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Report No: PAD910

PROJECT APPRAISAL DOCUMENT

ON A

PROPOSED GRANT

IN THE AMOUNT OF USD 34 MILLION

TO THE

ISLAMIC REPUBLIC OF PAKISTAN

FOR A

GLOBAL PARTNERSHIP FOR EDUCATION - BALOCHISTAN EDUCATION PROJECT (GPE-BEP)

March 3, 2014

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CURRENCY EQUIVALENTS

(Exchange Rate Effective {March 3, 2014})

Currency Unit	=	
PKR 105	=	US$1
US$	=	SDR 1

FISCAL YEAR

July 1 – June 30

ABBREVIATIONS AND ACRONYMS

AAA	Analytical and Advisory Activities
ACS	Additional Chief Secretary
AGP	Auditor General Pakistan
ASER	Annual Status of Education Report
BDNA	Balochistan Development Need Assessment
BEF	Balochistan Education Foundation
BESP	Balochistan Education Sector Plan
CA	Coordinating Agencies
CDD	Community Driven Development
CPS	Country Partnership Strategy
CSO	Civil Society Organization
CS	Community Schools
DA	Designated Account
DCO	District Coordination Officer
DFP	District Focal Points
DG	Director General
DNA	Damage and Needs Assessment
DFAT	Department of Foreign Affairs and Trade
ECE	Early Childhood Education
EDO	Executive District Officer
ESIA	Environment and Social Institutional Assessment
ESMP	Environmental and Social Management Plan
ESSAF	Environmental and Social Screening and Assessment Framework
FATA	Federally Administered Tribal Areas
FM	Financial Management
FMIS	Financial Management Information System
FY	Financial Year
GDP	Gross Domestic Product
GoB	Government of Balochistan
GoP	Government of Pakistan
GPE	Global Partnership for Eductaion
GPS	Global Positioning System
ICT	Information Communication Technology
IDP	Internally Displaced Person
ISR	Implementation Status and Results Report
IFR	Interim.Financial Report
KP	Khyber Pakhtunkhwa
LEG	Local Education Group

M&E	Monitoring and Evaluation
MDTF	Multi Donor Trust Fund
NER	Net Enrolment Rate
NFC	National Finance Commission
NGO	Non-Governmental Organization
OM	Operational Manual
ORAF	Operational Risk Assessment Framework
PDO	Project Development Objective
P&D	Planning and Development
PCNA	Post Crisis Needs Assessment
PGEB	Promoting Girls' Education in Balochistan
PESP	Punjab Education Support Program
PITE	Provincial Institute for Teacher Education
PKR	Pakistan Rupee
PMU	Project Management Unit
PPP	Public-Private Partnership
PTSMC	Parent Teacher School Management Committees
PSC	Project Steering Committee
SAR	South Asia Region
SE	Supervision Entity
SERP	Sindh Education Reform Program
S&QA	Supervision and Quality Assurance
TA	Technical Assistance
TLM	Teaching and Learning Material
UNICEF	United Nation International Children Emergency Fund
USAID	United States Assistance for International Development
WB	World Bank

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Country Director:	Rachid Benmessaoud
Sector Director:	Jesko S. Hentschel
Sector Manager:	Amit Dar
Task Team Leader:	Umbreen Arif

COUNTRY
Global Partnership for Education-Balochistan Education Project (GPE-BEP

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PAD DATA SHEET

Pakistan

Global Partnership for Education - Balochistan Education Project (P144454)

PROJECT APPRAISAL DOCUMENT

SOUTH ASIA

SASED

Report No.: PAD910

Basic Information			
Project ID P144454	EA Category B - Partial Assessment	Team Leader Umbreen Arif	
Lending Instrument Specific Investment Loan	Fragile and/or Capacity Constraints [ ] Financial Intermediaries [ ] Series of Projects [ ]		
Project Implementation Start Date 15-June-2014	Project Implementation End Date 30-Jun-2017		
Expected Effectiveness Date 18-Aug-2014	Expected Closing Date 30-Jun-2017		
Joint IFC No			
Sector Manager Amit Dar	Sector Director Jesko S. Hentschel	Country Director Rachid Benmessaoud	Regional Vice President Philippe H. Le Houerou

Borrower: Government of Pakistan

Responsible Agency: Secondary Education Department of Balochistan

Contact:	Ghulam Ali Baloch	Title:	Secretary Education
Telephone	92-81-9201622	Email:	balochga@yahoo.com

Approval Authority
Approval Authority RVP Decision

Project Financing Data(in USD Million)

[ ]	Loan	[X]	Grant	[ ]	Guarantee
[ ]	Credit	[ ]	IDA Grant	[ ]	Other

Total Project Cost:	34.10	Total Bank Financing:	0.00
Financing Gap:	0.00		

Financing Source	**Amount**
Borrower	0.00
Education for All Supervising Entity	34.00
Total	34.00

Expected Disbursements (in USD Million)

Fiscal Year	2015	2016	2017						
Annual	5.2	16.0	12.8						
Cumulative	5.2	21.2	34.00						

Proposed Development Objective(s)

The proposed development objective of the Project is to increase school enrollment and retention in project supported schools, with a special focus on girls' participation, and to develop mechanisms for information collection and use for improved management of education.

Components

Component Name	**Cost (USD Millions)**
Component I: Access and Equity	23.21
Component II: Quality and Increased Accountability	6.03
Component III: TA for improved capacity for management and monitoring	4.76

Institutional Data

Sector Board

Education

Sectors / Climate Change

Sector (Maximum 5 and total % must equal 100)

Major Sector	Sector	%	Adaptation	Mitigation

			Co-benefits %	Co-benefits %
Education	Primary education	60		
Education	Secondary education	40		
Total		100		

☑ I certify that there is no Adaptation and Mitigation Climate Change Co-benefits information applicable to this project.

Themes

Theme (Maximum 5 and total % must equal 100)

Major theme	Theme	%
Human development	Education for all	80
Public sector governance	Managing for development results	20
Total		100

Compliance

Policy

Does the project depart from the CAS in content or in other significant respects?	Yes [ ]	No [X]
Does the project require any waivers of Bank policies?	Yes [ ]	No [X]
Have these been approved by Bank management?	Yes [ ]	No [ ]
Is approval for any policy waiver sought from the Board?	Yes [ ]	No [X]
Does the project meet the Regional criteria for readiness for implementation?	Yes [ ]	No [ ]

Safeguard Policies Triggered by the Project	**Yes**	**No**
Environmental Assessment OP/BP 4.01	**X**	
Natural Habitats OP/BP 4.04		**X**
Forests OP/BP 4.36		**X**
Pest Management OP 4.09		**X**
Physical Cultural Resources OP/BP 4.11		**X**
Indigenous Peoples OP/BP 4.10		**X**
Involuntary Resettlement OP/BP 4.12		**X**
Safety of Dams OP/BP 4.37		**X**
Projects on International Waterways OP/BP 7.50		**X**

Projects in Disputed Areas OP/BP 7.60		**X**

Legal Covenants

Name	**Recurrent**	**Due Date**	**Frequency**
Legal agreements will be finalized during negotiations			

Description of Covenant

Conditions

Name	**Type**

Description of Condition

Team Composition

Bank Staff

Name	**Title**	**Specialization**	**Unit**
Amna W. Mir	Senior Program Assistant	Senior Program Assistant	SASHD
Scherezad Joya Monami Latif	Senior Education Specialist	Senior Education Specialist	SASED
Shahzad Sharjeel	Senior Communications Officer	Senior Communications Officer	SAREX
Rehan Hyder	Senior Procurement Specialist	Senior Procurement Specialist	SARPS
Martin M. Serrano	Senior Counsel	Senior Counsel	LEGES
Mohammad Omar Khalid	Consultant	Consultant	SASDI
Huma Ali Waheed	Operations Officer	Operations Officer	SASED
Umbreen Arif	Senior Education Specialist	Team Lead	SASED
Syed Waseem Abbas Kazmi	Financial Management Specialist	Financial Management Specialist	SARFM
Syed Jehangeer Ali	Consultant	Consultant	SASED
Muqaddisa Mehreen	E T Consultant	E T Consultant	SASDS

Non Bank Staff			
Name	**Title**	**Office Phone**	**City**

Locations					
Country	**First Administrative Division**	**Location**	**Planned**	**Actual**	**Comments**

I. STRATEGIC CONTEXT

A. Country Context

1. Over the past several years, Pakistan, the sixth most populous country in the world, has been experiencing severe economic crises, displaying slow economic growth, widening fiscal deficit and rising inflation. The real GDP growth for 2012-13 was estimated at 3.6%, showing a declining trend from previous years. Rising inflation has further worsened the situation, climbing from 7.7% in 2007 to almost 12% in 2011 before declining to 10% in 2012[1]. Internal and external security threats and a series of natural disasters, have posed additional challenges, specifically for the provinces/areas of Balochistan, the Federally Administered Tribal Areas (FATA) and Khyber Pukhtunkhwa (KP).

2. Notwithstanding the various challenges, key reforms have been introduced by Government to pave the way for improvements; these include the 18th amendment to the Constitution which devolves more power and responsibility to the provinces and a redefinition of the National Finance Commission (NFC)[2] award which has led to more resources for the provinces. There are two key implications of the 18th amendment on the education sector; first, the introduction of Article 25-A[3], obligates the state to provide free and compulsory education to all children of the age five to sixteen. Second, provinces have been given the full responsibility for education planning and delivery; policy planning, curriculum and standards that were the responsibility of the federal government have now been fully devolved to the provinces. The new government formed in June 2013, after the first democratic transition that Pakistan has seen in decades, is in the process of developing plans and strategies to counter the major challenges faced by the country. These key priorities of the newly elected government include energy, economic revival and countering terrorism.

3. Balochistan is Pakistan's largest province in terms of land mass of which it occupies 44%; but the smallest in terms of population with less than 4% of the country's population. The province, although rich in natural resources, including a large coastline, has demonstrated low economic growth relative to the other provinces. From 2001/02 to 2011/12, Balochistan's GDP is estimated to have grown at an average rate of 3.9% a year in real terms4. This rate was 0.8% lower than that of both KP and Sindh, and 1.2% lower than that of Punjab. Its performance on all social indicators also lags behind the other provinces - Net Enrollment Rates (NER) are the lowest in the country, two out of five infants are not fully immunized and infant mortality is as high as 72/1000 live births. Although the provincial fiscal situation improved owing to the 7th NFC award, resulting in increased provincial development spending, immediate results are not expected due to weak governance and human resource capacity at the provincial level. The province's own revenue collection remains at a very low level (under 1 percent in 2011/12) increasing the dependence on federal transfers and indicating poor fiscal management.

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1 Pakistan Economic Survey 2012-13, Ministry of Finance, Pakistan

[2] The National Finance Commission (NFC) is a constitutional body mainly responsible for distribution of tax proceeds between provinces and grant making by the Federation to the provincial governments. The 7th NFC Award increases the provincial share to 56 percent in the first year of the award and to 57.5 percent in the subsequent years.

[3] Article 25-A, "The state shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law."

[4] World Bank staff estimates.

4. Balochistan has experienced several periods of internal conflict arising from a mixture of issues linked to politics, geography, religion and ethnicity. The provincial situation is further exacerbated by a lack of basic services and economic opportunities. The current security situation is volatile with an increase in the number of violent incidents over the last several years. In addition, a series of natural disasters (floods and earthquakes) have added to the vulnerability of the province. A new coalition government has been formed of three political parties; two of which represent the major ethnic groups –Pashtun and Baloch. This coalition is being viewed as a positive step toward resolving internal conflict in the province. Balochistan is also the first province to complete the local body elections, being held in Pakistan after 8 years. The local bodies are expected to devolve political, financial and governance structures down to the smallest administrative unit at the district level i.e. the Union Council (UC).

B. Sectoral and Institutional Context

5. Pakistan's progress in improving its human development indicators has been uneven, marked by periods of slow growth. While there have been efforts in recent years to strengthen education service delivery, the country is unlikely to meet the education MDGs for 2015. The delivery of education services are severely impacted by economic, political and security challenges that the country has been facing for some years. Although public sector education is free and the government provides free textbooks as well as other incentives such as girls' stipends, school management committee grants and subsidies for private sector in selected areas, participation in public sector education remains low, mainly due to the low quality of education and weak accountability mechanisms.

6. Balochistan's education outcomes are marked by ***low access*** (less than 2 in 5 of children aged 5-9 are enrolled in primary schools); ***low efficiency*** (late enrollments, low survival rates and repetitions), and ***high inequities*** (females are 4.5 times more likely than males to be out of school)[5]. The net enrollment rate (NER) for both boys and girls at the primary, middle and higher secondary school levels is at least 10 percentage points lower than the national average and the lowest in the country (See Table 1). NER increased by 6 percentage points between 2008/09 and 20010/11, largely due to an increase in boys' enrollment. Meanwhile, girls' enrollment fell by 2 percentage points during the same time period. A high dropout rate, especially at the lower primary level further adds to the severity of the enrollment issue in schools.

Table 1 Net Enrolment Rate (NER) by level of schooling, 2010/11

		NER		
		Male	**Female**	**Total**
Primary (ages 6 - 10)	Balochistan	68	40	56
	Pakistan	71	61	66
Middle (ages 11-13)	Balochistan	34	13	25
	Pakistan	38	32	35
Matric (ages 14-15)	Balochistan	21	4	14
	Pakistan	24	21	23

[5] Analysis of Pakistan Social and Living Standards Measurement Survey (PSLM) 2010/11 data

Source: PSLM, 2010/11

7. There are sizeable differences in school participation rates across the province, when disaggregated by districts, rural-urban and gender. Gender disparities are visible in all aspects of the sector; the overall adult literacy rate is 41%, and only 19% for females. The indicators for female enrollment are exceptionally poor, especially at the rural level; girl's primary net enrollment numbers in district Dera Bugti, Barkhan, Musa Khel and Loralai are in the single digits. Overall NER for girls (age 6-10) is 40%, and drops to 33% in rural Balochistan, compared to NER of 63%, for boys (rural). NER for girls (age 11-13) in the rural areas drops to an abysmally low 7%, at the middle school level, indicating very low retention rates; in comparison boys NER, at the middle school level, in the rural areas is 30%[6].

8. Access to schooling is a serious challenge in a geographically wide-spread area with small, sparsely populated communities. Out of the roughly 22,000 settlements in the province, 40% do not have access to a school7. Where schools are present, they are in poor physical condition: approximately 7%8 of schools lack a building and are functioning in temporary shelters or without shelter; the buildings of existing schools also suffer from severe neglect and disrepair. Schools lack teaching and learning materials and teachers are poorly equipped to support learning outcomes. Various estimates done by the education department indicate that over 1 million children remain out of school in Balochistan.9 Fiscal difficulties further compound service delivery challenges requiring support from local stakeholders for implementation and technical support, as well as fiscal support from development partners.

9. The quality of education, from the learning environment, retention in school, school completion to student learning outcomes of which there is scant information, is of serious concern. A comparison of enrolments in primary and secondary grades indicates that only 16 out of every 100 children enrolled in primary make it to grade 10[10]. Student learning outcomes are also very low, the Annual Status of Education Report (ASER) 2012 reports only 34% of children in Class 5 could solve Grade 3 level arithmetic problems and 36% of Grade 5 children could read an Urdu story of Grade 3 level[11] in rural Balochistan.

10. Institutional weaknesses, mainly due to a lack of resources, inefficient planning, lack of adequate data and its use and low capacity have been a hindrance to progress in education outcomes. Furthermore, the mobility constraints faced by province and district staff due to the deteriorating security situation continues to be a major roadblock in effective planning and implementation of education service delivery. The security situation has led the Government to increasingly rely on community involvement in playing a larger role in supporting education facilities at the rural level; particularly, in areas that become inaccessible for the government education staff during times of conflict. The establishment of new school facilities with community partnership through the Balochistan Education Foundation (BEF), under a World

[6] Pakistan Social and Living Standards Measurement Survey (PSLM) 2010/11
[7] Balochistan Education Sector Plan 2013-2017
[8] Pakistan Education Statistics, 2010-2011, National Education Management Information System.
[9] Balochistan Education Sector Plan, 2013-2017
[10] Balochistan Education Management Information System (BEMIS) School Census Report 2012/13
[11] ASER is a household survey conducted annually, multiple rounds of sample assessments have been completed since 2008, focusing mainly on the rural areas. The ASER 2012 survey was conducted in 28 out of 30 districts of Balochistan. This covered 16,304 households in 825 villages in the province.

