modes of advocacy for parents and guardians.

Sub-component 3.2: Strengthening Parent Teacher School Management Committees (PTSMC) and Local Education Councils (LECs) to actively contribute to school management.

Evidence from Pakistan shows that school councils/committees can play a pivotal role in interfacing with community volunteers to mobilise buy-in for girls' education by prioritising focus on girls' protection, and cohering community feedback and inputs for improved access to education⁴³. BLP will build on the work under BSLP and BES-II to strengthen the effectiveness of PTSMCs and LECs by identifying and building on lessons learned to ensure envisaged impact over time.

The interventions will support the formation of functional PTSMCs and LECs to improve their effectiveness in targeted clusters. PTSMCs include school leadership, and representation of community and parents from each school, whereas LECs are oversight bodies at the cluster level including head teacher of the cluster high school, PTSMC chairpersons from each of the cluster schools, civil society representative(s), and district education official(s)⁴⁴. Functional PTSMCs and LECs will be crucial in improving school governance, financial management, and community engagement. They will be strengthened through capacity building workshops including trainings to cover their roles, responsibilities, and effective governance practices. The trainings will prioritise content reviewed and updated under BES II including topics of financial management, school improvement planning, and community engagement. PTSMCs and LECs will also be trained to follow set mechanisms to ensure regular monitoring of school performance, including assessing teacher effectiveness, student attendance, and learning outcomes. In addition to the workshops, BLP will provide DOE-S with the support to develop clear and engaging digital modules for LEC members to guide their role as interlocutors between the district, school, and communities. It will also provide them with the necessary guidance to facilitate a clear understanding of management, budgeting, and procurement responsibilities. Digital guidance to LECs will also include links to pre-existing online resources, as well as an overview of relevant district offices for different administrative tasks and requests. This will especially help women led clusters and LECs as it would reduce mobility challenges for administrative tasks at the district level. This is designed to support intermediate SC 3.1 by ensuring strengthened PTSMCs and LECs to facilitate improvements parental engagement and social behavioural change.

Sub-component 3.3: Scaling up school dropout prevention mechanism

SC 3.3 will focus on the existing dropout prevention mechanism developed with SED and approved by the LEG in March 2023. Dropout prevention mechanism provides a framework that enables schools and relevant authorities to identify students at the risk of dropping out by catering to specific needs by providing necessary support in a timely manner. The dropout mechanism is designed to use regular classroom-based assessment results to prioritise FLN learning needs of students and identify

⁴² [Tabadlab-Learning-Nexus-March-2024.pdf](#)

⁴³ [FCDO - GEC \(girlseducationchallenge.org\)](#)

⁴⁴ [Notification Local Education Group-LEC and Responsibilities.pdf \(emis.gob.pk\)](#)

students with learning difficulties. The dropout prevention mechanism is aimed at channelizing inclusive teaching practices strengthened through SC 2.2 to target at risk students to gradually bring them up to speed with their peers. SED has also developed a committee at the provincial level to support the implementation of dropout prevention mechanism. The rollout of the dropout prevention mechanism under BSLP will be followed by a review based on evidence, feedback and inputs from stakeholders to identify possible gaps and design course correction approach ensuring its contextual alignment and effectiveness across target schools. This will include alignment with prioritised intervention areas of community outreach and mobilisation and parental engagement; cluster rationalisation and better resourced feeder schools in remote locations. The next step will be to facilitate the implementation of the student dropout prevention mechanism in new schools within targeted clusters. This will ensure that dropout prevention strategies are consistently applied across all schools.

Component 4: Improving the physical and learning environment in schools

Sub-component 4.1: Provision of basic education supplies and missing facilities in target schools (including ECE)

Outcome 4 brings together components 1-3 to provide necessary oversight and technical support to improve school readiness. These range from elements of a functional learning design including access to engaging and useful content and materials for students reviewed and updated to include gender responsive and inclusive messaging, capacitated teachers empowered with resources to teach effectively and address diverse student needs, community linkages and robust parental engagement to provide adequate learning focussed oversight through redressal of information asymmetries and lack of understanding, and finally well-resourced schools with provision of necessary facilities necessary for students to learn at ECE and primary levels. It will prioritise the design, development, and implementation of the school development plans (SDPs) scaled up to include the existing 1,500 and additional 500 primary schools. Under BSLP, the development and implementation of SDPs has commenced with 725 schools. BLP will continue to support improvement in SDPs to ensure better alignment with the operational and academic needs of the schools including materials and supplies and WASH provisions. UNICEF will upscale its current work at the primary level including SDP grants, teacher training, mentoring, TLMs, and other initiatives outlined in the PD. All the materials developed by UNICEF for primary level will be shared with the World Bank to be implemented in the World Bank's target primary schools. Similarly, the World Bank will share ECE materials and resources it develops with UNICEF to be implemented in UNICEF targeted 500 ECE classrooms. UNICEF will also focus on providing refurbishment support in target ECE classrooms. It will also prioritise provision of gender and disability responsive WASH facilities in 500 ECE classrooms. The prioritisation of the 500 ECE classrooms and interventions will be informed by the provincial ECE policy that UNSECO - as SCG grant agent will develop with SED.

Efficiency trigger 1 - Establishing standards for the size of school clusters to facilitate school cluster rationalisation for effective governance and management.

A school cluster is defined as a group of schools that are geographically close to each other. In Balochistan, clusters are formed around each high school in the district. The structure allows for the cluster high school to be the center around which several feeder cluster schools exist. To facilitate decentralized and efficient management at the school level, cluster heads (head teachers of the cluster high school) are responsible for ensuring administrative services and provisions like procurement for all cluster schools⁴⁵. To facilitate this and other functions managed at the cluster level as well as the overall cluster management, the cluster sizes need to be rationalized. Currently, clusters have feeder schools

⁴⁵ [BESP2020-25.pdf](#)

ranging from just two to fifty. The cluster sizes also change every year with upgradations of middle schools to high schools. Since clusters are formed around each high school in a district, upgradations mean frequent restructuring of different clusters. This calls for standardised rationalisation of cluster sizes in view of factors, such as, distance and number of feeder schools.

For the efficiency trigger under BLP, UNICEF will provide technical support to PPIU to develop standards to rationalise cluster sizes that adequately incorporate challenges of mobility (long distances), and enrolment (disproportionate load on a few clusters). Through technical assistance from UNICEF, and UNESCO under the SCG, PPIU will leverage existing data on enrolment from EMIS, and geo-tagging of schools to come up with a holistic framework to help standardize cluster sizes. The standardisation will not necessarily be one size fits all, but take into account regional and district variations proxied through population density, number of schools, and distances between schools. The trigger will help strengthen the cluster-based management and streamline oversight of delivery at the school level. Following the standardisation, the cluster sizes will be reviewed every 2 years to maintain stability and ensure the availability of reliable cluster data for planning and budgeting purposes. Clear standards for cluster size rationalisation under efficiency trigger 1 will help facilitate work on efficiency trigger 2 to be implemented by the World Bank. Under the efficiency trigger 2, the World Bank will help develop criteria for formula-based funding to clusters and schools accounting for gender and equity considerations. This will help create a more efficient financing model at the cluster level. UNICEF will remain dedicated to collaborating with the World Bank and the government to ensure timely and effective completion of efficiency trigger 1 activities and design of the interventions under efficiency trigger 2.

Key actions to achieve Efficiency Trigger 1:

- Engaging expert(s) to support PPIU SED in developing standards for cluster rationalisation, by 1st week of February 2025.
- Developing, reviewing and finalising standards with gender and equity considerations, by 25th February 2025.
- *SED Notification of new standards which govern the formation of clusters to ensure cluster sizes are rational and manageable, by 28th February 2025.*
- Implementing the new standards for cluster formation, by 20th March 2025.
- *SED Notification of new school clusters (100%) across the province according to the new standards, by 31st March 2025.*
- Reviewing and adjusting number of clusters across the province after implementation, based on the feedback from the cluster heads and district education officials, by September 2025.
- Training of all school cluster heads and other relevant officials, by December 2025.

Verification Steps	Official notification by the School Education Department of the new standards and list of new clusters.
Responsible agency	School Education Department (SED)
Data source	SED – Official notification – the new standards and the list of new clusters

Gender Hardwiring

BLP is designed to address gender disparities in the education system, acknowledging the historically lower participation and completion rates among girls as well as their learning deficiencies. Different interventions of the programme collectively aim to create a more equitable and inclusive educational environment, addressing gender disparities and promoting quality education for all students. Through

the course of implementation, coordination with SED as well as the World Bank as co-grant agent will be important in ensuring mutual learning and sharing of technical resources, global and local evidence, and best practices. It will be crucial to ensure clear and timely coordination with UNESCO, as the SCG grant agent. The gender policy being developed under the SCG will be the foundational document that will help inform, and finetune (if required) BLP approach to hardwire gender within its implementation design.