Bank supported Project, is an apt illustration of this partnership between communities and Government. Recently, the government has applied the lessons learned from community supported education activities to expand government education facilities in the province through community involvement. New school establishment is prioritized in areas where a demand is identified by the community and availability of local teachers, preferably females, is confirmed through a third party survey. A major focus of these activities is formation of Parent Teacher School Management Committees (PTSMCs) and their capacity building to ensure on- site support for the school and teachers, as well as ownership of education facilities by the community.

The Global Partnership for Education

11. The Government of Pakistan joined the Global Partnership for Education (GPE) in 2012 and an indicative allocation of US$100 million has been made available for Pakistan. The provinces of Sindh (indicative allocation US$66 million) and Balochistan (indicative allocation US$34 million) were shortlisted to receive the financial grant after detailed discussions between the development partners and the Government of Pakistan. The World Bank has agreed to be the Supervising Entity (SE) for the proposed grant; UNICEF and Department of Foreign Affairs and Trade (DFAT), Australia are the Coordinating Agencies (CA).

12. The GPE's stated objectives are to i) support education in fragile and conflict-affected states; ii) promote girls' education; iii) increase basic numeracy and literacy skills in primary school; iv) improve teacher effectiveness through training and recruitment; and v) expand funding and support to education in GPE countries. The strategic framework of the Balochistan Education Sector Plan (BESP) 2012-17 developed with the Government of Balochistan (GoB) and the Local Education Group (LEG), is aligned with GPE objectives. It bears mentioning that the priority areas identified by the Government in consultation with LEG specifically align with objectives (i), (ii) and (iv) which are also aligned closely with existing World Bank supported education initiatives in the province.

C. Higher Level Objectives to which the Project Contributes

13. The Government of Balochistan is committed to addressing the multiple challenges in the sector and to meet its obligation to achieve education for all under Article 25A of the constitution and MDG goals. The Government has identified equity, quality and relevance of education as the fundamental elements of the education reform process. The GoB has recently concluded a comprehensive Baluchistan Development Needs Assessment (BDNA) to identify core areas of need and to devise a way forward. The proposed grant supports key priorities identified in the BESP and the funds available through this grant will fill in financing gaps for its implementation. The grant contributes to the achievement of the following strategic objectives detailed in the BESP: (i) establishment of schools, (ii) the removal of bottlenecks to school availability at middle and secondary level, (iii) institutionalization of Early Childhood Education (ECE) in the Province, (vi) capacity building of teachers (v) the increased use of data in decision making and planning, (vi) community involvement in education management, and (vii) improving the teaching learning process. Moreover, the Project envisages extensive technical support for establishing efficient processes to achieve the strategic objectives, thereby improving the capacity of the government for education delivery in the province.

Consistency with Country Partnership Strategy

14. The proposed project is consistent with Pakistan's Country Partnership Strategy (CPS) for FY10-14 which recognizes the need for "improved equitable access for quality education services" under its pillar Improving Human Development and Social Protection. The proposed Project is also aligned with the CPS pillar Improving Security and Reducing Risk of Conflict, and will support the achievement of "increased responsiveness and effectiveness of the State". The CPS supports government programs which combine both supply-side interventions and demand-side measures to improve access to education with a focus on regional and gender imbalances. Moreover, it is important to note that the new Country Partnership Strategy (CPS) 2015-19 for Pakistan which is under preparation features education, especially girls' education, as a continued major area of focus by provincial and central government as well as by local and international donor community.

II. PROJECT DEVELOPMENT OBJECTIVES

A. PDO

15. The proposed development objective of the Project is to increase school enrollment and retention in project supported schools, with a special focus on girls' participation; and, to develop mechanisms for information collection and use for the improved management of education.

Project Beneficiaries

16. The project will benefit four groups. First, children who will enroll in the newly established schools and those already enrolled in government schools (grades K through 10), who will benefit from improved school environments and access to teaching learning materials. Second, girls who did not have the opportunity to enroll in higher grades will benefit from an opportunity through up gradation of schools. Third, teachers and education managers will benefit through professional development, provision of teaching learning material and through capacity building programs. Finally, the communities who receive project interventions, especially the parents of the children enrolled in schools are expected to benefit through access to better quality education.

PDO Level Results Indicators

Key results would be measured against the following three indicators:

- Percentage increase in school enrollment (disaggregated by gender) in existing and new schools established by proposed GPE grant;
- Percentage increase in retention of children (disaggregated by gender) in existing and new schools established by the proposed GPE grant;
- Regular reports generated and made public annually on selected indicators for schools.

III. PROJECT DESCRIPTION

A. Project Components

Component 1: Access and Equity--US$ 23.21 million

The key objective of this component is to improve access and equity of girls and boys to schooling.

17. **Subcomponent 1.1: Expanding Access through Community School Mechanisms (US$ 17.41 million):** This sub-component will support SED in expanding access to schooling through an improved and transparent process of school site selection with community support by (i) confirming need and demand in communities that lack a school facility; (ii) third party validation to ensure availability of teacher and children; and (iii) community partnership for school management. Investment for infrastructure by the government will only be made after the school has been functional for a minimum of 1-2 years, confirming its stability and continued availability of teachers. School learning space will be made available by (i) using underutilized existing government buildings, (ii) community provided space and by (ii) constructing simple transitional learning spaces with community partnership. Under this component, two thousand schools are expected to be established. Extensive teacher training and community training are envisaged for the new schools under component 2.

18. **Subcomponent 1.2: Support Transition to Higher Levels of Education (US$ 5.8 million):** Balochistan faces a serious issue of access to middle and high schools, especially for girls. The ratio of middle to primary schools is approximately 1:10; the number is much higher in some districts and especially for girls. Lack of middle and high schools for girls is cited as one of the main reasons for dropout from schooling after grade 5. The Government plans to use GPE resources to upgrade 50 primary girls' schools to middle and 10 middle girls' schools to the high or higher secondary level. The sub-component will institute transparent criteria-based selection of schools to be upgraded, for instance, upgrading where teacher availability is ensured through creation of posts and approvals in the budget, especially for teaching of science and mathematics. The school upgrading will be accompanied with teacher professional development and improved learning environments to ensure teachers have adequate pedagogical skills to teach children of higher grades.

Component 2: Quality and Increased Accountability—US$ 6.03 million

The objective of this component is to improve quality of teaching in early grades through provision of simple teaching and learning management tools for teachers as well as introduction of mechanisms to increase the accountability of teaching and learning in schools.

19. **Subcomponent 2.1: Promoting Early Childhood Education through teacher training and teacher learning materials (TLM) (US$ 4.04 million):** International evidence shows that an investment in early years has long-term benefits in the growth, development and learning attainment of children. In Balochistan, however, the early years in school are typically marked with neglect. A lack of adequate teaching resources, even though almost all schools across Balochistan have a pre-primary classroom traditionally referred to as "katchi", characterize early

childhood education in the province. A multi-grade approach to schooling also reduces the opportunities for teachers to invest the required time and effort on the early grades (usually grade k-3) as they tend to focus more efforts on the older children. Inadequate attention to children in early grades results in high dropouts, in addition to reducing children's potential to achieve higher cognitive, emotional, physical and social skills. The sub-component will support implementation of ECE approach through technical assistance for the development of an ECE policy, curriculum and TLM and identify mechanisms to improve teacher selection for early grades.

20. The Provincial Institute of Teacher Education (PITE) would be responsible, along with the SED, for developing simple management tools like time tables, daily plans, sample teaching activities, assessment tools, teacher responsibilities in the classroom and multi-grade teaching mechanisms. The implementation of these simple tools in the Project targeted schools would be monitored regularly by the Project Management Unit (PMU) and PITE with the objective of holding teachers accountable for learning management in the classroom. The Project would also involve the Parent Teacher School Management committees (PTSMCs) to track simple tasks like a) does the school have a time table, b) is it followed c) has the syllabus for the quarter been completed and d) if teachers have access to TLM and are using it in the classroom. The Project will also explore options to provide remote support to teaching and learning processes through ICT, some activities have been piloted across Pakistan in remote areas and there are opportunities to expand these in Balochistan.

21. **Subcomponent 2.2: School Information collection, dissemination and use for improved planning and decision making (US$ 1.99 million):** BEMIS performs an important function of conducting an annual school census; however the exercise is marked with data inconsistencies and weak analysis reducing its usefulness for planning and decision making. Using the existing system as a foundation, additional diagnostic activities are planned to improve the validity of the data, collect timely and reliable information through ICT and improve data presentation to support decision making. Some key activities envisaged under this activity are: (i) strengthening the quality of existing data collection tools and methods, (ii) training for SED staff to use data for planning and decision making, (iii) improving presentation of data, and (iv) introducing innovative ICT techniques for data collection on selected indicators and generating regular reports. Third party validation surveys are also planned for various project activities to further improve information for planning and decision making.

22. This sub-component will undertake a learning assessment of students in project supported schools to establish a baseline of student learning outcomes in basic numeracy and literacy in early grades. The project will also closely work with a USAID financed project supporting student assessments and teacher professional development.

Component 3: Technical assistance for improved capacity for management and monitoring—US$ 4.76 million.

23. The objective of this component is to support the establishment of systems and procedures for effective planning and implementation of Project activities and developing robust monitoring systems. The Technical Assistance (TA) facility would expand the capacity of the existing PMU operating for the PGEB project to set up the project activities, support district

education offices to implement and monitor project activities. The SED will notify district focal points who will play an important role in capacity building of communities, monitoring of key project activities as well as coordination with District Education staff and ensuring their involvement and endorsement of all activities undertaken in the government schools. The TA facility will also build the capacity of the Education officials to develop the link between access and quality and initiate a dialogue on student learning outcomes. Communication strategy and action plans would be developed by SED/PMU to ensure information sharing upstream (Provincial departments and district education departments) as well as downstream (schools, communities). Some key communication aspects include wide sharing of grievance redressal systems, sharing of criteria for school site selection through district offices, print media. In addition to the above, the TA facility may also support the relevant education departments such as the Directorate of Education, BoC and PITE in capacity building activities.

B. Project Financing

24. The project will be financed by the Global Partnership for Education (GPE) in the amount of US$ 34 million. The implementation period is three years. Although no pooled or co-financing is envisaged at this time, the project supports the Government of Balochistan's Education Sector Plan, which may receive parallel financing from other development partners (DPs) in future. Existing Development Partner Support has also been aligned to ensure coordination with BESP objectives. The design of the project is conducive to absorbing additional financing from DPs as and when it becomes available, a table is attached as Annex 7 to illustrate the current development partners support to the Government.

Project Cost and Financing

Project Components	**Project cost US$ million**	**% Financing**
Component 1: Access and Equity	**23.21**	**68.26%**
Sub-component I a): Expanding Access through Community School Mechanisms	17.41	51.21%
Sub-component 1 b): Support Transition to Higher Levels of Education	5.8	17.06%
Component 2: Quality and Increased Accountability	**6.03**	**17.74%**
Sub-component 2 a): Promoting Early Childhood Education through teacher training and teacher learning materials (TLM)	4.04	11.88%
Sub-component 2 d): School Information collection, dissemination and use for improved planning and decision making	1.99	5.85%
Component 3: Technical assistance for improved capacity for management and monitoring	**4.76**	**14%**
Total Costs	**34.00**	100%

C. Lessons Learned and Reflected in the Project Design

25. ***On-going Projects in Balochistan***. The design of the project is informed by the implementation experience of the Balochistan Education Support Project briefly described in Box 1.1 and the PGEB project recently initiated under a Multi Donor Trust Fund (MDTF) managed by World Bank. The project also draws lessons from a long-standing history of projects in Balochistan that have focused on community engagement and girls' participation as far back as 1990s. These projects have identified the need to keep the design simple and ensure ownership of the borrower with clear actions from them demonstrating a long-term commitment to the project design.

Box 1.1: Community Supported School-Examples of Implementation

The Balochistan Education Support Project (BESP), a US$22 million SIL, aims to promote public-private and community partnerships to improve access to quality primary education, in particular for girls, in Balochistan. The Project supports education service delivery through a semi-autonomous apex financing body, the Balochistan Education Foundation (BEF) which partners with communities and private entrepreneurs to increase access to education in the province.

***Project achievements*:** Under BESP, 635 Community Schools (CSs) have completed 3 or more years of successful operation in remote areas of Balochistan. Over 50,000 students are enrolled in BESP supported/established schools, *contributing about 6 percent to the overall NER of the province*. Of those enrolled, 44 percent are girls. Targets for student and teacher attendance, grade completion, and improvements in student learning have all been surpassed, verified by a third party validation and visits by the Education Department.

Key Issues: While community schools established under BESP have now been recognized by the GoB, there were serious delays in GoB recognition of community schools, rendering students completing grade 5 unable to continue their education at public middle schools in the absence of a completion certificate.

Lessons for GPE-BEP The risks associated with the key issues described above were addressed for schools established under the PGEB project in the following ways: (i) the schools established are recognized upfront as 'government schools' using successful community support mechanisms, as opposed to being set up as 'community schools'; and (ii) contract teachers hired for community schools are employed using rules and procedures applicable to regular government teachers, ensuring they can be regularized onto the GoB payroll after the life of the Project (iii) supervision support to be made available to the government for better management of construction related activities. These are proving to be successful. The same lessons will be used for new school formation under GPE-BEP.

26. The PGEB project design was built on the foundations of CSP and BESP, and incorporated the lessons learned by keeping the project design simple, conducting detailed discussions with government to providing formal and/or legal coverage to expanding the role of the community in limited school management activities. The increasing conflict and inaccessibility of certain parts of Balochistan, even for the district and government officials, has prompted the need to devolve these aspects of management and monitoring to the community level to ensure continuity of education services, a valuable lesson derived from BEF's community supported rural schools that remained functional even in security constrained areas due to the presence of local teachers and local support for the teachers and schools.

27. ***Punjab and Sindh Education Reform Programs***. The project also draws lessons from the implementation experience of the Punjab Education Sector Project (PESP) and Sindh Education Reform Project (SERP) in terms of using multi-layered supervision and monitoring support, including third party validations, mobile technologies to support information collection and analysis of information. The capacity of the Balochistan education department is weak in comparison to the other provinces. Nevertheless, the project will

attempt to build capacity of the education officials to conduct and analyze information through the TA support envisaged under the project and improved information collection mechanisms under BEMIS and PMUs monitoring unit. Activities in this respect have been initiated by improving information collection and use in the PGEB project. The project uploads real time data about school construction progress on the project website[12] and also uses third party validations to reassess the information provided by district education departments.

IV. IMPLEMENTATION

A. Institutional and Implementation Arrangements

28. The proposed project will be implemented over a three year period. The Project has been prepared by the Secondary Education Department (SED) and will be implemented by a Project Management Unit (PMU) under the guidance of the Secretary Education. The PMU was established by the Government for implementation of the MDTF supported PGEB project. The same PMU with enhanced staffing and responsibilities will implement and monitor progress and performance of the GPE-BEP project. The PMU will coordinate regularly with the Education Department and other sub-departments involved in implementation of project activities to review progress and implementation gaps. SED will coordinate with the Directorate of Education and notify District Focal Points (DFPs) at the district education office to facilitate implementation at the district level. DFPs will be responsible for monitoring and supporting the project activities and reporting back to the Directorate and PMU.