BLP prioritises gender responsive implementation through each of its components to ensure a clear gender focus. 60 percent of the additional 500 schools (300) to be supported under BLP will be girls' schools. Similarly, 60 percent of ECE classes prioritised under the programme will be from girls' schools. The programme results framework includes salient gender disaggregated metrics to track progress starting with programme indicators on gender disaggregated FLN learning progress, and improved access.

Under component 1, the improvements in the quality of FLN TLMs focus on combating gender stereotypes by providing comprehensive guidelines for content developers and reviewers. These guidelines include review criteria to identify and avoid gender biases in teaching materials. By adhering to the criteria, content developers and reviewers can ensure that their materials promote gender equality and avoid perpetuating harmful stereotypes. The FLN textbooks, TLM, and assessment methods will undergo critical review to identify and eliminate gender bias. Furthermore, assessment tools will be revised to eliminate gender-related assumptions, promoting unbiased diagnosis of children's learning progress. The results framework captures trainings for content developers and reviewers on gender mainstreaming and inclusive content, teacher and learning resources updated to ensure gender responsive content, and updated classroom-based assessments including items banks and inclusive approaches for implementation.

Under component 2, BLP will strengthen and scale the academic supervision and mentoring model and CPD for teachers ongoing under the BSLP. Apart from scaling both initiatives to include mentors and teachers in additional 500 schools (300 of which will be girls schools), component 2 will prioritise trainings for mentors and teachers on lesson planning, classroom management, and inclusive and gender responsive teaching techniques and practices. Female teachers face severe mobility challenges and hence are often unable to seek guidance and help concerning day to day challenges. Providing teachers with accessible digitised bite sized CPD modules will help teachers (especially female) to access necessary guidance that they can refer to regularly.

Component 3 prioritises community outreach and parental engagement through campaigns involving parents and community volunteers to actively encourage girls' enrolment in ECE and primary education. Informative sessions for parents will be organized to dispel myths and emphasise the benefits of girls' education. The PTSMCs and LECs play a crucial role in school governance and furthering enrolment and retention efforts. To this end, easy to engage with digital guidance will be prepared for LECs to facilitate a clear understanding of community outreach and parental engagement around girls education, as well as guidance on administrative and management tasks. This will be especially useful for women led clusters as guidance on administrative management especially budgeting and procurement would reduce expected travel and logistics. The dropout prevention mechanism which is being strengthened across targeted schools, is to target the drop out of girls at different phases of education and ensures the consistent application of dropout prevention strategies.

Finally, component 4 will prioritise improved learning environment in 500 ECE classrooms including refurbishment, WASH facilities, and distribution of gender responsive learning materials. 300 of these ECE classrooms will be in girl's schools.

Overall, the programme is structured to ensure that full attention is paid to gender related considerations that are central to each of its four components. It is envisaged that improving access to education for girls by helping improve education services and mobilizing demand for education with clear understanding among parents and communities and strengthening gender responsive processes and approaches within the system, will gradually lead to meaningful improvements in attitudes, norms, and practices within and beyond target communities. Community outreach through trained volunteers provides the opportunity to disseminate and advocate key messages and awareness on negative gender stereotypes, cultural gender norms, and non-inclusive attitudes and behaviours. Aware and capacitated parents and community champions around individual schools will drive the messages within communities and gradually expand their outreach to coalesce several school communities at the cluster level. It is hoped that harmful attitudes and behaviours will gradually be addressed within communities over time through BLP support that is sustained organically within communities through trained and resourced community volunteers, parents, and students.

4. Implementation Arrangements

BLP will be implemented in close collaboration between UNICEF, the grant agent, and SED, the responsible executing department of the Government of Balochistan. It will also require robust coordination with the World Bank as the co-grant agent. As noted above, several activities to be implemented by UNICEF and the World Bank are of similar nature meant for respective target districts and schools. Close coordination during implementation will hence be essential between SED, UNICEF, and the World Bank in ensuring alignments in target audiences and scheduling and avoiding duplication of technical resources for maximum impact at scale. UNICEF supported interventions will be implemented through attached directorates/units of the SED, in coordination with the World Bank PMU, leveraging existing capacities as well as the provision of need-based technical expertise through individual consultants and firms.

At the departmental level, the PPIU at SED will serve as a focal point for overall coordination and regular reviews to address any bottlenecks in a timely manner and ensure implementation. PPIU will generate consolidated progress reports in coordination with all implementing units and UNICEF. The data for monitoring will come from the EMIS and RTSM. UNICEF will provide technical assistance to the implementing departments/units to strengthen their implementation capacities.

The QMC comprising of representation from PPIU and all relevant SED attached departments/units will oversee progress and ensure coordination and exchange of technical resources between UNICEF and the World Bank - as co-grant agents of the STG - on overlapping themes including design of gender responsive FLN TLMs for primary and ECE levels, and teacher training on inclusive teaching methods and practices for primary and ECE teachers. Attached departments/units of the SED as per their roles and mandates will be the technical leads for implementation of the relevant components, supplemented with the provision of technical assistance. Specialised services will be hired on a short-term basis as TA to strengthen implementation. This approach aims to use and further strengthen the institutional structure and capacity of SED and its attached units to ensure programme sustainability.

Table 7: Implementation Roles

Balochistan Learning Programme			
Component 1: Improving quality of Foundational Literacy and Numeracy at primary level	Component 2: Robust system for ongoing professional development and mentoring of primary level teachers	Component 3: Improved participation of parents and communities especially focusing on girls' enrolment and retention	Component 4: Improved physical and learning environment in schools
Technical Leads BOC, BTBB, DOE-S	Technical Leads PITE, BAEC, DOE-S	Technical Lead DOE-S	Technical Lead DOE-S
Programme Management, Monitoring, and Reporting			

Oversight and Steering
Quality Management Committee
Technical Leads
PPIU
UNICEF (as grant agent)

Implementation Arrangements for Component 1

BOC and BTBB will be the technical leads for implementation of programme component 1 for their respective areas of content review with focus on gender responsiveness and inclusion, and development of materials including supplementary reading materials and teacher guides.

BOC will be the technical lead for content review implementing activities in close coordination and with involvement of other units. Professionals including subject specialists, authors, reviewers and assessment experts from BOC, BTBB, BAEC, DOE(S), PITE, and from the private sector will be involved in the content review and updated guidance to develop subsequent gender responsive teaching and learning resources. The capacity of content developers and reviewers from BOC and private sector (where applicable) will be enhanced to conduct regular reviews to ensure retained focus on effective, inclusive, and gender responsive FLN content.

BTBB will lead and coordinate the refinement of model textbooks to ensure gender responsiveness, teacher guides and supplementary learning materials for Urdu, English and Mathematics at primary level.

Implementation Arrangements for Component 2

PITE, BAEC, and DOE-S will be the joint technical leads for component 2 implementation and coordinate with several key units and attached departments of the SED.

PITE will lead the implementation of the teacher in-service training programme. This will require close coordination with DoE(S) in implementation at the district and cluster levels. Furthermore, it will coordinate with BAEC to recruit 150 mentors in addition to the existing mentors already recruited by BAEC under BSLP. DOE-S will oversee the implementation of the ongoing academic supervision and mentoring model and facilitate the scale up to additional 500 schools with additional 150 mentors.

PITE will review and update training materials for master trainers, teachers, and mentors at the cluster and district levels and subsequently train them to implement FLN focussed inclusive pedagogies and teaching techniques prioritising improvements in student learning.

BAEC will lead the review and updates to assessment tools including item banks and prepare guidance on improved gender responsive approaches to implement classroom-based assessments. Guidance on inclusive and gender responsive assessment tools and approaches will be incorporated into the CPD training designs rolled out by PITE.

Implementation Arrangements for Components 3 and 4

DOE-S will lead the implementation of components 3 and 4 focussing on improving learning environment in primary and ECE schools as well as improving community outreach and parental engagement to facilitate better access especially for girls at ECE and primary levels. District representatives of DoE(S) in the project supported districts will be closely involved in the implementation. DOE-S including its district representatives will coordinate with LECs and the cluster and PTSMCs at the school levels to ensure robust community outreach and engagement around girls access issues and importance of FLN learning. DOE-S will also coordinate with headteachers and cluster heads to oversee the implementation of the school dropout prevention mechanism and design tailored support for children (especially girls) at the risk of dropping out through coordination with PITE.

Implementation Arrangements for Efficiency Trigger 1

PPIU will lead the design and implementation of activities to rationalise cluster sizes to ensure efficient governance and management. With support from UNICEF as the grant agent, PPIU will prioritise design

and development of cluster sizes that adequately incorporate challenges of mobility (long distances), and enrolment (disproportionate load on a few clusters).