29. A Project Coordination Committee (PCC) has been established by the Additional Chief Secretary with the Education Secretary acting as the chairperson. The committee includes members from the Finance Department, Education Department and P&D. The PCC meets biannually and will provide guidance to the project team for the GPE-BEP project as well as the PGEB project. The implementation of activities defined under Component 3 (technical assistance) will be the prime responsibility of the PMU. The PMU Director will provide day-to-day management and supervision and a project monitoring staff will closely monitor implementation of all activities. The PMU will be responsible for coordination of activities at the provincial and district level and maintain close coordination with the District Education Officials through DFPs and ensure that timely technical support is available for implementation.

30. It is expected that mobility of monitoring officers will be affected by the volatile security situation of the province. The project plans to periodically conduct surveys and third party assessments in order to ensure the following: (i) confirmation of school sites identified for new school formation and up gradation; (ii) confirmation of communities selected for establishment of community managed government schools; (iii) conduct sample based assessments of teacher attendance in project schools; (iv) validation of enrolment data; and (v) conduct sample based assessments of school construction activities to ensure oversight of implementation as well as availability of credible data for future planning.

[12] The website of the PGEB project http://pgeb.edu.pk/ has the relevant information related to project progress and other important project information.

31. SED has established a Local Education Group (LEG) and District Education Groups (DEGs) for coordinating all education related activities. The LEG and the DEGs are expected to provide external oversight and coordinating support for the implementation of the project as well as implementation of BESP through government's own efforts and with the support of development partners.

B. Results Monitoring and Evaluation

32. The project will have a multi-layered monitoring and evaluation system. The SED, through the PMU, will collect information on project inputs, outputs and outcomes. The monitoring unit of the PMU in coordination with the DFPs will have primary responsibility for providing regular information on the Results Framework (Annex 1). They will rely primarily on existing district systems for collecting data on progress and performance of project activities. Use of mobile technology will be piloted under the project for real time monitoring of project implementation. Additionally, BEMIS and the district education offices will periodically monitor education implementation at the district level and report to the SED. The Results Framework will be updated on a quarterly basis and will be available on the PMU website.

33. The PMU will also utilize the services of private firms to validate information, especially for establishing the validity of the site for new school establishment. The reports of capacity building activities will be provided by the firms and Government departments involved in teacher training and PTSMC capacity building. The PMU will generate quarterly reports for the Government as well as for the World Bank on the agreed indicators. These reports will also focus of key challenges faced during implementation so that issues can be raised and solutions sought at the appropriate forums timely.

34. The Bank will carry out at least two implementation support missions per year. These missions will, among other things, gauge progress against the Project's Annual Implementation Plan; monitor the inputs, outputs, and intermediate outcome indicators. The Bank team will also organize regular meetings of the LEG to ensure continuous sectoral coordination and discuss partner agency contributions that complement project activities.

C. Sustainability

35. The project is based on the Government of Balochistan's Education Sector Plan (BESP) that has been endorsed by the Chief Minister and Chief Secretary of the province indicating political, policy, administrative and financial commitment to implementation of the plan. All project activities are led by the SED and its relevant departments responsible for teacher recruitment, teacher professional development, PTSMC formation, student assessment and school information collection, therefore all project documents, policy papers and processes produced will be formally approved by the SED and will become a part of the official process for all future activities as well.

36. The proposal to support BEMIS and district education staff for information collection and reporting will include capacity building of staff and ensure use of information generated for wider education planning and implementation. The Government plans to improve the

institutional set-up at BEMIS and ensure that long-term measures are put in place in parallel to the improvements initiated through the project.

37. In addition, several steps are being taken by the government to ensure sustainability of project results. First, the government has agreed to include the salaries of teachers employed in the schools established under the project in the recurrent budget of the GoB in the last year of project implementation to ensure that there are no gaps in teacher salary provision. Second, the teachers employed for the up graded schools are already on the government's payroll and are not expected to be a liability for the project. Third, the government has committed to creating subject teachers positions required in upgraded schools well in time to ensure teachers are available as soon as the physical infrastructure work is completed for the selected schools. These steps and the government's overall commitment to improving the education outcomes of the province signal strong prospects for sustainability of project results.

V. KEY RISKS AND MITIGATION MEASURES

A. Risk Ratings Summary Table

Risk Category	**Rating**
Stakeholder Risk	High
Implementing Agency Risk	
- Capacity	Substantial
- Governance	High
Project Risk	
- Design	Substantial
- Social and Environmental	Moderate
- Program and Donor	Moderate
- Delivery Monitoring and Sustainability	Substantial
Overall Implementation Risk	High

B. Overall Risk Rating Explanation

38. Volatile security situation: The security situation remains volatile in Khyber Pakhtunkhwa (KP), FATA, Balochistan, and in the Karachi metropolitan regions. The security environment sporadically impacts basic service delivery by the Government of Balochistan, and can thus hamper the implementation of Project activities. To help mitigate these risks, flexible implementation arrangements which take into account access and movement restrictions and can adapt to changing circumstances will be put in place, such as the use of innovative technologies (mobile phones, GPS devices etc.) to reliably collect data in a timely manner and to aid in the supervision of Project activities. Where necessary, the Bank will make use of delivery and support mechanisms through PTSMCs, local implementing partners, third-party monitoring and strengthening government capacity at the provincial and district levels. The TA component is already designed to support third party assessments and surveys.

39. Poor economic conditions: Like the rest of the country, Balochistan's fiscal situation is tight, exacerbated further by conflict and natural disaster related expenditures. There are weaknesses in planning, budgeting, and expenditure management in the education sector, with serious consequences for the determination of adequate resourcing and capacity requirements. This potentially has implications for the continuation of Project interventions after the life of the Project, as well as the maintenance of improvements made as part of Project activities. Risk mitigation measures include supporting the GoB's efforts to continue sector planning and analysis which will reveal budgetary shortfalls and inefficiencies in planning and expenditure. Also, the Bank and GoB will explore alternative funding avenues including the GoB budget and other donor funds. The Bank will continue its active engagement and dialogue with high-level officials from the GoB to monitor and anticipate fluctuations in resource availability in order to coordinate appropriate responses to such changes when and if necessary.

40. Availability of Government's own financial resources to support the wider agenda of BESP: Although the Government has endorsed the BESP after consultations with key stakeholders and relevant departments in the Government and is committed to financing key priorities defined under it, the tight fiscal situation and the need to prioritize fiscal commitments to counter security and conflict may impact government's financial commitments for development related activities in the Education sector.

41. Governance: Balochistan's provincial and district monitoring and accountability systems, already challenged by the large geographical spread of the province and limited capacity, are almost non-functional and weakened by conflict. There is a high risk of political interference in implementation of Project activities, particularly in school/school site selection and staff recruitment. Fraud and corruption in contract management at different levels is a potential risk, especially given that construction/provision of infrastructure is a key part of Project activities. There is a lack of strong internal controls and transparency in decision-making, increasing the risk that beneficiaries may not be cognizant of Project procedures, and the possibility of distortion in monitoring and reporting on performance and results. To mitigate these risks, the Project will provide an extensive capacity building component with direct support to the PMU, SED, and district staff. The Project includes the involvement of PTSMCs in monitoring to lend support to the SED, and the inclusion of robust third party monitoring to ensure objectivity in monitoring. In order to mitigate risks arising from political interference, established and transparent criteria guiding school/site selection will be used. The Provincial Steering Committee will provide overall guidance and oversee implementation of the project, and internal audits of the Project will be carried out quarterly in addition to the annual external audit carried out by the Auditor General. The Project website will be used to disclose procurement activities under the project, as well as register procurement and other complaints.

VI. APPRAISAL SUMMARY

A. Economic and Financial Analysis

42. The economic and financial rationale for investing in the education sector in Balochistan is strong: public funds are scarce; although a recent review of the National Finance Commission (NFC) formula almost doubled Balochistan's share of resources in the divisible pool, revenue

mobilization is weak and the province is largely dependent on its NFC share and federal grants. Balochistan spends an average of 15 percent of its total budget on education every year. Project activities are not expected to have any immediate significant impact on GoB finances during the life of the Project - costs associated with the establishment of new schools, including teacher salaries and the provision of teaching/learning materials, are expected to be covered by Project funds during the life of the Project. After the Project ends, teacher salaries and other recurring costs associated with primary school operation for schools established under Component 1 of the Project are expected to be borne by the GoB. Also, a one-time development cost could be incurred by the GoB when a school building is provided to these schools. A sensitivity analysis was carried out to show the possible budgetary implications of schools established under Component 1 on the total education budget 3 years after the Project has closed. This analysis shows that the incremental recurrent costs of activities under Component 1 do not exceed 0.30 percent of the recurrent budget of the province in any year within 3 years after the Project closes, even in a scenario where recurrent expenditures decline by almost 3 percent in real terms every year since 2013. The budgetary implications of providing buildings to these schools are much more significant for the development budget: the resource requirements for the provision of 50 school buildings in any year within 3 years after the Project closes can constitute at least 7.5 percent of the development budget, even in a scenario where the development budget grows in real terms by 2 percent.

B. Technical

43. The proposed project design is informed by the sector policy analysis conducted for the development of BESP as well as lessons learned from ongoing projects implemented by the World Bank. It is designed to support the implementation of key education sector priorities outlined under BESP (2013-17) together with other DPs active in the sector.

44. *School establishment with community partnership*: The program proposes to improve access to schools, reduce dropouts and ensure careful selection of new school sites with community support and involvement. The choice of program activities addresses the immediate need for minimum basic infrastructure for schooling with local support and management. The implementation of these activities is structured on the existing processes adopted by SED for a better system of school site identification, criteria for school prioritization for rehabilitation and effective and innovative monitoring of activities with local involvement and support. The lack of security across the province has made it very difficult for the district and provincial officials to effectively support and monitor education activities; local level support and oversight role are therefore critical in such circumstances. Under the PGEB project the activities were initially targeted at schools with the highest enrolments to ensure maximum beneficiaries. These criteria and processes established to prioritize the facilities for project support can now be used by the education department to reach out to the remote areas and schools with less stable enrolments.

45. S*chool site selection with community involvement*: One of the biggest challenges in the province is the under-utilization of school facilities due to inappropriate site selection or lack of community interest. The Government aims to implement the lessons learnt from community supported schools to mainstream government schools and reach maximum beneficiaries as well as ensuring continuity of services with community involvement. The project will help the government to expand its new policy to set up gender free new schools through community

coordination and monitoring; active communities that show commitment to support education facilities will be given priority. The role of the community will be extended to cover transitional school space construction, monitoring and reporting of school teachers and linking the renewal of teacher contracts to these reports. Evidence in similar contexts has shown that systems such as these, if implemented effectively, can play a key role in improving accountability and efficiency in the sector.

46. *Quality interventions parallel to those which improve access.* The Project's design, focused on increase in enrollment by increasing access and strengthening quality at the same time, is based on interventions that are aligned with international best practice in contexts similar to that of Balochistan. The Project will have a significant contribution towards laying the building blocks for sustained improvements in the quality of education in Balochistan, especially in the early grades. The program proposes to emphasize improvements in the quality of schooling through the provision of teaching and learning management tools for teachers, establishing a baseline for student outcomes and strengthening information and management systems for improved policy making and greater transparency. These key interventions have been found globally, to contribute to the improvement to the quality of teaching and tools such as the EMIS are a policy making tool that improves information sharing (between schools and education stakeholders) and transparency of the education system not to mention the medium term goal of leading to better learning. It is envisaged that by focusing on both access and quality, the Project can significantly help the Province reach its mandate in education and the country its MDG goals.

C. Financial Management

47. PMU is already implementing satisfactory FM arrangements for a Bank project. However, for GPE BEP, PMU would need to augment its existing FM team and develop systems to manage; i) payroll of 4,000 teachers; and, ii) financial management matters at the community level. Overall FM risk for the project is assessed 'Substantial' that will be reassessed once the systems are in place.

48. The designed financial management arrangements for GPE BEP are based on the country systems and provide reasonable assurance on the use of grant proceeds for intended purposes. Government budgeting processes will apply and the project's budget will be a part of the government's annual budget. PMU will maintain books of accounts on cash of basis of accounting in accordance with government accounting policies. National FMIS will be used from project effectiveness for accounting and reporting. Detailed internal controls will be defined in the Financial Management Manual (FMM) and Operations Manual (OM); CGA approved FMM is used by PGEB and the same will be used for GPE BEP whereas the OM will be prepared within 3 months of project effectiveness. To manage the payroll of 4,000 teachers to be hired under the project, PMU will implement payroll software within 6 months of project effectiveness. The project would finance construction of about 2,000 schools through community participation and within 6 months of effectiveness, PMU will prepare SOPs and a training plan for financial management at communities. The project activities will be subject to periodic internal audit and third party monitoring. The project's financial statements will be prepared in accordance with the Cash Basis IPSAS and audited by the Auditor General of Pakistan (AGP).

The audited financial statements will be submitted to the Bank within six months of the close of the financial year.

49. For the project, a segregated Designated Accounts (DA) in US Dollars will be established. Disbursements will be report based and the Bank will transfer funds to the project Designated Account on the basis of six months cash forecast as reported in the Interim Financial Reports (IFR). The Bank will also document the expenditure against advances based on the IFR.

D. Procurement

50. The new operation is; in many ways, similar to the ongoing MDTF funded Primary Girls Education for Balochistan (PGEB) project and would build on its experience in putting together various fiduciary arrangements. The existing PMU of PGEB will be bolstered with additional staff that would benefit from the internalized experience of PMU's specialists and workflows.

51. Project design envisages intensive assurance approach and this would entail selection and employment of some consultancies; that may last till the very end of project. However procurement of any subsequent consulting services would be engaged on basis of the applicable procedures. Thus far Provincial Institute of Teacher Education (PITE) has been identified as the agency responsible, for capacity building. Being administratively and financially subordinate agency of SED they will meet their expenses through operating costs of the PMU. There will be high number of packages of minor civil works for up-gradation of middle and high/higher secondary schools; to be procured through National Shopping and NCB, for which sufficient implementation capacity exists not only in PMU, but also in contracting and consulting industry. Additionally there will be a large number of two room transitory structures that would house schools to the lead up to actual school up-gradation. The tried and tested Community Driven Development (CDD) Model of procurement shall be employed. There will be procurement of goods for PMU and newly upgraded schools as well.

52. The fiduciary risks identified in the Operational Risk Assessment Framework (ORAF) would be effectively mitigated by: (i) using the design elements of BESP and PGEB that have thus far have demonstrated successful results ; (ii) packaging and introducing the best-fit qualification and eligibility criteria for various procurement interventions and; (iii) optimizing use of low-cost technology to ensure an enhanced uptake of complaints and grievances and dissemination thereof

53. While Provincial Procurement Regulatory Authority has been established in Balochistan they are yet to frame procurement rules. The assessed capacity of procurement practices used by provincial government, the procurement under project would be carried out in accordance with the World Bank's "Guidelines: Procurement Under IBRD Loans and IDA Credits" dated January 2011; and "Guidelines: Selection and Employment of Consultants by World Bank Borrowers" dated January 2011, as well as the provisions stipulated in the Financing Agreement.

E. Social (including Safeguards)

54. The existing ESIA for the PGEB project will be used for the GPE-BEP project; some key elements are highlighted below.

55. ***Gender and local accountability**:* With the growing insurgency and the security situation in Balochistan poor, girls, women, youth and disabled will be amongst the most vulnerable segments that might need contextual strategies for inclusion. Engagement of boys and men from the communities and formation of local community groups as protection mechanisms can ensure that the enrolment and retention of girls particularly at the middle level and teacher turnover and absenteeism can be kept at a minimal level. Moreover, the Environment and Social Management Plan (ESMP) also provides inputs for the criteria for the construction of new schools and the need for certain basic infrastructure including boundary wall and separate latrines for girls and boys that will have implications for girl's enrolment and retention particularly at the middle level.

56. ***Grievance Redressal Mechanism:*** The existing PMU has developed a detailed complaint handling system that will ensure transparent processes ensuring inclusion of the vulnerable population including females, disabled and individuals from ethnic minorities. Any stakeholder that has grievance would be able to contact the authorities and file complaint. Moreover, this will help ensure that the project has the means to improve the efficiency, transparency, consistency, and quality of complaints handling.

57. ***Land Donations:*** Although OP/BP 4.12 and OP/BP 4.10 (no activities will be carried out that might involve land acquisition or involuntary resettlement of people and/or business) have not been triggered. However, the Environmental and Social Management Framework (ESMF) includes documentation on details of ownership of the land and evidence indicating the nature of the donations, ensuring that there will be no negative livelihood impacts on any vulnerable groups and that there will be no encumbrances on land Documentation of such will be submitted to the World Bank for review: (i) the ownership of the land and evidence indicating the voluntary nature of the donation; (ii) appropriateness of the donation for the intended purpose; (iii) economic status of the donor that she is above the poverty line or whose remaining holdings are economically viable; (iv) no encumbrances on the land; (v) no negative livelihood impact on any vulnerable groups; (vi) no compensation will be paid, and (vii) that the owner gives up all claims on the land and the title will be transferred to the recipient through procedure prescribed by the law of the state. Documentations of such will be submitted to the Bank for review.

58. ***Staff capacity Social Safeguards:*** The PMU will strengthen the social safeguards team and dedicated staff will review implementation of environmental and social safeguards.

F. Environment (including Safeguards)

59. The project is classified as **Environment Category B**, in view of its potentially negative environmental and social impacts that are expected to be low to moderate in significance. These impacts may include soil erosion, water and soil contamination, air quality deterioration, damage to natural vegetation, and safety and health hazards for students, teachers, workers and surrounding population. However, most of these impacts are not likely to be irreversible, wide-spread, or unprecedented, and can be addressed with the help of appropriately designed and effectively implemented mitigation plan. Therefore the proposed project has been classified as Environment Category B as stated above, in accordance with the WB Operational Policy 4.01. No other safeguard policy is triggered.

G. Communication

60. The PMU will develop active communication strategy and action plans with the help of the TA support. The strategy will ensure timely dissemination of relevant information through the district education departments and media for key aspects of the program specifically a) information related to criteria for school selection, b) teacher recruitment mechanisms c) infrastructure activities d) school information collected through the monitoring reports and e) implementation progress and results sharing. This will be done through development of simple communication material in local languages, shared on the relevant website as well as wide dissemination through district education offices, LEG members, community support organizations and media. The Government has already planned to share the criteria for new school site selection with the civil society organizations and LEG members; UNICEF is assisting the Government to develop banners that can be placed in key locations at the district level.

Annex 1: Results Framework and Monitoring

Country: Pakistan

Project Name: Global Partnership for Education - Balochistan Education Project (P144454)

Results Framework

Project Development Objectives

PDO Statement

The proposed development objective of the Project is to increase school enrollment and retention in project supported schools, with a special focus on girls' participation, and to develop mechanisms for information collection and use for improved management of education.

These results are at	Project Level

Project Development Objective Indicators

Indicator Name	Core	Unit of Measure	Baseline	Cumulative Target Values			Frequency	Data Source/ Methodology	Responsibility for Data Collection
				YR1	YR2	End Target			
Girls enrolled in grades 1-5 of project supported government schools	☐	Number	0.00	7,500	27,500	48000	Annual	Project monitoring unit data	PMU, SED
Boys enrolled in grades 1-5 of project supported government schools	☐	Number	0.00	7,500	27,500	48000	Annual	Project monitoring unit data	PMU, SED
Student retention in project schools	☐	Percentage	0.00	70%	75%	80.00	Annual	Project monitoring unit data	PMU, SED

Girls enrolled in grades 6-10 of project supported government schools	☐	Number	TBD in the first 6 months of project effectiveness			2000	Annual	PMU data verified by third party	PMU,SED
Regular reports generated and made public annually on selected indicators for schools	☐	Number	0.00	1	1	3.00	Annual	PMU, BEMIS	PMU,SED

Intermediate Results Indicators

Indicator Name	Core	Unit of Measure	Baseline	Cumulative Target Values			Frequency	Data Source/ Methodology	Responsibility for Data Collection
				YR1	YR2	End Target			
Number of new primary schools established through community support	☐	Number	0.00	500	1500	2000	Annual	PMU data	PMU, SED
Number of schools upgraded from primary to middle level	☐	Number	0.00	10	30	50	Annual	PMU data	PMU, SED
Number of schools upgraded from middle to high/higher secondary level	☐	Number	0.00	3	8	10	Annual	PMU data	PMU, SED
Number of government schools to which furniture (incl blackboard) is provided	☐	Number	0.00	500	1500	2000	Annual	PMU data verified by third party on sample basis	PMU, SED
Number of schools to which	☐	Number	0.00	500	1500	2000	Annual	PMU and	PMU and PITE

TLM kits provided								PITE data verified by third party on sample basis	
Number of government schools in which ECE program established	☐	Number	0.00	500	1500	2000	Annual	PMU data verified by third party on sample basis	PMU,SED
Number of PTSMC members trained in targeted project schools	☐	Number	0.00	TBD targets to be set in the first 3 months of project		10000.00		SED and PMU reports	PMU
Number of teaching staff trained in the project specific schools	☐	Number	0.00	TBD targets to be set in the first 3 months of project		4000.00		PMU and SED reports	PMU
Project reports generated on selected indicators	☐	Number	0.00	3	7	11	Quarterly	PMU, SED	PMU, SED

Annex 2: Detailed Project Description

PAKISTAN: Global Partnership for Education-Balochistan Education Project (GPE-BEP)

1. Balochistan province faces extreme access related challenges that not only impact students' access to schools but also teachers' mobility and the ability to monitor activities by District Education Officials (DEOs). Almost half of the 22,000 settlements in Balochistan do not have an education facility, and the ones that are present suffer serious neglect due to the scarcity of resources, conflict and overall lack of implementation capacity for service delivery, not least that of the DEOs. Net enrolments in primary and middle are very low in comparison to other provinces, data disaggregated by gender and geographic area presents serious inequities.

Table 2 Comparative NERs for Primary and Middle levels, by province

	Pakistan		Punjab		Sindh		KPK		Balochistan	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Primary NER (Age 6-10)	71	61	73	68	68	55	71	56	68	40
Middle NER (Age 11-13)	38	32	37	36	39	32	40	25	34	13

Source: PSLM 2010/11

2. The availability of authentic and reliable data is another challenge that impacts planning for efficient education service delivery. BEMIS conducts a school census every year through the district education offices, but with limited quality checks and no sample based validations. A comparison of 2008/09 and 2010/11 PSLM district level enrolment data shows fluctuations in enrolments as high as 35%, making data re-verification of the project selected schools, a critical aspect of project preparation and implementation.

3. The capacity of the SED is considered weak in comparison to other provinces, this is further compounded by the lack of resources and access issues (due to geographic as well as security constraints). Notwithstanding the many issues and challenges, GoB has taken several steps to begin the process of enhancing the capacity of SED. As a first step, the Education Department has conducted a detailed sector analysis in preparation for BESP and is in the process of conducting a capacity need assessment through UNICEF and DFAT (Australia).

Component 1: Access and Equity (US$ 23.2 million)

4. The objective of this component is to improve access and equity of girls and boys to schooling at multiple levels.

Sub component 1.1. Expanding Access through Community School Mechanisms (US$ 17.41million)

5. This sub component will support SED in expanding school access through an improved and transparent process of school site selection with community support. 2000 new schools will be established under this sub-component. Lessons learned from implementation of PGEB which is following a similar community based school establishment approach will inform the design

and implementation arrangements of the proposed project. At present, under PGEB, community supported government school establishment is under implementation in 150 locations. Interesting to note here is that the SED received approximately 500 applications as a result of the first advertisement illustrating the high demand from the community for a learning space. A third party validation of the applications was completed in order to establish that the need is genuine and confirm the availability of teachers in the community. It is envisaged that the Government will have fully established 150 schools by mid-2014 through PGEB and its experiences and strengthened capacity in the implementation of this activity will make it a lower risk effort to implement under the proposed Project. Key aspects of school site selection are:

i. No school (government, community or private) in close vicinity of the site selected (in a radius of 1.5/2 km)
ii. Availability of female teacher in the vicinity (male teacher may also be considered if no female teachers are available).
iii. Availability of learning space (abandoned government building, community provided space) or land for transitional space.

Schools will be prioritized after a third party validation of the sites, report of the validation will be displayed on the PMU website.

Other key design elements of the sub-component are:

6. ***Establishing a system of community engagement in school siting and identification of teachers***: The education system is plagued with inefficiencies resulting from political interference and poor planning. Site selection of schools is not based on need and often creates duplication despite more than half of the population not having access to a school. Teachers are non-local therefore face mobility challenges so schools often have no teachers present. Non-functional and underutilized schools have created a huge fiscal burden on the education sector. The scarcity of funds requires careful planning with community participation to ensure expansion of the education system helps address the access challenges faced y the province. The government has decided to prioritize new school establishment for communities that show a commitment to send children to schools, provide temporary space for schools to function, identify local female teachers and play an active role in monitoring of teacher attendance and regular reporting to the District offices.

7. ***Recruitment of teachers on contract basis through a test-based recruitment process:*** Under this component, the government has proposed hiring of teachers on a contract, with renewal based on attendance in schools as reported by the PTSMCs and verified by the DFPs. Preference will be given to recruitment of female teachers with a minimum of 12 years of education with PTC/CT. SED will select teachers on the basis of a test conducted by SED, and the qualifications held by the candidate. In the event that no candidate fulfils educational and professional requirements, male candidates or female candidates with a Matric level of schooling will be considered, and provided with opportunities to improve professional qualifications within a stipulated period of time before being considered for regular employment with GoB.

8. ***Mobilizing PTSMCs:*** The limited mobility of district education staff due to resource and security constraints necessitates local support to ensure schools remain functional, children and teachers feel protected and district offices are supported in performing a supervisory role. Under

the project, community members will be organized as PTSMCs under notified rules and regulations to perform the support functions described above. The composition of PTSMCs will be as follows: 5 members (3 parents from the community (whose children are enrolled in the school), 2 teachers)[13] for primary schools, and 8 members (1 head teacher, 2 teachers, 5 parents) for middle schools. Women will be encouraged to become members of the PTSMCs. The committee will elect its chairman based on majority vote. Appointment to the committee will be via election by the community. Any person (aged 21 years and above) who secures the nomination of 10 members of the community can contest the elections. Nominations will be declared at a meeting held by the authority. The candidates will contest the election on a specified date and time. A formal notification will be issued after the election process. Committee members will receive capacity-building support to help them perform their roles in an effective manner.

9. The PTSMCs will have the following functions, as defined by SED:

- Coordination with the SED in the allocation and transfer of land ownership rights for community school buildings;
- Coordination and supervision of construction of school building;
- Support recruitment of qualified teacher at pre-specified rate;
- Monitor school affairs and the submission of regular reports to DEOs on school-performance issues, especially teacher attendance;
- Manage expenditures made for minor repairs, purchase of consumables; and
- Mobilize parents to increase enrolment, attendance, and hygiene of students.

10. ***Construction of transitional school spaces:*** Expansion of access to schools is an urgent need of the province, as is evident from an assessment of key education indicators. However, the Balochistan context requires the functionality of the school to be fully established before the investments on infrastructure are introduced. Therefore the project will provide transitional school spaces before the Government makes a permanent investment in school buildings. The transitional schools are required to be durable enough so that they last more than 10 years, they are low-cost options and construction can be completed in less than three months. Community members will be actively involved in school site selection, school design and construction. It is expected that the skill development of community members in school construction activities will have an impact on safe construction of other structures in the community as well.

Sub component 1.2 Support Transition to Higher Levels of Education (US$ 5.8 million)

11. Considering the large gap in primary to middle and middle to higher secondary school ratios in the province, especially for girls, it is extremely important that the schools shortlisted for up gradation are carefully selected based on availability of children and teachers. The government already has existing criteria; however this will be reviewed in light of availability and requirement for subject specific teachers, especially for mathematics and science. It is important that the availability of such teachers is confirmed before undertaking any physical up-gradation. The site selected will be visited to establish availability of teaching staff and

[13] For single teacher schools, the composition will be 4 parents, 1 teacher.

consultations with the community to ensure their ownership and participation in the physical works. Key activities to be undertaken under this activity are:

- Prioritization of girls schools to be up-graded in consultation with the Directorate of Education, SED and District Education Department
- Schools shortlisted for construction should have financial commitments from the Finance Department for hiring additional teachers as soon as infrastructure improvements are completed.
- Capacity building of PTSMC to play an important role in girls' transition to higher grades.
- School furniture and computer labs needs addressed in up gradation.

Component 2: Quality and Increased Accountability (US$ 6.03 million)

Subcomponent 2.1: Promoting Early Childhood Education through teacher training and teacher learning materials (TLM) (US$ 4.04 million):

12. This sub-component will support the government's efforts to improve teacher training in early grades, by developing simple and usable teaching learning and planning materials for classrooms that may also be used simultaneously to (i) improve learning environments in the classroom; and (ii) track progress of syllabus implementation. The Provincial Institute of Teacher Education (PITE) will be responsible, along with the SED, for developing simple management tools like time tables, daily lesson plans, sample teaching activities, assessment tools, teacher responsibilities in the classroom and multi-grade teaching guides. The implementation of these tools in the Project targeted schools will be monitored regularly by the PMU and PITE with the objective of holding teachers accountable for learning management in the classroom. The Project will also involve the PTSMCs in tracking tasks such as availability of a time table at supported schools, whether or not it is being followed, whether or not the syllabus for the quarter has been completed and if teachers have access to TLM and are using it in the classroom.

13. A number of ECE models have been introduced in Balochistan over the last thirteen years through different donor interventions, however the province does not have an ECE policy or clear guidelines for implementation in early grades. The proposed intervention under ECE will identify best practices from the existing and previous models and adapt them in multi-grade primary schools. The Government has formed an ECE working group in the province that will develop a policy for ECE as well as suggest practical and cost-effective approaches for improving children's learning outcomes in early grades.

14. Key tasks envisaged under this subcomponent are:

- Development of an ECE model based on the policy developed by the ECE, working group, specifically defining the age group and suggesting workable solutions for expanding ECE
- Review existing materials on ECE in the province and across the country and develop comprehensive tools and capacity building modules for monitoring and teacher professional development.
- Provide TLM in targeted ECE schools.

- Train teachers and education officials on ECE

Subcomponent 2.2: School Information collection, dissemination and use for improved planning and decision making (US$ 1.99 million):

15. A key gap in the Government's planning and decision making process is the lack of valid and timely information. The Government is in the process of improving BEMIS with the support of UNICEF; however the institutional capacity building is expected to be a lengthy process. The project will initiate activities, with the support of an independent out-sourced firm to conduct two rounds of data collection exercise using androids. This activity will help establish the a) GIS coordinates of schools b) generate a third party collected information of the schools on key indicators c) initiate a process of school clustering based on the GIS data d) test the tools being developed by BEMIS for improved school management and information system, and e) establish an improved, independent school census that can be used to verify and validate future data collection exercises. The data collection process will be closely coordinated with BEMIS, UNICEF, SED and the district education offices.

16. It is envisaged that the electronic collection of information will reduce the data inconsistencies generated by paper-based tools and provide timely data for the department to use in decision making and planning. It is expected that the BEMIS team will continue the task of data collection after the first two rounds of data collection. However, PMU will continue to collect data on the project specific schools. Third party validation surveys are also planned for various project activities to further improve information for planning and decision making.

17. The project will also undertake an assessment of students enrolled in project supported schools to establish a baseline of student learning outcomes in basic numeracy and literacy in early grades. The project will coordinate closely with the USAID financed project that supports student assessments using the early grade reading assessment (EGRA) tools in selected districts of Balochistan. The sample size, grades to be tested and tools to be used for the assessment will be developed during project implementation.