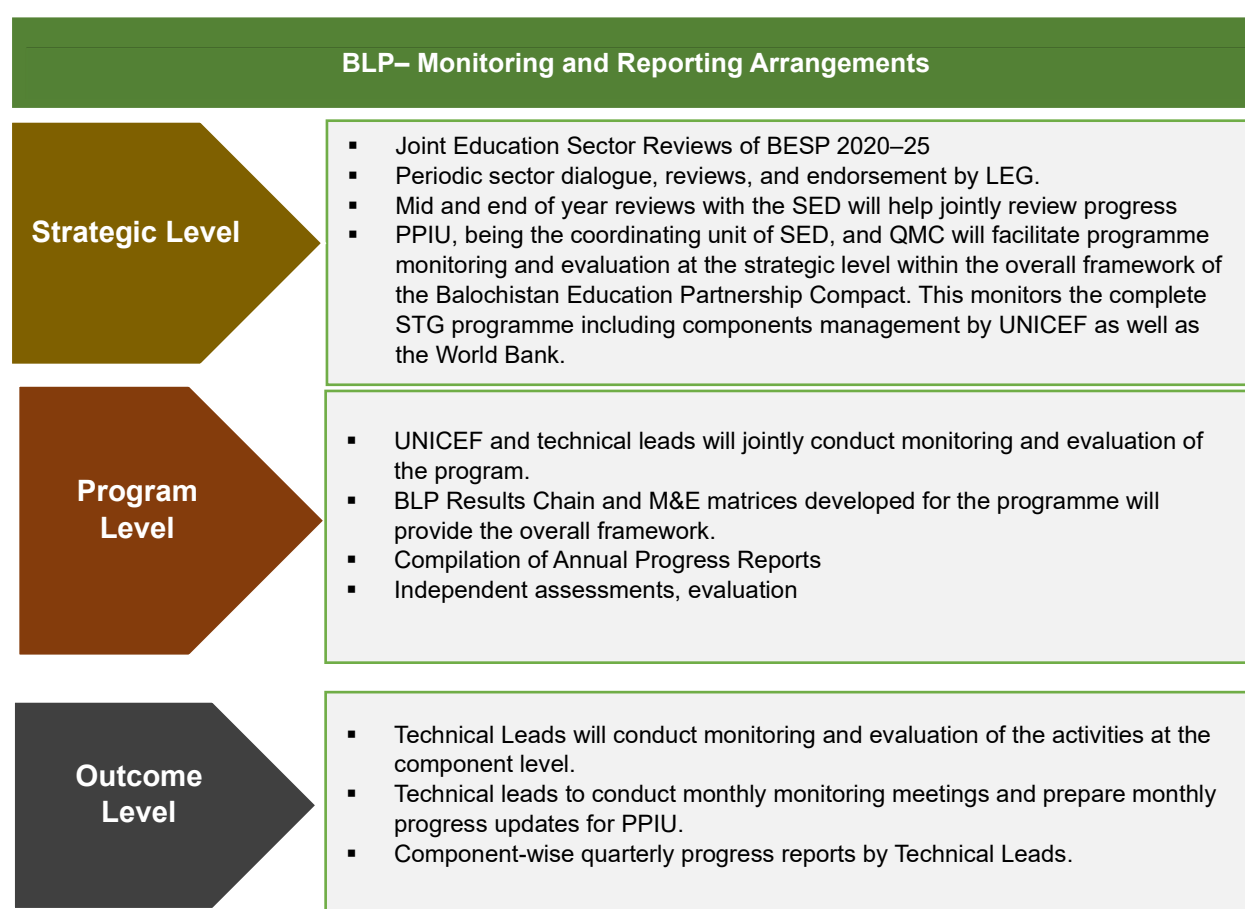
5. Monitoring and Evaluation

BLP will be monitored at the strategic, programme, and component levels. Monitoring arrangements at each level will be crucial to ensure strategic alignment with priorities and policies of SED, programmatic direction and areas for course correction, and implementation progress with identification of bottlenecks and challenges for redressal.

As a Grant Agent, UNICEF will be responsible for overall project management and monitoring in close consultation with SED. The indicator matrix for the programme (Annex 2) will provide the overall framework for monitoring and evaluation activities.

This programme contributes to the Balochistan Education Partnership Compact and builds on BSLP through strategically selective subset of interventions targeted specifically at addressing the learning crisis in Balochistan by prioritising FLN learning improvements and improved access to schooling especially for girls. Therefore, programme indicators focus on gender disaggregated improvements in FLN learning, improvements in enrolment, and improvements in quality of teaching. The results framework including all indicators to track programme and component level progress is included as Annex 1.

Knowledge and learning will be curated and shared through regular interaction and brain storming sessions within components, periodic management and monitoring meetings at different levels to share progress, issues and achievements, preparation and dissemination of program reports covering best practices, success stories and lesson learned.



6. Role of the Grant Agent

UNICEF will serve as the Co-grant agent for GPE STG in Balochistan. In this role, UNICEF will support and oversee the implementation of BLP drawing on continued coordination with the World Bank, co-grant agent of the STG. UNICEF will leverage its experience and learnings from the ongoing implementation of BSLP to build on and scale these interventions under BLP. Apart from prior and ongoing work in Balochistan as grant agent and coordinating agent. Coordinating agent role is borne out of the government's need for continued support in streamlining the work. UNICEF has also been actively supporting education sector planning across Pakistan UNICEF has demonstrated experience in operating and overseeing programmes of similar size and scope. In Pakistan, UNICEF has a proven capacity to handle large, complex, multi-donor contributions. UNICEF has strong familiarity of education sector across Pakistan via its support to provincial sector plans and education programmes implemented with provincial governments and other partners. This section describes the funding modalities that will be used to disburse funds to the government and implementing partners as well as the technical assistance and programme implementation support role of UNICEF as a grant agent.

Funding Modalities

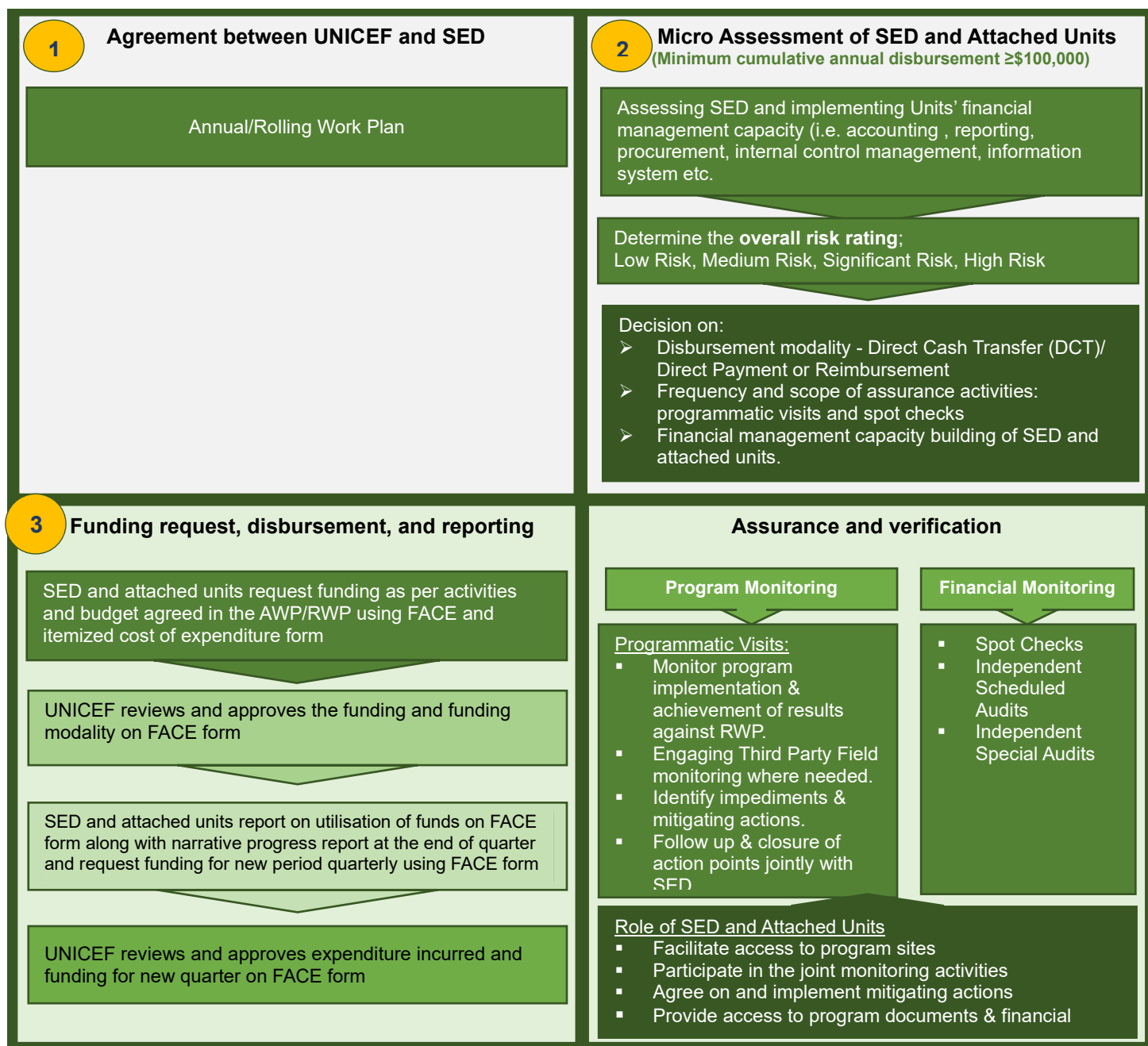
UNICEF's financial systems allow support to the funding modality for STG implementation through a project approach. The financial process guiding UNICEF's engagement with partner countries is the Harmonized Approach to Cash Transfer (HACT) modalities across the UN system.⁴⁶ This approach focuses on national system-strengthening by building the capacity of state actors and partners in effectively managing sector programmes, including financial resources, as per HACT guidelines.

UNICEF's financial support modalities are flexible and responsive to capacities of governments and the operating context (fragile or non-fragile, emergency relief and/or long-term development). These modalities include:

- **Direct Cash Transfer:** Under this modality, UNICEF advances cash funds on a quarterly basis to a partner for the implementation of agreed upon programme activities. The partner in turn utilizes the funds, incurs expenditure and reports the use of funds on a quarterly basis using prescribed financial and programme progress reports.
- **Direct payments on behalf of the government:** This refers to the arrangement where payments are made directly to vendors and other third parties providing goods or services for agreed upon programme activities on behalf of the partner upon request and following completion of the activities. Under this modality, the partner is responsible/accountable for project expenses and carries out procurement actions, but requests UNICEF to make the disbursements.
- **Reimbursement:** This is similar to the Direct Cash Transfer modality except that UNICEF reimburses the partner for expenditures incurred on implementing the programme activities as agreed.

⁴⁶ HACT establishes common principles and process for managing cash transfers among UN agencies that have adopted the approach across all countries and operational contexts. It is a common operational framework for transferring cash to government and non-government implementing partners. The HACT framework document is accessible at the [UNDG website \(https://unsdg.un.org/resources/harmonized-approach-cash-transfers-framework\)](https://unsdg.un.org/resources/harmonized-approach-cash-transfers-framework)

Figure 4: Fund flow overview- HACT



Technical Assistance and Support for Programme Implementation

As the grant agent, UNICEF will be responsible for fiduciary oversight, monitoring, quality assurance and provision of technical assistance to implementing units including advisory support and capacity building to ensure quality and effectiveness of the program outcomes and achievement of results. In fulfilling the role of the grant agent, UNICEF will adhere to GPE policies and regulations as well as UNICEF internal procedures. UNICEF will employ a team for a period of four years to provide technical assistance, implementation and fiduciary oversight, including the management and administration of the grant funds as well as the coordination with relevant department and directorates, key stakeholders and GPE.

UNICEF will undertake direct monitoring of program activities on a regular basis through field visits, meetings with implementing units of SED and program beneficiaries. Mitigating actions will be proposed for follow up jointly with SED. UNICEF will also engage third-parties to conduct mid-term and final evaluations in close coordination with PPIU SED.

As the grant agent, UNICEF will be responsible for the preparation of biannual progress updates and annual progress reports to LEG and GPE Secretariat, respectively. The progress reporting will be integrated in JSRs within the broader assessment of ESP implementation by PPIU.

It will be the responsibility of UNICEF to submit annual progress reports and final program completion report to GPE, within six months of program closure.

Apart from technical assistance, UNICEF's role as the Grant Agent will include:

- **Implementation Oversight:** UNICEF will provide implementation oversight to all interventions proposed by SED to ensure that implementation is in line with BESP priorities and as stipulated in the approved programme document. This oversight will serve as a tool to diagnose any bottlenecks in the implementation of interventions and provision of strategies to overcome these challenges. UNICEF has extensive experience of managing large-scale education reform programmes in the province so this oversight will be important. UNICEF will also provide technical assistance to the relevant department and directorates in case any challenges are experienced during implementation.
- **Fiduciary Oversight:** As funds will be channelled through UNICEF, it will not only follow up on the timely availability of funds to the relevant departments, but also the expenditure of funds and spending for the right set of activities, goods and services. UNICEF will ensure that there is no misuse of GPE funds and will employ safeguards to combat fraud and corruption. It will regularly collect information from PPIU about the utilisation of funds and analyse that funds are disbursed in the right manner and spending is in line with the agreed protocols.
- **Monitoring, Quality Assurance and Reporting:** UNICEF will regularly monitor the activities to ensure effective implementation of interventions, timely achievement of targets, and quality assurance. For this purpose, the Grant Agent will liaise closely with PPIU/SED and collect regular reports about the progress of the programme and will appraise GPE about the country situation. UNICEF will also hold quarterly review meetings inviting the department and its attached directorates to review progress. The UNICEF team will conduct field visits to see the developments on the ground. Based on the reports from PPIU/SED, field visits and Third-Party Verification reports, UNICEF will prepare bi-annual and annual progress reports in consultation with LEG and submit to GPE.

In the above context of the support role of UNICEF for implementation of this programme, following activities directly related to programme implementation have been planned, costed and included in the programme budget under each component.

- Programme Assurance (travel to monitor progress and provide technical assistance) and financial spot checks (mandatory according to HACT framework being applied to this programme).
- Programme Reporting (development of progress and annual report, verification of results and editing/design of annual reports)
- Capacity Building of Government Officials on Reporting, Monitoring and Evaluation.
- Programme Evaluation (evaluability assessment, mid and end-line evaluation).
- Third Party Field Monitoring of activities and triangulation of results between UNICEF, Government and third-party.
- Advocacy and Communication including external communications through print/social media, Hi-res photography, video documentaries and human-interest stories.
- Provision of national and international technical assistance to the programme implementation.

Apart from the above activities directly related to programme implementation, UNICEF's program implementation support costs are apportioned amount of the costs related to office/staff security,

utilities including internet connectivity, stationery/ICT consumables, rental, warehouse management and logistics costs, office administrative/miscellaneous operating costs, vehicle rental, maintenance and fuel. Additionally, apportioned costs of cross-sectoral staff supporting the programme have also been calculated. These costs are included in the programme budget.

7. Risk Identification and Mitigation Measures

This section identifies, assesses, and proposes mitigation strategies for a range of risks associated with political, governance, fiduciary, environmental, social, and operational aspects of the programme. By proactively addressing these risks, BLP aims to ensure that the educational reforms are robust and resilient, capable of achieving their intended impacts even in the face of unforeseen challenges. The comprehensive approach to risk management is crucial for maintaining the integrity and effectiveness of the programme, fostering sustainable educational improvements in Balochistan.

Table8: BLP risk matrix

	Key Risk Category	Risk		Root Drivers and Root Causes/	Mitigations/controls in Place	Residual [Remaining Risk level after interventions/mitigations]		
		Risk Title	Risk Description			Likelihood	Impact	Rating
1.	Governance	Delays due to frequent postings and transfers	Delays in decision making by the government on funded projects due to frequent transfer/posting of policy makers and heads of Units/Wings of SED.	Political factors lead to frequent transfers of key government officials	Engage regularly with highest level of government stakeholders for sharing progress and timely decision making to mitigate risks and maintain good working relationships with key strategic personnel that are not transferred at the second tier of decision-making in these departments and units. The LEG will also play a great role in oversight and advocacy to support timely decision making by the government.	Likely	High	High
2.	Programme	Climate change, disasters risk to programmes	Climate shocks, such as seasonal floods and droughts, pose significant threats to the sustainability and durability of education services in Sindh. These natural disasters can damage school infrastructure, disrupt teaching and learning processes, and erode the gains made in education sector investments. This can further exacerbate existing challenges in education access and quality, particularly in vulnerable regions.	Monsoon floods and drought	<p>Climate-Resilient Infrastructure: Prioritize the construction of raised latrines and schools to withstand floods and other climate-related disasters.</p> <p>Sustainable Materials: Use durable and weather-resistant materials in school construction to minimize damage.</p> <p>Emergency Preparedness Plans: Develop comprehensive emergency plans for schools, including evacuation procedures, and communication protocols (done through NDMA and the UNICEF led ESWG).</p> <p>Strengthened Early Warning Systems: Invest in advanced early warning systems to provide timely alerts of impending climate events (support provided to NDMA).</p>	Likely	Major	High