Component 3: Technical assistance for improved capacity for management and monitoring (US$ 4.76 million)

18. The GoB will enhance the existing PMU to provide key support to the GPE project. Enhancement will included hiring additional professionals to support technical aspects of the project as well as monitoring, supervision, procurement and financial management. The SED at the provincial and district level will play key role in implementation of the activities; a detailed operational manual will provide details of each activity and expected support. Some key activities supported under this component include:

a) **Monitoring and Supervision** through PMU, SED, third party mechanisms, sample based surveys and new technologies: Firm(s) will be contracted to conduct sample based assessments of project activities including for construction, PTSMC capacity building, and compliance with the safeguards requirements at the end of each year. Data collection and analysis will be supported with GPS codes, pictures and the supervision agents will

be required to report from the site details about various aspects of the construction and related project activities using smart phones/tablets. The data transmitted live from the sites, based on agreed parameters and frequency of inspections will be aggregated on a dashboard for management use. Trend analysis and various other reports will be prepared on the dashboard. Based on agreement with the government, this information will be made available to all users.

b) **Capacity building** of PMU staff, PTSMCs and selected district officials for monitoring and effective community mobilization: Services of an implementing partner/consulting firm will be procured under this component for enhancing the capacity of the various levels of implementation agents involved to better perform their assigned roles. Some capacity building activities are already inbuilt in the components as well.

c) **Communication:** The PMU will develop active communication strategy and action plans with the help of the TA support. The communication strategy will ensure timely dissemination of relevant information through the district education departments and media for key aspects of the program including criteria for school selection, implementation progress and results sharing. The key activities envisaged under the communication portfolio are;

    a. A communication officer to be placed with the M&E team, however, working across the components with all relevant teams. The ToRs of the dedicated communication focal point will be developed before project effectiveness in consultation with the key project leads in the PMU.
    b. The development of a web-based grievance redressal system, in close consultation and coordination with the MDTF supported Governance Support Program (GSP). The GSP has been requested by the Education department for support in developing an electronic complaint management system, this is an very early concept development stage..
    c. Develop simple communication material in local languages and for a wide array of stakeholders (literate and illiterate) especially for school access, community involvement activities and teacher recruitment.
    d. The communication focal point will ensure LEG members, Provincial Project steering committees and parliamentarians are provided up to date project information, through project reports, web site and information material related to the project.
    e. The criteria for school selection and teacher recruitment will be widely disseminated in local language.

d) **Coordination**: Regular interaction with internal and external stakeholders, including LEG members and other government departments.

Annex 3: Implementation Arrangements

PAKISTAN: GLOBAL PARTNERSHIP FOR EDUCATION-BALOCHISTAN EDUCATION PROJECT (GPE-BEP)

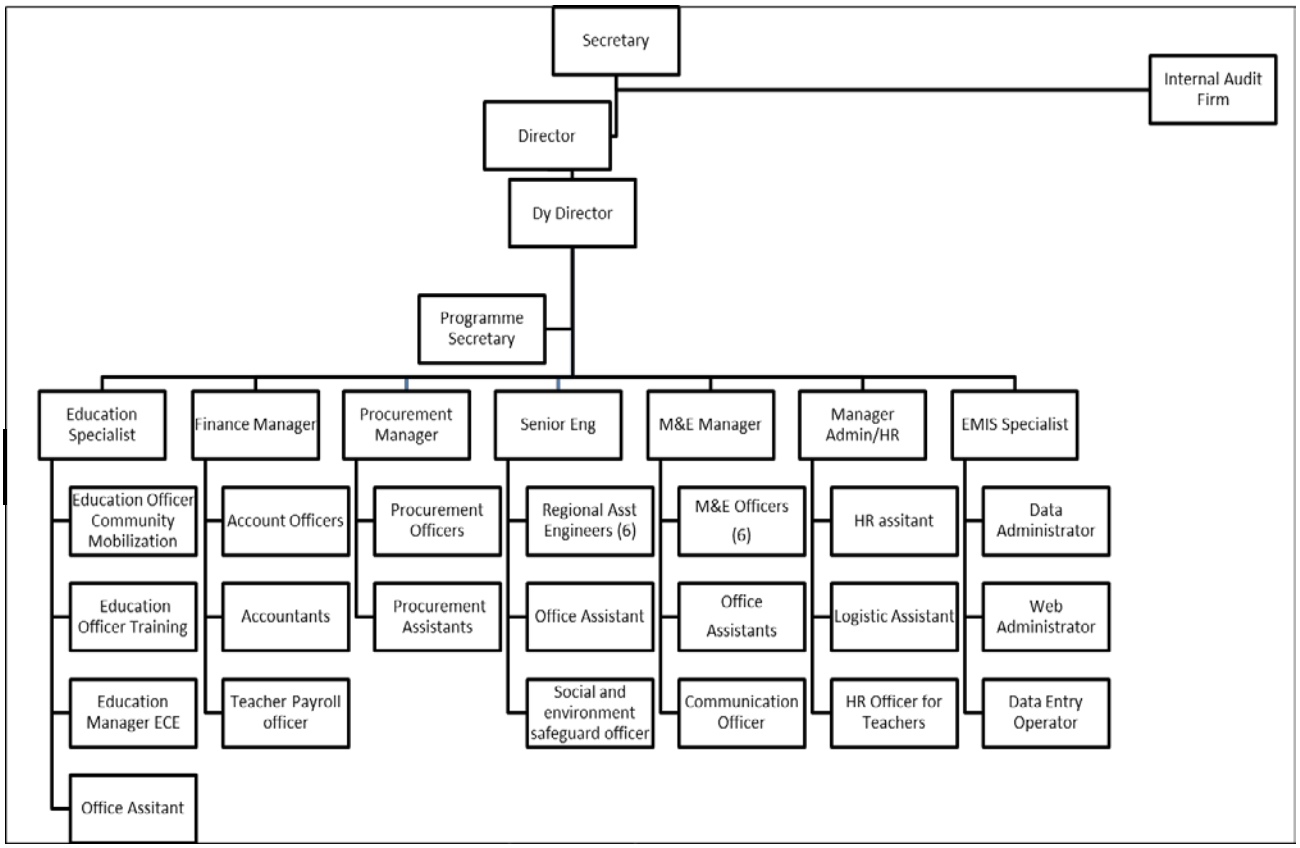
Project Institutional and Implementation Arrangements

1. Program implementation and management will be the responsibility of the Project Management Unit (PMU) under the guidance of SED, this unit was established to implement and monitor the PGEB project. It has been agreed with the Government of Balochistan that the PMU will also have primary responsibility for ensuring timely implementation of GPE BEP activities and will play an active monitoring and supervision role to compensate for the weak capacity at the district level. The PMU will report to the Secretary Education. A project Coordination Committee (PCC) will be established with membership from P&D, Finance, Education Department, World Bank, selected external stakeholders and Implementing Partners to provide guidance and support to the project team. The PCC will meet bi-annually to review progress.

2. The PMU works under the leadership of a Project Director, with a team of staff to support financial, procurement, safeguard overview, communication, programmatic and monitoring tasks. The Education department has agreed to enhance the capacity of the PMU to take on additional activities under GPE BEP. Key staff will include a Director, Deputy Director, Finance Manager, two Accounts officers, two accountants, one Teacher Pay-roll Accounts Officer, Procurement Manager, two Procurement Officers, two Procurement Assistants, senior Engineer, Safeguard Officer, Monitoring and Evaluation (M&E) Manager, Communication Officer, Manager Human Resources(HR)/Administration, HR Officer for Teacher Recruitment, Education Management Information System(EMIS) Specialist, Data Administrator, Web Administrator, and one Data Entry Operator.

3. The PMU in coordination with the Directorate of Education will notify District Focal Points (DFPs), the DFPs may receive logistic and administrative support from the PMU. The World Bank team will provide TA to the PMU staff during design stage to develop district monitoring plans; each district will report project progress on the monitoring plan on a monthly basis. The Director of Schools will have prime responsibility to coordinate with the notified DFP staff and ensure effective involvement of district staff in GPE-BEP project activities. The DFPs will be involved in both capacity building and monitoring activities.

The organogram of the PMU is presented below



4. The table below presents the main implementation responsibilities and supporting responsibilities of the SED department by component:

Components	**Implementing Unit**	**Supporting Units**
Component 1: Expanding Access through Community School Mechanisms		
Sub-component I a): Expanding Access through Community School Mechanisms	PMU with DFPs	Directorate of Education, BEMIS, SED for policies and notifications
Sub-component 1 b): Support Transition to Higher Levels of Education	PMU with DFPs	Directorate of Education, Finance Department (for including teachers in budget documents)
Component 2: Quality and Increased Accountability		
Sub-component 2 a): Promoting Early Childhood Education through teacher training and teacher learning materials (TLM)	PMU with DFPs	Directorate of Education, PITE and BoC
Sub-component 2 b): School Information collection, dissemination and use for improved planning and decision making	PMU and BEMIS	District Education Offices, Directorate of Education, BoC
Component 3: Technical assistance for improved capacity for management and monitoring	PMU	SED

5. The PMU will procure the services of a Supervision and Quality Assurance (S&QA) firm to support all construction related activities. The S&QA firm is expected, at the minimum, to support design of facilities, preparation of bidding documents, draft evaluation reports based on supervision of activities, respond to requirements to change design due to field situation. The Infrastructure specialist will advertise bids based on packages developed by the firm, respond to technical queries from the field and award contracts, as well as perform a supervisory role through sample-based monitoring of construction activities

6. The PMU will also secure the services of a capacity building firm to support all activities related to PTSMC mobilization under component The SED already has PTSMC guidelines notified and is piloting a mobilization activity with a local organization but will need additional support to implement activities specific to the project. The capacity building firm will specifically provide technical guidance for the set-up of community managed government schools.

7. The identification and verification of school sites is to be verified through a survey firm based on the following minimum indictors 1) Availability, ownership and identification of land by the community, where applicable, 2) physical condition of school facility, 3) enrolment of children (in register as well as present on the day of the visit), 4) teachers availability and in case of up-gradation school-sanctioned, deployed and present, 5) status of PTSMC, 5) a general assessment of the catchment area for an approximate estimation of the size of community being served, and 6) GPS coordinates and EMIS codes of the school facility and any other school facility (private, community and government) functional or non-functional in a radius of 5 Km.

8. The project activities are expected to be implemented in a security constrained environment. It is expected the movement of WB task team and consultants will be severely impacted by the conflict situation. The program supervision by the client will rely on an active role to be played by the PMU, S&QA firm and district focal persons. Additionally the Bank team will use contractors/firms for 1) collection and verification of data related to the project activities, and 2) assessing progress and performance at various levels using qualitative and quantitative methods of data collection.

9. Communication strategy and action plans will be established by the PMU to ensure timely and accurate sharing of information at all levels. The strategy is be embedded in the project activities, and include, but are not restricted to - use of print media, education website, PTSMC forums, provincial and district education offices.

10. Considering the security issues expected during the project implementation period the PMU will work closely with the PTSMCs and District education staff to ensure support at the local level for project activities as well as monitoring and supervision of activities. PTSMCs once organized will have a central role in providing local level oversight and support for the S&QA firm.

Financial Management, Disbursements and Procurement

Financial

11. Pakistan has a three tier governance infrastructure for PFM that operates through the federal, provincial and district government(s). Finance Ministry/Department and Line Ministries/Departments at federal and provincial level have well-defined roles and responsibilities for budget formulation and execution. Controller General of Accounts (CGA), a representative of federal government, through its associated offices across the country pre-audit the transactions, make payments and thereafter prepare financial statements. Auditor General of Pakistan (AGP) being the Supreme Audit Institution of the country is bestowed by the Constitution to conduct audit of federal, provincial and district government entities.

12. In June 2012, a Public Financial Management and Accountability Assessment was finalized for the Federal Government 2012 using the PEFA[14] Performance Measurement Framework. This was a repeat assessment with a baseline established in 2009. The report noted positive progress as a result of ongoing reforms for improving PFM. Budgeting, accounting and financial reporting have been automated at the federal, provincial and district level through the nation-wide implementation of National Financial Management Information System (National FMIS) using the sophisticated SAP application with a uniform chart of accounts that is compliant with international classification standards namely UN COFOG[15] and IMF GFSM[16]. Connectivity is in place for all line ministries/departments to monitor budget execution on a real time basis. Government has introduced a Medium Term Budgetary Framework (MTBF) to bring a multi-year perspective in planning and budgeting. Annual audits are completed in time using international standards and audit reports are laid before the legislature within eight months of the end of the fiscal year. Progress on transparency through public availability of financial information is also noteworthy.

13. The assessment, however, identified certain areas for improvement to achieve better PFM outcomes. For improved budget credibility, the government needs to institutionalize MTBF. For better expenditure control, the commitment accounting functionality available within National FMIS needs to be utilized. The Government also needs to develop an effective internal audit function and continuing efforts are needed to improve effectiveness of tax collection and the management of cash balances impacting the predictability of availability of funds.

Implementing Entity Assessment

14. The Project Management Unit (PMU) of Promoting Girls Education in Balochistan Project[17] (PGEB) will be the project implementing entity. PMU, established in July 2012, has

[14]Public Expenditure and Financial Accountability (PEFA). The PEFA Program was established in December 2001 as a multi-donor partnership between the World Bank, the European Commission, the UK's Department for International Development, the Swiss State Secretariat for Economic Affairs, the French Ministry of Foreign Affairs, the Royal Norwegian Ministry of Foreign Affairs, and the International Monetary Fund. The PEFA PFM Performance Measurement Framework was issued in June 2005 and updated in 2011.

[15] United National Classification of Functions of Government

[16] International Monetary Fund - Government Financial Statistics Manual 1986

[17] PGEB is funded by KP, FATA, Balochistan Multi Donor Trust Fund (KFB MDTF) which is administered by the World Bank. All Bank policies and guidelines related to financial management are applicable to PGEB.

implemented adequate FM arrangements for PGEB that were rated 'Satisfactory' during the recent implementation support mission in Nov-Dec, 2013.

15. The designed financial management arrangements of GEP BEP draws on the lessons learned during the implementation of PGEB. Following table summarizes the relevant financial management issues faced during PGEB implementation and the mitigation strategy to address these issues during GPE BEP implementation:

Table 1: Strategy to Address FM Issues Faced During PGEB Implementation

S. No.	Issue	Mitigation Strategy
1.	***Delayed opening of designated account:*** Designated Account for PGEB was opened after 4 months of project effectiveness mainly due to delayed hiring of project FM staff. Resultantly, the initial disbursements were delayed.	The FM team at PMU is conversant with the process and will initiate the process for opening of Designated Account immediately after project effectiveness. The process would be completed within 1 month of project effectiveness.
2.	***Delays in completion of civil works contracts:*** In PGEB civil works contracts were delayed because of a shorter duration allowed to contractors, on the advice of P&D Department, divided contract management responsibility.	Manager Procurement supported by a dedicated staff will have the primary responsibility for contract administration
3.	***Budget utilization rate is significantly low***: For FY 2012-13, PGEB utilized only 37% of the revised budget. Delayed award and execution of civil works contracts is the primary reason for low utilization.	Project Director will monitor budget utilization on monthly basis and take necessary measures. Quarterly reports will include analysis of the financial performance and the measures taken by the management to improve utilization. A detailed Project Plan with quarterly breakup of activities and estimated funds utilization will be prepared by project effectiveness. The Bank will use the plan as a benchmark for periodic performance review.
4.	***Delayed hiring of internal auditor:*** Initially, portfolio wide internal audit arrangements for MDTF financed projects were envisioned but due to funding constraint project approach was subsequently agreed. The procurement process to hire the firm will be completed by February 2014	Contract of the firm hired for internal audit of PGEB will be amended to include internal audit of GPE BEP.
5.	***Delayed implementation of National FMIS for Project Accounting & Reporting:*** The FM team was not experienced on implementation and use of National FMIS. The project is now live on National FMIS and relevant trainings have been provided to the FM staff.	FM team will work with PIFRA Directorate and complete the requirements to enter transactional data of GPE BEP in the National FMIS from start of the project.

Project FM Risk

16. The financial management risk of the project is assessed "Substantial". The existing financial management system at PMU can properly account for the financial transactions and generate financial reports. However, for GPE BEP, the PMU would need to develop systems to; i) manage a payroll of about 4,000 teachers; and, ii) manage financial management matters at the community level. The financial management risk will be reassessed once the required systems are in place.

Proposed FM Arrangements for GPE-BEP

17. PMU will have the overall responsibility to maintain an appropriate financial management system for the project; however, Parent Teacher School Management Committees (PTSMCs) will also have a financial management responsibility for the funds transferred to them. The following table summarizes the key FM responsibilities.

Table 2: FM Responsibilities

Area	PMU PGEB	PTSMC
Transactions to be handled	• Monthly payroll including officials at district level and teachers at PTSMC schools. • Transfer of Funds to PTSMCs. • Payment for goods, services and consultancies procured or contracted by PMU as well as administrative expenses of PMU	• Expenditure as per the approved plan
Staffing	• Full time FM staff	• A member to act as treasurer
Budgeting	• Prepare annual consolidated budget of the project based on work plan of the activities to be carried out during the year. • Prepare a detailed Project Plan for the entire project duration with quarterly breakup of activities and estimated funds utilization.	• Annual fund requirements will be included in the approved plan that will be the annual budget of the PTSMC
Funds Flow	• Open and maintain the designated/ assignment account of the project for receipt of funds from the Bank. • Transfer funds to PTSMCs in tranches on the basis of approved plan. • Negotiate with commercial banks to provide banking services to PTSMCs. If possible, enter a corporate level agreement with a commercial bank in which accounts of all PTSMCs will be opened.	• Receive funds from PMU in the commercial bank account and make payments for the expenditure as per the approved plan. • Maintain a commercial bank account where the PMU will transfer funds.
Accounting	• Maintain accounts on cash basis as per government accounting procedure i.e. New Accounting Model and CGA's approved Financial Management Manual. • Implement National FMIS from effectiveness.	• Maintain cash book and supporting documents.
Financial Reporting	• Prepare monthly financial report • Prepare and submit quarterly IFRs to the Bank. • Prepare and submit annual financial statements of the project to the Auditors. • Comply with government reporting requirements	• Prepare a quarterly receipt & payment report and submit to the office of District Education Officer.
Internal Control Framework	• Government Financial Rules • Operations Manual • FM Manual • Bank's Procurement Guidelines • Periodic Internal Audit • Payroll Software • PSTMC Software	• Operations Manual
Audit	• Auditor General of Pakistan will carry out annual audit of the project. The audit scope will cover the PMU and PTSMCs. The audit will also include field visits to PTSMCs and physical verification of assets created or the work financed from the grant proceeds.	

FM Staffing

17. For GPE BEP, the existing FM team of PMU will be augmented by hiring three additional staff – Accounts Officer, Payroll Officer and Accountant. Hiring of the additional staff will be completed within three months of effectiveness in accordance with the TORs agreed with the Bank. The existing FM team of PMU comprising Finance Manager, Accounts Officer and Accountant, is experienced in managing the project financial management matters in accordance with the Bank requirements. Finance Manager will have the overall responsibility to manage the financial management matters of both PGEB and GPE BEP.

18. At each PTSMC, the treasurer will manage the financial management matters. Treasurer will be a member of PTSMC who will; i) operate bank account jointly with the President; ii) maintain simplified cash book & accounting records; and, iii) prepare of periodic expenditure reports. PTSMCs in Balochistan have limited experience of executing similar projects and would require basic training on maintaining accounting records. Within 6 months of project effectiveness, PMU PGEB will; i) prepare Standard Operating Procedures (SOPs) that will include step-by-step guidance for PTSMCs on maintaining bank account, funds flow arrangements, maintaining cash book and accounting record as well as completion and closure of the scheme; and, ii) prepare and subsequently implement a training plan and a training module to build the financial management capacity of the PTSMCs.

Budgeting & Planning

19. Annually, PMU will prepare budget of GPE BEP in accordance with Government of Balochistan's rules and regulations. The project's budget will be reflected in the annual Public Sector Development Program (PSDP) of the province as well as Demands for Grants with a unique Cost Centre Number/ DDO Code. In addition, PMU will prepare annual work plan and cash plan that will provide quarterly break up of planned activities and associated costs. District Office Units established under GPE BEP will provide details of planned activities at the districts and their associated costs to PMU, for preparation of the project level budget, work plan and cash plan. All the funds for the project activities will be provided by Global Partnership for Education and there will be no counterpart funding.

Accounting

20. PMU will maintain separate books of accounts on cash basis of accounting for GPE BEP. Payment vouchers will be prepared for each transaction and the relevant accounting codes, disbursement category and project component will be mentioned on the payment vouchers. PMU will work with PIFRA Directorate to include the transactions of GPE BEF in National FMIS from project effectiveness. A manual cash book, as required by government rules, will also be maintained. In addition, following manual registers will be maintained:

- Assets Register – will include details of assets procured from the grant, unique identification number, location of the asset and custodian of the asset;

- Invoice Register – will include date of invoice/bill receipt and date of payment to supplier/ contractor. This will be used to monitor payment processing time.

21. PMU will implement payroll software, within 6 months of project effectiveness, to process the payroll of about 4,000 teachers that would be recruited under the project, on contractual basis. The payroll software will also capture bio-data of the teachers. Payroll will be processed centrally at PMU centrally for the teachers posted at various schools across the province.

22. To monitor and record payments to PTSMCs, a database will be developed that will include complete information for each PTSMC. The database will be developed within 6 months of project effectiveness and will also provide information related to bank accounts, funds transferred and payments made by the PTSMCs. Until the database is developed, PMU will maintain a manual register to record the above mentioned information.

23. Each PTSMC will maintain a simplified cash book to record all receipts and payments. PTSMCs will be provided printed cash book and voucher templates by PMU. PSTMC will prepare payment voucher for every transaction and supporting documentary evidence in the form of invoices, receipts, bills etc. will be attached to the voucher.

Financial reporting

24. PMU will prepare monthly, quarterly and annual financial reports. Monthly, the Finance Manager will prepare and present a budget execution report to the Project Director within 5 days of the close of the month. For each calendar quarter, PMU will prepare an Interim Financial Report (IFR) that will be furnished to the Bank within 45 days of the close of the quarter. IFR will report funds receipt and utilization during the quarter according to project components and disbursement categories. The format and content of IFR will be agreed during project appraisal. Annually, PMU will prepare project annual financial statements in accordance with Cash Basis International Public Sector Accounting Standards (IPSAS). The financial statements will cover a period of one financial year and will be submitted to the auditors within 2 months of the close of financial year.

25. Quarterly, each PTSMC will prepare and send to PMU a simple financial report for monitoring purposes. The report will include details of funds received, expenditure incurred and the balance available.

Internal controls

26. Detailed internal controls will be defined in the Financial Management Manual (FMM) and the Operations Manual (OM). PMU has adopted the FMM, approved by the Controller General of Accounts[18] for MDTF funded projects, which will also be applicable on GPE BEP activities. FMM provides a comprehensive set of preventive, detective and corrective controls for different processes and transactions. FMM also covers certain procurement aspects that are only applicable if funding is provided by the government. In case of GPE BEP, the procurement

[18] FMM approved vide CGA Office letter no. 583/CGA/AC-II/4-365/2011 dated 27th March, 2012

section of FMM will not be applicable as no government funding is involved. PMU will prepare OM within 3 months of project effectiveness that will include detailed step-by-step guidance on all activities pertaining to GPE BEP. OM will specify the eligibility criteria of schools, verification procedure of the applications by communities, teachers hiring process and procedures for establishing PTSMCs.

27. Third party monitoring and internal audit will be conducted periodically. The arrangements of hiring Third Party Monitoring Agent (TPMA) are in pipeline that will cover independent monitoring of GPE BEP entire activities. PGEB is hiring a firm of chartered accountants as internal auditors and the agreement with the internal auditors will be extended to include internal audit of GPE BEP. TPMA and internal auditors will review project transactions, processes, procedures and performance to provide assurance regarding the fiduciary controls, risk management and monitoring mechanisms in place.

28. About 4,000 teachers will be hired under the project in accordance with the government's policy. Hiring process will be managed by District Education Officers who will be supported by HR Officer of PMU. Monthly payroll will be processed by the PMU PGEB through payroll software. Attendance of the teachers will be monitored by District Focal Units who will inform the PMU by 25th of each month, if any deductions are to be made from the payroll. Salaries of the teachers will be transferred to their bank accounts.

29. For civil works, PMU will be supported by a Design & Supervision Consultant who will verify all contractor invoices before payment is made. Infrastructure Specialist and his team will also conduct regular field visits to verify the quantity and quality of the civil works carried out by the contractors.

Fund Flow Arrangements

30. The PMU will open and operate a segregated Designated Account (DA) in US Dollars at the National Bank of Pakistan for receipt of funds from the Bank. The DA will be operated by the PMU in accordance with the provisions of "Revised Accounting Procedure for Revolving Fund Account (Foreign Aid Assignment Account)" dated August 02, 2013 issued by the Finance Division.

31. Disbursements will be report based and the project will mainly use the advance method of disbursement where the funds will be front-loaded into DA based on 6 months cash forecast. Initial advance into DA will be provided by the Bank on the basis of projections for the first 6 months/ two quarters. Subsequent advances will be based on forecast for the following two quarters and the balance available with PMU as reported in the quarterly Interim Financial Reports (IFR). The expenditure incurred during a quarter against advance will also be documented in the Bank's system on the basis of IFR. Further details regarding disbursements are provided in the Disbursement Letter.

32. For execution of works by PTSMCs, funds will be transferred to the PTSMC's bank account. PMU will approach different commercial banks operating in the province, particularly in the outlying districts to provide banking services to PTSMCs. Preference will be given to

commercial banks providing mobile banking services across the province and wiling to agree into a corporate level agreement with PMU for provision of banking services to PTSMCs. This would allow PMU to obtain consolidated financial reports from the Bank about funds transferred and expended by PTSMCs.

33. At the end of the project, if any unspent funds are lying with the PTSMCs, these will be returned to PMU who will subsequently refund the amount to the World Bank. The Agreements/MOUs signed with PTSMCs will specifically include a clause stating this requirement.

Allocation of Grant Proceeds

Disbursement Category	Amount of Grant (in USD)	%age of Expenditure to be Financed
Grants, Works, Consultants' Services (including audits), Non-Consultants' Services, Trainings and Incremental Operating Costs	34 Million	100%
Total	**34 Million**	

Note: The financing is inclusive of duties and taxes

34. ***Retroactive Financing*** is allowed up to US$200,000 for payments made to meet eligible expenditure incurred starting January 01, 2014 until the date of the signing of Grant Agreement.

35. ***Incremental Operating Costs*** will cover incremental staff salaries, per diem and allowances, office rent, office supplies, utilities, conveyance, travel and boarding/lodging allowances, operating and maintenance expenditures of office equipment and vehicles, bank charges, insurance, advertising, media projections, newspaper subscriptions, periodicals, printing and stationery costs incurred for the purposes of project activities, which expenditures would not have been incurred in the absence of the project. Incremental Operating Costs exclude salaries, fees, honoraria, bonuses, and any other salary supplements of members of the Recipient's or the Project Implementing Entity's civil service.

Auditing

36. Office of the Auditor General of Pakistan (AGP) will conduct annual audit of the project, which is acceptable to the Bank. Directorate General Audit (Balochistan), as representative of AGP, will carry out the audit of the project in accordance with the TORs that have been agreed between the Bank and AGP. The audit will include field visits to project sites for physical verification of assets created or the work financed from the grant proceeds. For each financial year closing on June 30, acceptable audited financial statements will be submitted to the Bank by December 31, i.e. within 6 months of the close of the financial year.

Audit Report Type	***Due Date***
Project Audited Financial Statements for Financial Year ended June 30 each year	December 31 each year.

There are no overdue audit reports and no overdue ineligible expenditure in respect of PMU.

Agreed Actions

a) PMU to prepare the detailed Project Plan with quarterly breakup of activities and estimated funds utilization will be prepared by project effectiveness.
b) PMU to hire the additional FM staff within 3 months of effectiveness in accordance with the TORs agreed with the Bank.
c) Within 6 months of project effectiveness, PMU will; i) prepare Standard Operating Procedures (SOPs) that will include step-by-step guidance for PTSMCs on opening of bank account, funds flow arrangements, maintaining cash book and accounting record as well as completion and closure of the scheme; and, ii) prepare and subsequently implement a training plan as well as training module to build the financial management capacity of the PTSMC. **(Legal Covenant)**
d) Within 6 months of project effectiveness, PMU will implement payroll software that also captures bio-data of the teachers. **(Legal Covenant)**

Procurement

37. Procurement for the proposed Project would be carried out in accordance with the World Bank's "Guidelines: Procurement under IBRD Loans and IDA Credits" dated January 2011; and "Guidelines: Selection and Employment of Consultants by World Bank Borrowers" dated January 2011, as well as the provisions stipulated in the Financing Agreement. The general description of various items under different expenditure categories are described below. For each contract to be financed under this Grant, the different procurement methods or consultant selection methods, estimated costs, prior review requirements, and time frame have been agreed between the Borrower and the Bank Project team in the Procurement Plan. The Procurement Plan will be updated at least annually or as required to reflect the actual Project implementation needs and improvements in institutional capacity. A General Procurement Notice is not envisaged to be published as no contracts subject to international competition are identified.

Procurement of Works

38. Project envisage a large spread of small and minor civil works which broadly consist of upgrading middle and higher secondary schools. A comprehensive Third Party Validation (TPV) of physical infrastructure; to be undertaken by UNICEF through DFAT, will provide a credible starting point for provision of up-gradation of existing facilities.

39. The capacity of existing design and supervision firm already engaged for PGEB has been assessed for an immediate onboarding through variation in their current contract. However provision for engaging a firm through competitive process has been made in PP. This firm will provide the supervision, implementation support and quality assurance and will play a pivotal role in procurement and contract administration. Skeletal TORs have been developed and are under review. Given the fact that the existing schools are to be upgraded thus basic design consideration were known and the detailed design and associated BOQ, specifications and

bidding documents etc. have since been prepared and can be employed for about eighteen (18) packages of work to be implemented during first eighteen (18) months of the project. Government of Balochistan has already done up up gradation. The approach is to locate the new structure 10-15 away from the existing structure. However for site conditions which requires construction of abutting structure a detailed structural validation will precede up gradation

40. The packaging of works is demonstrative of lessons learnt and in addition to the capacity of consultants also takes into account the geographical and other challenges. Works will be awarded on either Shopping/National Competitive Bidding basis; in accordance with their estimated costs. However districts covered by the project, where competitive procurement could be a challenge due to ongoing law and order situation, direct contracting can also be considered for execution of some of the works, based on assessed capacity of contractors.

41. Additionally there will be about 950 two room transitory structures that would house schools to the lead up to actual school up gradation. Various design options are being explored for these low cost structures that would be built by Parent Teacher School Management committees (PTSMCs) using locally available labor and material through Community Driven Development Model that is being successfully employed in Balochistan Education Support Project and shall be supported by the supervision firm . Broadly speaking there will be 3-4 milestone payments against completion of a substantive work activity. Payments will be transferred directly into the accounts of PTSMCs after certification of milestone by firm. Some additional fiduciary assurance which will be described in more details in POM.

Procurement of Goods

42. Goods (furniture, reading and writing material, office and IT equipment and other supplies to render the schools functional) have also been packaged and will be awarded on either Shopping/National Competitive Bidding basis. Contracts for goods under ICB are not expected at this stage. Procurement methods for Goods under the Project will consist of shopping for contracts costing up to US$ 50,000 equivalent, NCB for contracts up to US$ 300,000 equivalent, and ICB for contract costing more than US$ 300,000 equivalent. Direct contracting may be used for any urgently required goods after prior approval of the Bank.

Additional Provisions and Procedures for National Competitive Bidding (NCB)

43. When procuring goods, non-consultant services and works following additional provisions shall be applied:

(i) Invitations to bid shall be advertised in at least one (1) national newspaper with a wide circulation, at least thirty (30) days prior to the deadline for the submission of bids.

(ii) Bid documents shall be made available, by mail or in person, to all who are willing to pay the required fee.