	Key Risk Category	Risk		Root Drivers and Root Causes/	Mitigations/controls in Place	Residual [Remaining Risk level after interventions/mitigations]		
		Risk Title	Risk Description			Likelihood	Impact	Rating
					<p>Community-Based Disaster Preparedness: Promote community-based disaster preparedness initiatives to enhance local resilience.</p> <p>Emergency Response Training: Train teachers, staff, and students on emergency response procedures.</p>			
3.	Contextual	Threat to vulnerable populations	Increased frequency and intensity of natural disasters pose a significant threat to the educational infrastructure and learning continuity of vulnerable communities in Pakistan. This can result in loss of life, disruption of livelihoods, and decreased access to essential education services, hindering development gains.	Underlining vulnerability of communities and related infrastructure, lack of resilience within essential social services systems, low capacities for emergency preparedness and response, challenges in communication and coordination.	<p>Develop and regularly update EPPs specifically tailored for the education sector, including evacuation procedures, communication protocols, and contingency plans for learning continuity.</p> <p>Establishment of Education-Related Contingency Stocks: Create stockpiles of essential educational supplies (school in a box etc.) to ensure a rapid response to disasters.</p> <p>Partnerships for Disaster Risk Reduction (DRR) and Emergency Preparedness (ER): Strengthen collaboration with the National Disaster Management Authority (NDMA) and other humanitarian partners to enhance preparedness and response capabilities.</p>	Almost Certain	Major	High

	Key Risk Category	Risk		Root Drivers and Root Causes/	Mitigations/controls in Place	Residual [Remaining Risk level after interventions/mitigations]		
		Risk Title	Risk Description			Likelihood	Impact	Rating
					<p>Joint Contingency Planning: Develop joint contingency plans with NDMA and other partners to coordinate efforts during emergencies.</p> <p>Capacity Building for Education Staff and Partners: Provide training on disaster risk reduction, emergency response, and crisis management to education staff and partners.</p> <p>Improved Early Warning Systems: Invest in and enhance early warning systems specific to education sector vulnerabilities.</p> <p>Prepositioning of Educational Supplies: Strategically locate educational supplies in disaster-prone areas for quick deployment.</p>			

	Key Risk Category	Risk		Root Drivers and Root Causes/	Mitigations/controls in Place	Residual [Remaining Risk level after interventions/mitigations]		
		Risk Title	Risk Description			Likelihood	Impact	Rating
4.	Strategic/ Programmatic	Weak Institutional capacity effecting programme delivery	Insufficient capacity within government and implementing partner organizations to meet the high demand for education services has exacerbated existing inequalities, low coverage, and poor quality in the education sector. This is particularly evident in areas with multiple deprivations, such as poverty, and lack of infrastructure.	Inadequate public financing of social services, coupled by inadequate staffing of education facilities.	<p>Capacity Building: Provide training and professional development opportunities for government officials and implementing partner staff to enhance their skills and knowledge.</p> <p>Organizational Development: Work with government to improve organizational structures, processes, and systems to enhance efficiency and effectiveness.</p> <p>Resource Allocation: Advocate with government for adequate allocation of resources to education departments and implementing partners.</p> <p>Joint Sector Review (JSR), involving and provincial counter parts with strong monitoring and accountability mechanism.</p>	Likely	Major	High
5.	Strategic/ Programmatic	Inadequate Results Monitoring including monitoring of contracts, construction projects and	Insufficient resources and/or technical capacity in monitoring among UNICEF staff and/or partners to meet the required standards of coverage, quality and use of monitoring.	Poor use of collected data in support of effective decision-making by programme management teams, and/or poor follow-up to ensure	Presentation of monitoring analysis and the status of action points is included as a standing item for discussion by Programme Management Teams (PMT).	Likely	Major	High

Key Risk Category	Risk		Root Drivers and Root Causes/	Mitigations/controls in Place	Residual [Remaining Risk level after interventions/mitigations]		
	Risk Title	Risk Description			Likelihood	Impact	Rating
	Specialized interventions.		completion of action points.				
Institutional	Fraud and misuse of resources by staff, implementing partners and vendors.	Fraud and misuse of resources (Funds, Supplies and Assets) by Staff, implementing partners and vendors including accepting bribes, kickbacks, conflict of Interest, misappropriation of funds and supplies causes loss of trust from UNICEF donors, reputational risk and non-delivery of intended results for children.	<ol style="list-style-type: none"> 1. Single Signatory Bank Accounts 2. Partner/Vendor/Staff selection not fully on merit (possible UNICEF staff collusion) 3. Ineffective programmatic monitoring 4. Low capacity of partners/vendors 5. Non-Compliance 	<ol style="list-style-type: none"> 1. Triggers for investigation and if needed, special audit based on any allegations of misuse of funds. 2. Close coordination with Economic affairs Division (EAD) and other government oversight bodies to strengthen accountability mechanisms of government partners. 3. Equipped UNICEF spot checkers with additional skills including basic forensic skills to enable them to identify and report red flags of fraud. 4. Due diligence/core value assessment for all CSO partners. 5. Annually, UNICEF Financial disclosure mechanism is implemented. 6. Anti-Fraud Awareness Training for UNICEF and Implementing Partners staff. 7. Systematic implementation of formal delegation of Roles and Responsibilities through the Table of Authorities. 	Likely	Critical	Very High

	Key Risk Category	Risk		Root Drivers and Root Causes/	Mitigations/controls in Place	Residual [Remaining Risk level after interventions/mitigations]		
		Risk Title	Risk Description			Likelihood	Impact	Rating
				<p>e with policies and procedures</p> <p>6. No proper follow up and tracking of issues identified in the spot check.</p> <p>7. Compromised accountabilities and Internal Controls.</p> <p>8. Lack of capacity to detect, prevent and respond to fraud.</p> <p>9. Compromised upholding of ethics;</p>	<p>8. Effective oversight committees/functions, clearly established and functional recruitment procedures, SOPs and strict undertaking of reference checks to prevent bad hires.</p>			

	Key Risk Category	Risk		Root Drivers and Root Causes/	Mitigations/controls in Place	Residual [Remaining Risk level after interventions/mitigations]		
		Risk Title	Risk Description			Likelihood	Impact	Rating
				and-ineffective oversight committees/functions				
	Institutional – PSEA	Sexual Exploitation, Abuse and Harassment (SEAH) by Staff, implementing partners and vendors.	UNICEF staff, IPs and Vendors engaging in inappropriate behavior and sexual advances causes reputational damage to the organization and delays in program implementation	<ol style="list-style-type: none"> 1. Low interest and limited capacity of staff/partners/vendors 2. Non-compliance with UNICEF PSEA/Safeguarding policies, procedures, and requirements 3. Inadequate follow-up and tracking of issues identified 	<ol style="list-style-type: none"> 1. Following UNICEF's global procedure, PSEA due diligence for all CSO partners is conducted through the UN Partner Portal (UNPP) and categorized as high, medium, or low risk based on the risk assessment results. These ratings are then updated to GSSC/Vision via NFR until the UNPP and Vision are linked. This process occurs during partner identification, before the PRC, and is documented in the UNPP and e-Tools. 2. The Assurance and PMD teams are dedicated to ensuring that PSEA-related HACT implementation is well integrated into the office's mainstream HACT procedures. 3. Comprehensive due diligence is carried out on all third parties and implementing partners. 4. Regular PSEA awareness planning is in place to equip authorized UNICEF staff with the necessary skills for conducting PSEA spot checks, 	Likely	Critical	High

	Key Risk Category	Risk		Root Drivers and Root Causes/	Mitigations/controls in Place	Residual [Remaining Risk level after interventions/mitigations]		
		Risk Title	Risk Description			Likelihood	Impact	Rating
				<p>in the PSEA Capacity assessments and PSEA spot checks by all parties.</p> <p>4. Staff not adhering to UNICEF notification alerts and internal reporting obligations .</p> <p>5. Insufficient capacity to detect, prevent, and respond to PSEAH by all parties.</p> <p>6. PSEA not integrated into office assurance systems</p>	<p>including monitoring PSEAH during spot checks to detect potential SEAH issues similar to identifying fraud.</p> <p>5. Capacities for investigating third parties through contracting/LTAs are being enhanced, and contracts are being signed with selected audit agencies to conduct PSEA spot checks.</p> <p>6. UNICEF ensures the implementation of a written commitment to combat sexual misconduct by all new and existing staff, contractors, and IPs.</p> <p>7. Mandatory online Agora PSEA training is provided for all UNICEF staff, vendors, and Implementing Partners.</p> <p>8. Systematic implementation of PSEA Accountabilities, Roles, and Responsibilities is being carried out by integrating PSEA deliverables and activities into all staff EPAS.</p> <p>9. The inclusion and implementation of PSEA indicators and activities are reviewed by multiple layers of specialists/FPs.</p> <p>10. Advocacy for the use of the Whistleblower policy and compliance with Child Safeguarding and PSEA</p>			

	Key Risk Category	Risk		Root Drivers and Root Causes/	Mitigations/controls in Place	Residual [Remaining Risk level after interventions/mitigations]		
		Risk Title	Risk Description			Likelihood	Impact	Rating
				<p>and treated separately</p> <p>7. Outdated understanding and weak capacities of managers and staff.</p> <p>8. PSEA assessment ratings not fully aligned with office guidance. (Potential UNICEF staff collusion)</p> <p>9. Ineffective PSEA programmatic monitoring and failure to include</p>	<p>Reporting obligations align with UNICEF's internal notification alert.</p> <p>11. Development of PSEA/CSG IEC materials is ongoing, with sharing with IPs for display at UNICEF and Implementing Partner offices and Programme sites.</p> <p>12. Establishment and enhancement of CMCFMs alongside SBC/AAP strategies.</p> <p>13. Integration of PSEA into Ethics dialogues with staff members.</p> <p>14. Vigilance for red flags during procurement, hiring, program implementation, and transaction processing.</p> <p>15. Systematic capacity building and training for PSEA FPs, program officers, PMT/CMT, and all staff on implementing PSEA policy, internal controls, oversight, and reporting obligations.</p>			

	Key Risk Category	Risk		Root Drivers and Root Causes/	Mitigations/controls in Place	Residual [Remaining Risk level after interventions/mitigations]		
		Risk Title	Risk Description			Likelihood	Impact	Rating
				<p>PSEA monitoring activities in PMV.</p> <p>10. Lack of oversight of SEAH risks and implementation during spot checks.</p> <p>11. Ineffective PSEA oversight committees/functions</p>				
	Operational-Human Resources	Delays in Recruitments of key positions impacting delivery of planned results and increases the workload of existing staff including	Delays in recruitment and a lack of qualified candidates, particularly female candidates, due to family obligations and the challenges of attracting international talent, could hinder the effective implementation of the Sindh Learning Programme (SLP). This may result in staffing	<ol style="list-style-type: none"> Cumbersome processes Lengthy post concurrence 	Work with the HR team to initiate the recruitment process well in advance to ensure that qualified staff are in place before the programme commences. Develop clear job descriptions, conduct assessments, and complete interviews to select the most suitable candidates. This proactive approach will help avoid delays and ensure a smooth start to the program.	Likely	Major	High

	Key Risk Category	Risk		Root Drivers and Root Causes/	Mitigations/controls in Place	Residual [Remaining Risk level after interventions/mitigations]		
		Risk Title	Risk Description			Likelihood	Impact	Rating
		potentially leading to demotivation.	shortages and delays in achieving program objectives.	and Visa processes.	Introducing clear recruitment guidelines at each stage of process such as screening of candidates, testing/ assessments, interview, reference checks, feedback etc.			
	Operational – Supply	Poor supplies monitoring because of weak feedback from end user Monitoring process	Supplies not reaching intended user.	Delayed delivery resulting into delayed programme implementation.	Develop Systems for recording quality performance issues related to suppliers (issue, supplier, resolution). Feed into supplier performance discussions, and LTA extension processes.	Likely	Moderate	Medium
	Contextual	Business Continuity Risks	Program service delivery delays due to frequent demonstrations and road closures in the province. This can disrupt program activities, impact access to services, and hinder progress towards achieving program objectives.	Demonstrations, whether political or otherwise, can significantly disrupt the ability of staff to access office resources and perform their duties effectively. This can include limitations on access to buildings, network connectivity, vital records, and	Contingency Planning: Develop contingency plans to address potential disruptions caused by demonstrations and road closures. Flexible Scheduling: Implement flexible scheduling and alternative delivery methods to minimize the impact of disruptions. Community Engagement: Strengthen relationships with local communities and authorities to anticipate and mitigate potential disruptions.	Likely	Major	High

Key Risk Category	Risk		Root Drivers and Root Causes/	Mitigations/controls in Place	Residual [Remaining Risk level after interventions/mitigations]		
	Risk Title	Risk Description			Likelihood	Impact	Rating
			databases. These disruptions can have a direct impact on service delivery, particularly in field offices and during monitoring visits.	<p>Alternative Delivery Channels: Explore alternative delivery channels, such as mobile outreach or online platforms, to ensure continued access to services.</p> <p>Collaboration with Local Authorities: Work closely with local authorities to coordinate efforts and seek support during times of unrest.</p> <p>Risk Assessment and Monitoring: Conduct regular risk assessments to identify potential threats and adjust strategies accordingly.</p>			
Contextual-security	Security situation in the province	This year has already seen several earlier attacks in Balochistan, targeting civilians, law enforcement personnel and state infrastructure. There have been multiple attacks on Chinese nationals in the province. Besides the Chinese, Baloch nationalists have also targeted specific groups such as security forces, Punjabi labourers, and workers involved in development projects. The security situation in some areas of the province may limit direct monitoring by UNICEF. This may result in	The targeted attacks on workers from Punjab, Pakistan's biggest and most politically dominant province add to a growing pattern. As with the attacks on Chinese nationals and projects in the province, the separatist movement wants to send the message that outsiders are	<p>UNICEF will monitor all interventions through third party field monitoring teams with frequent direct monitoring by UNICEF staff where impact on staff safety is not at severe or critical levels.</p> <p>UNICEF will engage with local communities can build trust between the government and the residents. This trust is crucial for gathering intelligence and gaining community support against insurgent groups.</p> <p>Communities have a deep understanding of their local environment and dynamics. This knowledge will be invaluable for designing effective security measures under component 3.</p>	High	Critical	Very high

	Key Risk Category	Risk		Root Drivers and Root Causes/	Mitigations/controls in Place	Residual [Remaining Risk level after interventions/mitigations]		
		Risk Title	Risk Description			Likelihood	Impact	Rating
			delays in achievement of results and harm coordination with local level stakeholders in specific geographical areas.	not safe in Balochistan.	Empowering local communities through participation in decision-making processes can reduce feelings of marginalization and foster a sense of ownership over local security and development initiatives The most severely impacted districts or sub districts have not been chosen as target districts as UNICEF security section has deemed these areas, "no go areas".			

8. Programme Sustainability and Scalability

The programme will be implemented using existing government systems. It will support the upgrade of government policies and implementation mechanisms as needed and provide necessary capacity-building support for implementation. It is designed to strengthen and scale ongoing work under BSLP to ensure system strengthening at all relevant tiers to ensure sustainability of learning interventions through GPE investments in target schools in prioritised districts. Building on BSLP through SED and related support institutions will increase technical and financial sustainability of gains beyond the programme duration.

No additional parallel structures are proposed in the programme design. SED and its units including PPIU, DOE(S), BOC&EC, BTBB, PITE, BAEC with official mandates for programme areas of intervention will be further strengthened. This will be achieved through direct and continuous engagement in the implementation of programme activities and/or professional trainings in the technical areas of education including content development and review, and teacher professional development through CPD and mentoring and academic supervision support. Programme activities focusing on outreach and engagement with local communities and parents will also improve the overall sustainability of programme interventions with organically informed gradual improvements in attitudes, and behaviours to support and facilitate access to quality schooling especially for girls.

Annex 1: Results Framework

The results framework provides list of activities corresponding with each outcome area and respective activities. The targets are subject to change based on subsequent consultations with the government by the time of the final submission of the STG application to GPE.

Results	Indicators	Baseline	Data source	Target (total)	Targets			
					Year 1	Year 2	Year 3	Year 4
Goal: All children achieve learning outcomes at the ECE and primary level and disparities for marginalised groups and girls are removed-	Increase in percentage scores in FLN learning assessments for grade 3 students in target schools: English , Total, Girls, Boys Urdu Total, Girls, Boys Maths Total, Girls, Boys	TBD	Student learning assessment baseline	0.2 SD improvement (Girls xx, Boys xx)	-	Baseline + 0.1SD (Girls xx, Boys xx)	-	Baseline + 0.2% (Girls xx, Boys xx)
	Percentage increase in enrolment in ECE and Primary level in target schools: Girls Boys	TBD	BEMIS	5 percent from baseline	-	Baseline +3%	-	Baseline +5%
	Percentage of supported schoolteachers achieving 'proficient' performance standards (65 percent cumulative score)*	19%	Teacher performance baseline	40%	-	Baseline +5%	-	Midline +5%
Efficiency trigger: Establish standards for the size of school clusters to facilitate school cluster rationalisation for effective governance and management	School clusters rationalized for effective governance and management.	1366 existing school clusters in Balochistan	PPIU	School clusters rationalised following new cluster standards and cluster heads trained.	Standards for cluster formation notified. School clusters rationalised/formed following new cluster formation standards.	400 school cluster heads trained (60% female) for effective governance and management.	800 cumulative school cluster heads trained (60% female) for effective governance and management.	1000 cumulative school cluster heads trained (60% female) for effective governance and management.
Outcome 1: Improve the quality of FLN teaching and learning material at the primary level								
1.1: Enhance the capacity of content developers on gender-responsive curriculum and teaching learning	Number of content developers and reviewers trained on gender mainstreaming and inclusive content	40 content developers trained under GPE ESPIG BSLP	BTBB	50 content developer and reviewers selected as per updated criteria and trained on gender	Selection criteria of content developer and reviewer updated.	50 content developers and reviewers trained.	50 content developers and reviewers trained through	-