(iii) Foreign bidders shall not be precluded from bidding and no preference of any kind shall be given to national bidders in the bidding process.

(iv) Bidding shall not be restricted to pre-registered firms.

(v) Qualification criteria shall be stated in the bidding documents.

(vi) Bids shall be opened in public, immediately after the deadline for submission of bids.

(vii) Single bids shall also be considered for evaluation.

(viii) Bids shall not be rejected merely on the basis of a comparison with an official estimate without the prior concurrence of the World Bank.

(ix) Before rejecting all bids and soliciting new bids, the World Bank's prior concurrence shall be obtained.

(x) Contracts shall not be awarded on the basis of nationally negotiated rates.

(xi) Contracts shall be awarded to the lowest evaluated and qualified bidder.

(xii) Post-bidding price negotiations shall not be allowed with the lowest evaluated or any other bidders.

(xiii) Bids shall be solicited and works contracts shall be awarded on the basis of unit prices and not on the basis of a composite schedule of rates.

(xiv) Draft NCB contract would be reviewed by the World Bank in accordance with the prior review procedures.

(xv) A firm declared ineligible by the World Bank, based on a determination by the World Bank that the firm has engaged in corrupt, fraudulent, collusive, coercive or obstructive practices in competing for or in executing a World Bank-financed contract, shall be ineligible to be awarded a World Bank-financed contract during the period of time determined by the World Bank.

(xvi) Each contract financed from the proceeds of the Grant shall provide that the suppliers, contractors and subcontractors shall permit the World Bank, at its request to inspect their account and records audited by auditors appointed by the World Bank. The deliberate and material violation by the supplier, contractor or subcontractor of such provision may amount to obstructive practice.

(xvii) State-owned enterprises shall be eligible to bid only if they can establish that they are legally and financially autonomous, operate under commercial law, and are not a dependent agency of the Recipient.

(xviii) The World Bank shall declare a firm ineligible, either indefinitely or for a stated period, to be awarded a contract financed by the World Bank, if it at any time determines that the firm has, directly or through an agent, engaged in corrupt, fraudulent, collusive, coercive, or obstructive practices in competing for or

executing a contract financed by the World Bank.

Procurement of non-consulting services

44. Presently no procurements have been identified in this category.

Selection of Consultants

45. The consultancy assignments identified under this Project are: Supervision, Implementation Support and Quality Assurance Consultants, TPV Surveys, Capacity Assessment and Capacity Enhancement (CACE) consultants, Data Collection and Analysis consultants, software development consultants and Audit firm etc.

46. Some of the consultancies that may last till the very end of project e.g. Supervision, Third Party Validation, and Audit Consultants. All of these identified consultancies will be procured through Selection Based on Consultants Qualification (CQS) method. However procurement of any subsequent consulting services would be engaged on basis of the applicable procedures and applicable thresholds. The Balochistan's Secondary Education Department's (SED) Provincial Institute of Teacher Education (PITE) will be responsible, for capacity building. Being administratively and financially subordinate agency of SED they will meet their expenses will be met through Project Implementation Unit (PMU). There will be high number of packages of minor civil works for up gradation of higher and higher secondary schools for which sufficient implementation capacity exists not only in PMU, but also in contracting and consulting industry. Bank's procurement guidelines shall be followed for selection of Consultants. Contracts with consulting firms will be procured in accordance with Quality and Cost Based Selection procedures or other methods given in Section III of the Consultants' Guidelines. Consulting services selection would be carried out through Quality and Cost Based Selection (QCBS) for contracts with consulting firms costing more than US$ 300,000 equivalent, and through Consultants Qualification (CQ) for contracts costing up to US$ 300,000 equivalent. Other methods as mentioned in Section III of Consultants' Guidelines shall be used as required.

Individual Consultants

47. This is envisaged to include any full-time or part-time technical assistance required for the Project. Services for assignments that meet the requirements set forth in paragraph 5.1 of the Consultant Guidelines may be procured under contracts awarded to individual consultants in accordance with the provisions of paragraphs 5.2 through 5.3 of the Consultant Guidelines, which stipulate that the selection should be made through comparison of at least 3 CVs that meet the requirements of the Terms of Reference including those for qualifications and experience. Under the circumstances described in paragraph 5.4 of the Consultant Guidelines, such contracts may be awarded to individual consultants on a sole-source basis.

Assessment of the Agency's Capacity to Implement Procurement

48. Presently a Procurement Specialist and an Infrastructure Specialist work in tandem in performing procurement and contract administration responsibilities. The Design and Supervision Consultants are also vested with certain procurement and contract administration support functions. The POM is being followed in entirety and the procurement ratings are

satisfactory. However the PMU; with an augmented capacity, will be responsible for the overall project implementation. Procurement capacity of the PIU is assessed to be adequate

a. The Bank will regularly conduct training workshop for the project staff on an ongoing basis
b. The identified risks for procurement and contract implementation and mitigation measures are provided below. Given the readiness status of the project the overall Project risk for procurement is High.
c. The identified risks for procurement, contract implementation, and mitigation measures are provided below. Given the readiness status of the project, the overall Project risk for procurement is High.

Procedural Clarity

49. PMU is empowered to take procurement decisions for the PGEB and it will be ensured that such an arrangement is extended to new project as well. Such agreements have already been documented in the project manual in the form of Procurement SOP which will be modified to reflect the mechanisms to be used for new operation.

Market Constraints

50. Consulting firms may be reluctant to participate in the project given the law and order situation. The assignments shall be developed in a manner that local as well as external participation is encouraged and the contract sizes represent the best-fit. There shall be adequate dissemination of the opportunities.

Transparency

51. The official websites of the project shall be further developed for adequate dissemination. All procurement notices, bid documents / RFPs, evaluation reports, and award data shall be posted on the website. Bank's guidelines on publication of award paragraph 2.31 of consultancy guidelines and 2.60 of the procurement guidelines shall be followed for disclosure.

Complaints

52. The existing complaint management system will be used. This system includes documentation and addressing of complaints within a period of 7 days. Additional Chief Secretary of the Government of Balochistan or his delegated official of the Government of Balochistan not below the rank of Additional Secretary is the forum for appeals for the complainant in Balochistan, if the redressal by the PMU is not deemed sufficient. The Education Department shall keep the Bank informed by forwarding to it any complaints within 3 days of the receipt. For ICB/international selection of consultants the Bank-prescribed complaint redressal mechanism will apply.

Table 1: Procurement Actions

Issues		Action	Timeline	Responsibility
i.	Capacity of the PIU	Hiring/identification of additional Procurement Officer and supporting staff within PGEB's procurement unit Training session	Before effectiveness After hiring/identification of staff	PIU/Education Department of Balochistan Bank
ii.	Procedural clarity	Agreement on: PIU's internal approval procedures as reflected in modified POM	Before effectiveness	Education Department of Balochistan
iii.	Market Constraints	Wide circulation of procurement opportunities as relevant	Ongoing	PIU
v.	Transparency	Functional web site of GPE Disclosure on website	Before effectiveness As required	PIU / Education Department of Balochistan PIU

Procurement Plan

53. The Recipient has developed a Procurement Plan for Project implementation which provides the basis for the procurement methods. All first year contracts have been scheduled to be finalized (contracts negotiated but not signed) by the time the project goes to the Board. This plan will be made available in the Project's database, Project website, and the Bank's external website and its online procurement monitoring tool. The Procurement Plan will be updated in agreement with the Project Team annually or as required to reflect the actual Project implementation needs and improvements in institutional capacity.

Frequency of Procurement Supervision

54. Bank's Review Missions would be carried out every six months, however more frequently in the early stages of the project, with a procurement specialist participating.

Review of Procurement by the Bank

55. In addition to the prior review supervision to be carried out from Bank offices, frequent supervision missions would be carried out to visit the field for the purpose of post review of procurement actions by the Implementation Agency.

56. Thresholds for prior review of contracts under eligible expenditures are given in the table below. All other contracts will be subject to Post-Review by the Bank. The Education Department will send to the Bank a list of all contracts for post-review on a quarterly basis. Post-reviews as well as the implementation reviews would be done six monthly. Such review of contracts below threshold will constitute a sample of about 15-20 percent of the contracts.

Table 2: Thresholds for Procurement Methods and Prior Review

Prior Reviews Identified in Approved Procurement Plan

Expenditure Category	**Contract Value (Threshold) US $**	**Procurement Method**	**Contracts Subject to Prior Review US$ thousands**
1.Civil Works	>50,000	NCB	(xix) First Contract
	<50,000	Shopping	First contract
2. Goods	>300,000	ICB	(xx) All
	<300,000	NCB	(xxi) First Contract
	<50,000	Shopping	First Contract
	Regardless of value	Direct Contracting	All
3. Consulting Services			All TORs and Training Programs to be reviewed by Bank's TTL
	>300,000	QCBS/QBS	All
(a)Firms	<300,000	FBS, LCS, CQS, SSS	First contract by any process and thereafter as provided in the approved Procurement Plan
(b) Individual Consultants	Regardless of value	Single Source	All
		Comparison of 3 CVs	First contract and contracts for procurement of Project Coordinator, Procurement/FM Specialists, Procurement Agent and Legal Expert (as applicable)

Note: ICB = International Competitive Bidding; NCB = National Competitive Bidding; QCBS = Quality- and Cost-Based Selection; QBS = Quality-Based Selection; FBS = Fixed Budget Selection; LCS = Least-Cost Selection; CQS = Selection Based on Consultants' Qualifications; TOR = Terms of Reference.

Environmental and Social (including safeguards)

57. The existing ESIA for the PGEB project will be used for the GPE-BEP project, some key elements are highlighted below:

a) **Gender and local accountability**: With the growing insurgency and the security situation in Balochistan poor, girls, women, youth and disabled will be amongst the most vulnerable segments that might need contextual strategies for inclusion. Engagement of boys and men from the communities and formation of local community groups as protection mechanisms can ensure that the enrolment and retention of girls particularly at the middle level and teacher turnover and absenteeism can be kept at a minimal level. Moreover the ESMP also provides inputs for the criteria for the construction of new schools and the need for certain basic infrastructure including boundary wall and separate latrines for girls and boys that will have implications for girl's enrolment and retention particularly at the middle level.

b) **Grievance Redressal Mechanism:** The existing PMU has developed a detailed complaint handling system that will ensure transparent processes ensuring inclusion of the vulnerable population including females, disabled and individuals from ethnic minorities. Any stakeholder that has grievance would be able to contact the authorities and file complaint. Moreover it will ensure that the project has the means to improve the efficiency, transparency, consistency, and quality of complaints handling

c) **Land Donations:** Although OP/BP 4.12 and OP/BP 4.10 (no activities will be carried out that might involve land acquisition or involuntary resettlement of people and/or business) have not been triggered. However the Environmental and Social Management Framework (ESMF) includes documentation on details of ownership of the land and evidence indicating the nature of the donations, ensuring that there will be no negative livelihood impacts on any vulnerable groups and that there will be no encumbrances on land Documentation of such will be submitted to the World Bank for review. (i) the ownership of the land and evidence indicating the voluntary nature of the donation; (ii) appropriateness of the donation for the intended purpose; (iii) economic status of the donor that she is above the poverty line or whose remaining holdings are economically viable; (iv) no encumbrances on the land; (v) no negative livelihood impact on any vulnerable groups; (vi) no compensation will be paid, and (vii) that the owner gives up all claims on the land and the title will be transferred to the recipient through procedure prescribed by the law of the state. Documentations of such will be submitted to the Bank for review.

d) **Staff capacity Social Safeguards:** The PMU will strengthen the social safeguards team and dedicated staff will review implementation of environmental and social safeguards. Moreover orientation sessions on safeguards standards should be arranged to create awareness amongst the staff about the minimum social safeguards standards that need to be complied to in the context of the project

Environment (including Safeguards)

58. The project is classified as **Environment Category B**, because of school construction and rehabilitation included in the project. Possible environmental and social impact may include soil erosion, water and soil contamination, air quality deterioration, damage to natural vegetation, and safety and health hazards for students, teachers, workers and surrounding population. These possibly adverse impacts are not likely to be irreversible, wide-spread, or unprecedented, and can be addressed with the help of appropriately designed and effectively implemented mitigation plan. Therefore, the proposed project has been classified as Environment Category B as stated above, in accordance with the WB Operational Policy 4.01. No other safeguard policy is triggered.

59. For the proposed GPE project, the existing ESIA prepared for the on-going PGEB project will be adapted, in view of the similar nature of the proposed activities and also because the existing PMU for the PGEB will be tasked to manage the proposed project as well. The PMU will prepare a brief addendum to ESIA for the proposed project. The Addendum will need to be cleared by the Bank, and disclosed locally by the Education Department on its website as well as on the InfoShop of the World Bank prior to project appraisal.

60. The PGEB ESIA identifies the potentially negative environmental and social impacts likely to be caused by the project during its various phases, and also proposes mitigation measures to address these impacts. The ESIA also ensures that protection against natural disasters such as earthquakes and floods are incorporated in the design of the school buildings being constructed under the PGEB project. The ESIA proposes the institutional arrangements to manage the environmental aspects of the project, identifies environmental monitoring requirements to ensure the effective implementation of the mitigation measures, describes the environmental training needs, and also specifies the reporting and documentation requirements. The ESIA has been cleared by the Bank, and disclosed locally by the Education Department on its website as well as on the InfoShop of the World Bank. The ESIA is currently under implementation.

Annex 4: Operational Risk Assessment Framework (ORAF)
Pakistan: Global Partnership for Education - Balochistan Education Project (P144454)
Appraisal

Project Stakeholder Risks						
Stakeholder Risk	**Rating**	**High**				
Risk Description: Stakeholder satisfaction with service delivery is very low due to poor service delivery. The province also suffers from internal political influence over resources resulting in substantial pressure over the implementing agency for location of schools and recruitment of personnel. This can result in elite capture of services in some areas and mismanagement in others. Due to conflict some communities may not be easily accessible, resulting in reduced outreach to those communities creating resentment or conflict. Irregularities in the Education Sector data make evidence based policy planning difficult.	**Risk Management:** a) The Project activities will ensure active and meaningful involvement of stakeholders to provide for localized solutions to issues. b) Setting clear transparent criteria based on verified data and re-verifications through independent means will result in reducing political influence and mismanagement. c) A grievance redressal mechanism will be put in place to respond to complaints raised. It will be clearly communicated through all available communication mechanisms. d) Independent verifications of data will be conducted along with, and the Balochistan Education Management Information System (BEMIS) will also be strengthened.					
	Resp:	**Status:**	**Stage:**	**Recurrent:**	**Due Date:**	**Frequency:**
	Both	Not Yet Due	Implementation	☑		CONTINUOUS
Implementing Agency (IA) Risks (including Fiduciary Risks)						
Capacity	**Rating**	**Substantial**				
Risk Description: a) Inadequate number of qualified staff and low technical and managerial skills in the department and project implementation unit could lead to delays in implementation. High likelihood of delays in project implementation due to inexperience in dealing with	**Risk Management:** a) The PMU of the existing PGEB project will be expanded to provide capacity building, management and monitoring support. The PMU has been able to employ skilled staff for support and is confident about expanding skilled staff on the team. The SED and Director Education have been involved on all key aspects of planning and design of activities and have given commitment for involvement of key staff from the					

external contracts for construction and community mobilization. b) Weak procurement capacity requires strengthening. c) Financial Management: The implementing entity's capacity needs to augmented by employing additional staff and developing systems to manage; i) payroll of about 4,000 teachers; and, ii) financial management matters at the community level.	provincial and district education offices. b) The Bank team will work closely with PMU staff, especially finance and procurement staff to build capacity during the project. c) Services of firms with construction supervision expertise as well as PTSMC capacity building will be procured to support the SED and PMU staff.					
	Resp:	**Status:**	**Stage:**	**Recurrent:**	**Due Date:**	**Frequency:**
	Both	In Progress	Both	☑		CONTINUOUS
Governance	**Rating**	**High**				
Risk Description: a) Provincial and district monitoring and accountability systems are mostly non-functioning and further weakened by conflict. b) Possible risk of political interference in implementation and staff recruitments (school and PMU). c) Distortion in the monitoring and reporting on performance results at the facility, local and/or district level	**Risk Management:** a) The project will provide extensive capacity building component with direct support to project implementation staff, SED and District staff. Involvement of PTSMCs in monitoring to lend support to the education department. b) Extensive data collection and establishment of criteria to guide site selections and recruitments will help reduce bias and interference. c) The project will incorporate robust third party monitoring to ensure objectivity in monitoring. Grievance redressal mechanism will be in place, which will allow efficient response and action against complaints.					
	Resp:	**Status:**	**Stage:**	**Recurrent:**	**Due Date:**	**Frequency:**
	Both	In Progress	Both	☑		CONTINUOUS
	Risk Management: a) The Provincial Steering Committee will provide overall guidance, oversee implementation of the project and make decisions to address irregularities. b) Internal Audits of the project will be carried out periodically. Annually, the Auditor General will carry out external audit of the project. c) The project website shall have a procurement link for disclosure of all procurement aspects from invitation to contract management, as well as complaint registration. A procurement complaint handling mechanism shall be in place.					
	Resp:	**Status:**	**Stage:**	**Recurrent:**	**Due Date:**	**Frequency:**