Results	Indicators	Baseline	Data source	Target (total)	Targets			
					Year 1	Year 2	Year 3	Year 4
materials to address harmful gender stereotypes across the education learning design and delivery				mainstreaming and inclusive content.			refresher training.	
1.2: Review textbooks, teaching and learning materials and assessment approaches to identify and remove gender bias	Number of textbooks and teaching and learning material for English, Urdu, Maths (grades 1-5) reviewed and updated with gender responsive content.	English, Urdu, Maths (grades 1-5) reviewed for FLN SLOs.	BTBB	Textbooks and teaching and learning material for English, Urdu and Maths for grade 1-5 (Total 15 textbooks @ three per grade) updated with gender responsive content.	Textbooks and teaching and learning material for English, Urdu, Maths (grades 1-3) reviewed and updated with gender responsive content.	Textbooks and teaching and learning material for English, Urdu, Maths (grades 4-5) reviewed and updated with gender responsive content.	-	-
	Number of teacher guides for English, Urdu, Maths, SEL developed with gender responsive content	0	BTBB	Teacher Guides for Grades I - V (Maths, English and Urdu) developed	Teacher guides (grades 1-3) for English, Urdu, Maths, SEL developed with gender responsive content	Teacher guides (grades 4-5) for English, Urdu, Maths, SEL developed with gender responsive content	-	-
	Classroom based assessment approaches reviewed and to ensure inclusion and gender responsiveness learning.	Formative Assessment introduced in 750 GPE ESPIG supported schools.	BAEC, PITE	Updated approaches of assessment reviewed and updated.	-	Classroom based assessment approaches reviewed and updated.	-	-

Results	Indicators	Baseline	Data source	Target (total)	Targets			
					Year 1	Year 2	Year 3	Year 4
	FLN initiative including classroom based assessment approaches implemented in target schools to improve gender responsive learning.	FLN initiative implemented in 1500 GPE ESPIG supported schools	DOE-S	2000 schools implementing FLN initiative in Balochistan including 1500 existing schools.	-	FLN initiative including classroom based assessment approaches implemented to improve gender responsive learning in 1500 GPE ESPIG supported existing schools (50% girls) and 250 new schools (60% girls' schools)	FLN initiative including classroom based assessment approaches implemented to improve gender responsive learning in cumulative 1500 GPE ESPIG supported existing schools (50% girls) and 500 new schools (60% girls' schools)	FLN initiative including classroom based assessment approaches implemented to improve gender responsive learning in cumulative 1500 GPE ESPIG supported existing schools (50% girls) and 500 new schools (60% girls' schools)
Outcome 2: Implement a robust system for ongoing professional development and mentoring of primary-level teachers								
2.1: Scale up on-the-job mentoring support and academic supervision of teachers	Mechanism for academic supervision reviewed and updated.	Mechanism for academic supervision developed and implemented in GPE ESPIG supported schools.	PITE	Mechanism for academic supervision updated.	Mechanism for academic supervision reviewed and updated.	-	-	-
	Number of academic supervisors trained to provide constructive feedback to teachers on lesson planning, classroom management, and inclusive teaching techniques	300 academic supervisors trained through	PITE	450 academic supervisors trained including 300 existing.	300 existing academic supervisors trained on updated	375 cumulative academic supervisors trained on updated	450 cumulative academic supervisors trained on	-

Results	Indicators	Baseline	Data source	Target (total)	Targets			
					Year 1	Year 2	Year 3	Year 4
		GPE ESPIG support.			academic supervision mechanism.	academic supervision mechanism (including 75 new academic supervisors).	updated academic supervision mechanism (including 75 new academic supervisors).	
	Number of classroom observations conducted in clusters receiving academic supervision and mentoring support.	150 GPE ESPIG BSLP supported clusters receiving academic supervision and mentoring support.	DOE-S	2500 classroom observations conducted annually in 2000 programme supported schools in 225 clusters.	-	2500 classroom observations conducted in programme supported clusters.	5000 cumulative classroom observations conducted in programme supported clusters.	7500 cumulative classroom observations conducted in programme supported clusters.
	Number of PD days conducted in clusters receiving academic supervision and mentoring support	One PD day per month per cluster	PITE	2,700 PD days conducted in 225 clusters conducted (@ 1 PD per month per cluster).	-	2700 PD days conducted in the programme supported clusters.	2700 PD days conducted in the programme supported clusters.	2700 PD days conducted in the programme supported clusters.
2.2: Scale up in service teacher training programme on FLN	Number of primary teachers trained through cluster based CPD trainings in target schools	4,400 teachers trained through GPE BSLP supported schools.	PITE	5850 (4,400 existing + 1,450 new) teachers trained.	-	EMIS and RTSM updated with teacher training indicators. 2,925 teachers (2200 teachers from GPE ESPIG BLP supported schools + 725 new teachers) trained through	5,850 cumulative teachers (additional 2200 teachers from GPE ESPIG BLP supported schools + 725 new teachers) trained through cluster	-

Results	Indicators	Baseline	Data source	Target (total)	Targets			
					Year 1	Year 2	Year 3	Year 4
						cluster based CPD trainings in target schools	based CPD trainings in target schools	
	Number ECE teachers trained on gender responsive pedagogy and latest teaching techniques	0	PITE	500 ECE teachers	-	250 ECE teachers trained on gender responsive pedagogy and latest teaching techniques	*675 cumulative ECE teachers trained on gender responsive pedagogy and latest teaching techniques *The number includes training of 175 ECE teachers through Trigger top up.	*850 cumulative ECE teachers trained on gender responsive pedagogy and latest teaching techniques * The number includes training of cumulative 350 ECE teachers through Trigger top up.
	Bite sized teacher training content developed for primary school teachers improving access to different training material.	0	PITE	Bite sized teacher training content developed.	-	Bite sized teacher training content developed improving access to different training material.	-	-
Component 3: Improving participation of parents and communities especially focusing on girls' enrolment and retention								
3.1: Conducting enrolment campaigns with special focus on girls' enrolment and participation in ECE and primary education	Number of community volunteers trained for community outreach and engagement	0	DOE-S	2,000 community volunteers trained for community outreach and engagement	500 community volunteers trained for community outreach and engagement	1,000 cumulative community volunteers trained for community	1,500 cumulative community volunteers trained for community outreach	2,000 cumulative community volunteers trained for community outreach and engagement

Results	Indicators	Baseline	Data source	Target (total)	Targets			
					Year 1	Year 2	Year 3	Year 4
						outreach and engagement	and engagement	
	Number of target schools organized regular engagement sessions for parents and community	0	DOE-S	2,000 schools organized regular engagement sessions for parents and community	500 schools organized regular engagement sessions for parents and community	1,000 cumulative regular engagement sessions for parents and community	1,500 cumulative schools organized regular engagement sessions for parents and community	2,000 cumulative schools organized regular engagement sessions for parents and community
3.2: Strengthening PTSMCs and LECs to actively contribute to school management	Number of PTSMCs formed and members trained for community engagement and school management.	1500 PTSMCs formed and members trained under GPE ESPIG BSLP.	DOE-S	2000 PTSMCs formed and members trained for community engagement and school management.	500 PTSMCs formed and members trained for community engagement and school management.	1000 cumulative PTSMCS formed, and members trained for community engagement and school management.	1500 cumulative PTSMCs formed, and members trained for community engagement and school management.	2000 cumulative PTSMCs formed, and members trained for community engagement and school management.
	Number of LECs formed and members trained for community engagement and cluster management.	LECs in 150 clusters	DOE-S	200 LECs formed and members trained for community engagement and cluster management.	505 LECs formed and members trained for community engagement and cluster management.	100 cumulative LECs formed, and members trained for community engagement and cluster management.	150 cumulative LECs formed, and members trained for community engagement and cluster management.	200 cumulative LECs formed, and members trained for community engagement and cluster management.
3.3: Scaling up school dropout and prevention mechanism	Number of schools implementing school dropout & prevention mechanism	School dropout and prevention mechanism implemented in 1500	DOE-S	Reviewed and updated school dropout and prevention mechanism implemented in 1500 GPE ESPIG	-	School dropout and prevention mechanism reviewed and updated. Updated school dropout and	Updated school dropout and prevention mechanism implemented in cumulative	Updated school dropout and prevention mechanism implemented in cumulative 1500 GPE

Results	Indicators	Baseline	Data source	Target (total)	Targets			
					Year 1	Year 2	Year 3	Year 4
		GPE ESPIG supported existing schools (50% girls).		supported existing schools (50% girls) and 500 new schools (60% girls schools).		prevention mechanism implemented in 1500 GPE ESPIG supported existing schools (50% girls) and 250 new schools (60% girls schools)	1500 GPE ESPIG supported existing schools (50% girls) and 500 new schools (60% girls schools)	ESPIG supported existing schools (50% girls) and 500 new schools (60% girls schools)
Outcome 4: Improving the physical and learning environment in schools								
4.1: Provision of basic education supplies and missing facilities in targeted schools	Number of schools implementing School Development Plans through school development grants	1,500 schools implemented school development plans through GPE ESPIG BSLP.	DOE-S	2000 schools implementing school development plans.		1000* cumulative schools implementing school development plans *The number includes implementing school development plans in 300 schools through Trigger top up.	1500 cumulative schools implementing school development plans	2000 cumulative schools implementing school development plans
	Number of ECE classrooms established including provision of gender-responsive learning materials and WASH facilities.	0	DOE-S	*850 ECE classrooms established including provision of gender-responsive learning materials and WASH facilities.	-	150 ECE classrooms established including provision of gender-responsive learning materials and WASH facilities.	*475 cumulative ECE classrooms established including provision of gender-responsive learning materials	*850 cumulative ECE classrooms established including provision of gender-responsive learning materials and

Results	Indicators	Baseline	Data source	Target (total)	Targets			
					Year 1	Year 2	Year 3	Year 4
				* The number includes training cumulative 350 ECE classrooms through Trigger top up.			and WASH facilities. *The number includes 175 ECE classrooms through Trigger top up.	WASH facilities. * The number includes training cumulative 350 ECE classrooms through Trigger top up.

Annex 2: M&E Matrix

Indicators / Results	Definition/ Description/Targets	Frequency	Data Source	Methodology for Data Collection	Responsibility for Data Collection
Increase in percentage scores in FLN learning assessments for grade 3 girls and boys in target schools: English Urdu Maths	Monitors progress in foundational literacy and numeracy test scores of grade 3 in schools supported by the programme. Baseline conducted under ongoing BSLP implementation from a representative sample of target schools and scores have been standardised. The target is an increase in the average score on language and mathematics tests by standard deviation, with the final target of 0.2 standard deviation in student performance from the baseline (for both boys and girls).	Year 2 and 4	Survey reports	Sample based assessments	BAEC
Percentage increase in primary enrolment in target schools for boys and girls	Monitors improvements and progress in school enrolment for boys and girls in target schools. The baseline will be developed using EMIS data for target schools	Year 2 & 4	EMIS	Annual School Census	DOE-S
Percentage of supported schoolteachers achieving 'proficient' performance standards (65 percent cumulative score)	Monitors progress in the performance standards of teachers in the supported schools. The final target set for Year 4 is 40% of supported schools' teachers achieving 'Proficient' standard. This includes teachers in 1500 existing schools and 500 additional schools.	Year 2 & 4	Academic supervision and mentoring reports	Classroom observation tool	DOE-S
School clusters rationalized for effective governance and management.	Monitors progress on the standards developed for cluster rationalisation, followed by rationalisation of clusters and subsequent training of cluster heads to manage their respective clusters as per government policy.	Annual	Progress reports	Field reports	DOE - S
Component 1: Improve the quality of FLN teaching and learning materials at the primary level					

Indicators / Results	Definition/ Description/Targets	Frequency	Data Source	Methodology for Data Collection	Responsibility for Data Collection
Number of content developers and reviewers trained on gender mainstreaming and inclusive content	Monitors the training of content developers and reviewers to build on technical understanding of FLN materials for students and teachers by incorporating specific training sessions on gender responsive content development. 20 content developers already trained under BSLP. Target is the training on FLN including gender-responsive approaches for 50 content developers and reviewers.	Year 2 & 3	Training reports	Field reports	BoC
Number of textbooks and teaching and learning material for English, Urdu, Maths (grades 1-5) reviewed and updated with gender responsive content.	Monitors the number of reviewed and updated textbooks for English, Urdu, and Maths for each primary grade. Target is a total of 15 reviewed and updated textbooks (English, Urdu, and Maths for each of 5 primary grades) by year 2.	Year 1 & 2	Departmental approval for primary textbooks.	Field reports	BTBB
Number of teacher guides for English, Urdu, Maths, SEL developed with gender responsive content	Monitors the development of teacher guides prioritising English, Urdu, and Math for FLN as well as SEL. Target is 4 guides for each primary grade coming to a total of 20 guides by Year 2.	Year 1 & 2	Departmental approval for teacher guides	Field reports	BTBB
Classroom based assessment approaches reviewed and to ensure inclusion and gender responsiveness learning.	Monitors the finalization of reviewed and updated item banks for classroom based FLN assessments for gender responsive approaches. Target is the implementation of gender responsive assessment approaches in 2000 target schools by Year 3.	Year 1	BAEC	Field reports	BAEC
FLN initiative including classroom based assessment approaches implemented in target schools to improve gender responsive learning.	Monitors the implementation of FLN initiative in the 2000 target schools by 3. This involves provision of teaching and learning material in 2000 schools and monitoring of teaching and learning process in the classroom through trained teachers and academic supervisors including classroom based FLN assessment.	Year 2 & 3	DOE S	Field reports	DOE S
Component 2: Implement a robust system for ongoing professional development and mentoring of primary-level teachers					
Number of academic supervisors trained to provide constructive feedback to teachers on lesson planning, classroom management, and inclusive teaching techniques	Monitors the number of notified mentors trained to provide mentoring and feedback support to teachers in target schools. Target of ensuring trainings of 450 mentors by year 4 including 150 existing trained mentors.	Six monthly	Training reports	Training reports generated and cluster and district levels consolidated at the provincial level.	PITE
Number of classroom observations conducted in clusters receiving academic supervision and mentoring support.	Monitors the total visits conducted by mentors to schools for classroom observation. Target of a total of at least 2,500 classroom observations annually in target schools.	Six monthly	Academic supervision and mentor support software	Each visit tagged through data collection software used by mentors.	DOE-S

Indicators / Results	Definition/ Description/Targets	Frequency	Data Source	Methodology for Data Collection	Responsibility for Data Collection
Number of PD days conducted in clusters receiving academic supervision and mentoring support	Monitor the total number of PD days conducted in clusters. One PD day to be conducted per month at cluster level.	Six monthly	Academic supervision and mentor support software	Each PD day tagged through data collection software used by mentors.	DOE - S
Number of primary teachers trained through cluster based CPD trainings in target schools	Monitors the number of primary teachers in target schools trained. Target of trainings for 1450 teachers in 500 new target schools and refreshers for all 4400 teachers in 1500 target schools by year 4.	Annual	Training reports	Training reports generated and cluster and district levels consolidated at the provincial level.	PITE
Number ECE teachers trained on gender responsive pedagogy and latest teaching techniques	Monitors the number of ECE teachers trained in 500 target ECE classrooms. Target is 500 ECE teachers by end of year 4.	Annual	Training reports	Training reports generated and cluster and district levels consolidated at the provincial level.	PITE
Bite sized teacher training content developed for primary school teachers improving access to different training material.	Monitor the development of bite sized teacher training content to be used by primary school teachers to access training material via smart phones.	Annual	PMIU	In built tracking via software application	PMIU
Component 3: Improving participation of parents and communities especially focusing on girls' enrolment and retention					
Number of community volunteers trained for community outreach and engagement	Monitors the total number of target schools where community volunteers are trained to lead community outreach and advocacy efforts. Target is to cover 2000 target schools by year 4.	Annual	Community volunteers training reports	Training reports generated at the cluster level consolidated at the provincial level	DOE-S
Number of target schools organized regular engagement sessions for parents and community	Monitors the number of schools that hold regular engagement sessions with parents to strengthen parental engagement especially around FLN and girls access.	Quarterly	Parental engagement report	Parental engagement reports with evidence generated at the school and cluster levels consolidated at the provincial level	DOE-S
Number of PTSMCs formed and members trained for community engagement and school management.	Monitors the number of schools with trained PTMSC members Target is 2000 schools by year 4.	Annual	Training reports	PTSMC and LEC training reports generated at the district level consolidated at the provincial level	DOE-S
Number of LECs formed and members trained for community engagement and cluster management.	Monitors the number of clusters with trained LEC members. Target is 200 clusters by year 4.	Annual	Training reports	PTSMC and LEC training reports generated at the district level consolidated at the provincial level	DOE-S
Number of schools implementing school	Monitors the number of clusters with functional dropout prevention mechanism implemented. Target is 2000 schools by year 4.	Annual	DOE S	Field reports	DOE-S

Indicators / Results	Definition/ Description/Targets	Frequency	Data Source	Methodology for Data Collection	Responsibility for Data Collection
dropout & prevention mechanism					
Component 4: Improving the physical and learning environment in schools					
Number of schools implementing School Development Plans through school development grants	Monitors the number of target schools accessing SDP grants based on school development planning. Target is 500 additional target schools.	Annual	DOE S	Field reports	DOE-S
Number of ECE classrooms established including provision of gender-responsive learning materials and WASH facilities.	Monitors the total target ECE classrooms refurbished and supported with learning materials and WASH facilities. Target is 500 ECE classrooms by year 4.	Annual	DOE S	Field reports	DOE-S