	Both	In Progress	Both	☑		CONTINUOUS

Project Risks

Design	**Rating**	**Substantial**				
Risk Description: Design process is complex as it involves multiple stakeholders identifying priority areas for the project. The need for the Government to have approvals of the Local Education Group (LEG) that is comprised of international and national development partners with varied areas of interests also makes it difficult to remain specific in selection of design activities. GPE priorities and preferences may not be easy to reconcile with Bank procedures and planning process. Time period for the project preparation is tight as the application is expected to be reviewed by GPE Board in Spring 2014.	**Risk Management:** a) Bank team will include staff with sufficient expedience of handling GPE projects b) regular interactions with GPE and LEG during preparation c) Using established processes under the ongoing WB supported projects in the design process					
	Resp:	**Status:**	**Stage:**	**Recurrent:**	**Due Date:**	**Frequency:**
	Both	In Progress	Both	☑		CONTINUOUS

Social and Environmental	**Rating**	**Moderate**				
Risk Description: a) There will not be any negative impacts of this project in terms of land acquisition, involuntary resettlement or indigenous peoples. Therefore, social safeguard policies will not be triggered. b) Lack of institutional capacity in PPIU and SED to handle environmental aspects of the project c) Cultural barriers to inclusion of women, inadequate measures to resolve ethnic bias in selection of sites	**Risk Management:** Capacity building of staff and recruitment of a safeguards officer in the project implementation unit to support project implementation and supervision. Criteria will be developed for school and teacher selection to reduce bias and improve equity.					
	Resp:	**Status:**	**Stage:**	**Recurrent:**	**Due Date:**	**Frequency:**
	Both	Not Yet Due	Implementation	☑		CONTINUOUS

Program and Donor	**Rating**	**Moderate**
Risk Description: a)With the tight fiscal situation the GoB may find it difficult to allocate sufficient resources to maintain continuity and rely on other development partners in	**Risk Management:** a) The Bank team and counterpart will explore alternative funding avenues including the GoB budget and other donors. b) Additional meetings between donors and the GoB will be held to finalize	

service provision at least for the near future. b)Donors have expressed interest in providing funding for certain activities, however these commitments are not firm, nor has an amount been specified.	commitments and identify priority areas for investment in the education sector. c) With the approval of BESP and endorsement by political and administrative sections of the Government, it is expected that the activities will be financed and sustained.					
	Resp: Both	**Status:** Not Yet Due	**Stage:** Both	**Recurrent:** ☑	**Due Date:**	**Frequency:** CONTINUOUS
Delivery Monitoring and Sustainability	**Rating**	**Substantial**				
Risk Description: a) The project implementation unit may be dismantled after the project ends and the experience, knowledge and resources may not be effectively merged with the SED or be lost in addition to the discontinuation of project activities. b) Project interventions after the completion of the project period and maintenance of improvements made in school facilities may not be continued as recurring costs may not be made available. c) The SED does not have sufficient experience in M&E of project activities, and in managing contracts.	**Risk Management:** a) Prior to the close of th project, all systems established will be documented and wherever feasible notified through the Education Department to ensure their continued application and use within the system. b) The project design includes multi-layered capacity building, monitoring and evaluation strategies: (i) Strengthening of PMU, District Staff and PTSMCs, (ii) Establishing Provincial steering committee to regularly review implementation, (iii) hiring of third party monitoring firms to prepare baseline, (iv) periodic supervision by a third party consultant, and (v) recruitment of a S&QA construction firm to assist in contract management. c) Fiscal difficulties may continue to hamper progress resulting in reversal to a pre-project state; however donor interest remains high in the province. Also, the counterpart will develop Annual Work Plans as agreed in the Project Agreement to plan and cost annual activities.					
	Resp: Both	**Status:** Not Yet Due	**Stage:** Implementation	**Recurrent:** ☑	**Due Date:**	**Frequency:** CONTINUOUS
Overall Risk						
Overall Implementation Risk:	**Rating**	**High**				
Risk Description: The project will be implemented in a security constrained environment, which may restrict movement of staff from time to time.						

Annex 5: Implementation Support Plan

COUNTRY: ProjectName

PAKISTAN: Global Partnership for Education – Balochistan Education Project (GPE – BEP)

Strategy and Approach for Implementation Support

1. The proposed project implementation supervision and support strategy benefits from the lessons learned from supervising and supporting implementation of BESP and PGEB. The most significant challenge foreseen for implementation support and supervision of BEP is the unpredictable security situation of the province which has implications for travel to the project sites. This issue is compounded by the weak institutional capacity in the province both at the provincial and district levels which necessitates continuous technical and operational support from the Bank team. The Bank team will rely on the following options to supervise and support GoB.

a. Use of virtual means (e.g. video and audio conferences) to connect with the implementing agency on a regular basis to discuss program implementation progress and performance. Component 3 funds may be used to finance videoconferencing equipment in key entities, such as the PMU and Planning and Development Department.
b. Use of contracted consultancy firms, financed through the supervision budget to assess program performance and progress at various levels, including in the field.
c. Use of contracted individual consultants based in Quetta, financed through the supervision budget, to ensure local, continuous advisory and technical backstopping support.
d. When deemed critical, and in full compliance with security protocols in effect at the time, short visits by small teams (one to three team members) from Islamabad or short visits by teams from GoB to Islamabad to meet with the Bank and other development partners.

2. The proposed project is based on the Balochistan Education Sector Plan which was developed following a highly consultative process (please see Annex VIII). The implementation of the project will follow the same consultative approach through coordinated support from the DPs. The World Bank, as supervising entity, will have primary responsibility for fiduciary and safeguard compliance and monitoring of project progress and performance. The Bank team will coordinate with other DPs to provide technical support to the GoB for implementation of project activities.

3. The LEG, with UNICEF as the coordinating entity will coordinate the work of all the DPs providing support to the sector in Balochistan. Some ESP objectives, for instance pre-service teacher training, are being supported by USAID. Others, which are also part of the proposed project, such as ALP and ECE are being supported by UNICEF and AUSAID respectively. The LEG will coordinate activities of the GPE financed project and other DPs to ensure synergies are utilized to the fullest towards achievement of the ESP goals.

Implementation Support Plan

4. Program implementation supervision and support by the Bank will comprise of at least two formal joint implementation review missions every year. These reviews will cover, among other things, (1) strategic policy dialogue on major sector issues, including on governance and accountability, financing and expenditures, and institutional strengthening (including necessary staff and other resources); (2) review of program implementation status and progress and performance to date with respect to the PDO-level results indicators, monitoring indicators, and sub-component activities; and (3) advising on any actions and measures (including risk-mitigating measures) required to keep program implementation on track, progress on pace, and performance at expected levels. Main agreements reached and as assessment of implementation progress and performance will be recorded in Aide Memoires. In the intervening periods, shorter missions with more specific objectives of high priority will be carried out by the team in coordination with the LEG.

Time	***Focus***	***Skills Needed***	***Partner Role***
First 6 months	*Coordination and facilitation* Overall coordination with LEG and GoB to ensure adequate arrangements are in place and resources are provided to begin project implementation.	TTL	
	Fiduciary preparations and oversight • Strengthening institutional arrangements for financial management and • Procurement/contract management • Disbursement planning and monitoring. • Hiring of procurement management firm and packaging of large contracts	Financial Management Specialist, Procurement specialist.	
	Technical guidance and oversight at start of project • Planning for scale up of ECE program • Design and introduction of ALP program • ICT for better monitoring and teacher training • Design of capacity building program for PTSMCs • Support IA in design of student learning assessment	Technical specialists on ECE, EMIS, Monitoring and community mobilization	DFAT Australia will provide support on ECE
6-36	*Project management and leadership*	TTL with	LEG will coordinate

months	• Coordination of technical support and fiduciary oversight of project activities; • Timely reviews of project progress and performance; • Identification of risks to timely implementation as and when they arise	technical consultants	technical and operational support of partners to project implementation
	Fiduciary and safeguards oversight • Ensuring timely procurement & adherence to norms. • Ensuring compliance to financial management guidelines including audits and post audit actions. • Support for implementation of ESMF and review of progress and performance	*Environmental and Social safeguards consultants and infrastructure consultants*	
	Technical guidance • Technical support for implementation and design modifications of project activities, specifically ECE, community mobilization, student learning assessments and strengthening of provincial level M&E systems • Regular assessment of implementation progress and performance against agreed results indicators • Proactive identification of risks and mitigation measures	*Task team*	UNICEF and AusAID will provide technical support to select project activities

Skills Mix Required

Skills Needed	***Number of Staff Weeks***	***Number of Trips***
TTL	*25 weeks per year*	*At least 3 trips/year supplemented with visits as and when needed*
Operations Officer	*25 weeks per year*	*At least 3 trips/ year supplemented with visits as and when needed*
ICT Specialist	*10 weeks per year*	*At least 3 trips per year supplemented with visits as and when needed*
Assessment Specialist	*8 weeks per year*	*At least 3 trips per year supplemented with visits as and when needed*
ECE Specialist	*15 weeks per year*	*At least 3 trips per year supplemented with visits as and when needed*
EMIS Specialist	*15 weeks per year*	*At least 3 trips per year supplemented with visits as and when needed*
Procurement Specialist	*10 weeks per year*	*At least 3 trips per year supplemented with visits as and when needed*

FM Specialist	*10 weeks per year*	*At least 3 trips per year supplemented with visits as and when needed*
Infrastructure Specialist	*10 weeks per year*	*At least 3 trips per year supplemented with visits as and when needed*
Environment Specialist	*8 weeks per year*	*At least 2 trips per year supplemented with visits as and when needed*
M&E Specialist	*15 weeks per year*	*At least trips per year supplemented with visits as and when needed*

Partners

Name	***Role***
UNICEF	Coordinating Agency and lead technical advisor BEMIS
AUSAID	Lead technical advisor on ECE

Annex 6: Balochistan Education Sector Plan

PAKISTAN: **Global Partnership for Education - Balochistan Education Project (GPE-BEP)**

1. The Balochistan Education Sector Plan (BESP) was prepared in the backdrop of the 18th Amendment to the constitution of the Islamic Republic of Pakistan which transferred responsibility for education delivery entirely to the provinces It keeps in view Article 25A, introduced at the time of the Amendment, which provides for free and compulsory education for all children between the ages of 5 and 16. Article 25A had a substantive impact on the education reform agenda defined in the sector plan. In addition, BESP based its strategies on EFA/MDGs and other international commitments of Pakistan as well as the National Education Policy 2009.

2. BESP was developed on the basis of a detailed *Situation Analysis* of the sector undertaken from July 2011 to January 2012 with the assistance of the United Nations Children Fund (UNICEF) and United Nations Education Scientific and Cultural Organization (UNESCO). The situation analysis presents a comprehensive picture of the education sector in Balochistan in terms of inputs, processes, outputs and outcomes. It (a) highlights the key gaps and strengths of the sector including capacity issues; (b) identifies the internal and external threats and opportunities to the sector; (c) developed a set of draft policy options and (d) assisted in evaluating priority areas for reforms.

3. The Plan has been developed as a 5 year costed document to be reviewed on an annual basis. To avoid duplication the Plan borrows from other ongoing reforms undertaken by different development partners and the government. The development partners provided valuable technical support through directly developing sub sector plans or allowing the Plan to borrow from their work. Save the Children (UK) assisted in development of the ECE component, the pre-service section bases completely on the work of the USAID funded Pre-Step Project and the community schools concept has been adapted from the World Bank funded program run by the Balochistan Education Foundation (BEF). The cooperation manifested in the plan preparation, under the leadership of the Government of Balochistan and the SED, promises effective coordination in implementation of the BESP.

4. The BESP includes school education, higher education (excluding universities), and literacy and non-formal education. Issues of access, equity, quality and relevance and governance and management have been included across each sub-sector.

5. BESP recognizes very clearly that the province's obligations to achieve 25A cannot be achieved, and sustained, without meaningful improvements in quality. It deviates from previous efforts in its emphasis on quality as a factor of sustainability and equity. It also recognizes the importance of the private sector given its increasing scale and focuses on forming effective partnerships for increasing access to quality education in the province.

6. The Sector Plan caters to the diversity in Balochistan and allows strategies to be developed and adapted as per local conditions. The province has a multiethnic and multilingual population, thinly spread over a vast geographical area, with different levels of development which makes flexibility (or adaptability) critical to the reform implementation process.

7. The following are the key priorities for education sector reform identified under BESP:

- Quality and relevance as fundamental elements of sustainable education reform: BESP aims to make quality a factor in system accountability through developing standards and measurable benchmarks for quality related inputs, processes and outputs. It also emphasizes capacity development of education managers and professionals, including teachers, examiners, curriculum and textbook developers, to understand quality and improve delivery. Creating a learner and teacher friendly school environment and preparing a school language policy conducive to learning are other key strategies for improving quality identified by BESP. The sector plan aims to institutionalize Early Childhood Education (ECE) teaching into all primary schools in the public sector as a key strategy for improving student learning outcomes. The BESP has a three pronged purpose in the ECE area: increasing acceptance of the concept within the education sector, institutionalization of ECE policy framework for sustainability and expansion of ECE beyond the current small number of schools. It also links child health and nutrition to the ECE framework.

- Equity as a critical cross cutting factor: BESP recognizes that the attainment of the goals under Article 25A will require improvements in all aspects of education delivery including efforts to improve access and equity. While the vision of the article may not be achieved for at least the next ten years the BESP focuses on (a) improving enrolment and retention of children in schools; (b)enhancing the internal efficiency of existing schools; (c) removing gender gaps; and (d) mainstreaming marginalized groups into the regular education system. Through these strategies, BESP has set a target of reducing out of school children by 30% over the plan period of 2013-17. Strategies to improve enrolment and retention include both demand and supply side interventions. On the supply side the focus is on horizontal expansion of the school system in settlements that do not have a school following the community schools model, improving utilization of existing schools through increased enrolment, vertical expansion through up-gradation of primary and middle school to middle and high school respectively and expanding non-formal education programs. On the demand side the main strategies include reduction of economic barriers to enrolment and retention of children through providing incentives to parents and children for attending school and minimizing attitudinal barriers to female education through awareness campaigns.

- Governance and management improvements are central to the BESP. Strategies to improve sector governance include (a) involvement of the political leadership in oversight of the education sector's performance and development; (b) increase managerial efficiency through creation of a separate cadre for managers; (c) provision of relevant training and decentralization of decision making; (d) development of a decision support system through enhanced capacity of BEMIS; (e) development of coordinated and integrated plans for development; (f) establishment of a monitoring and evaluation process through the education sector plan; (g) ensuring effective community involvement in the sector through revival of PTSMCs; (h) including the private sector into mainstream education through development of a policy framework for the sector; and (i) supportive political intervention in the education sector. Furthermore, three key steps have been identified as critical to involve the political leadership in educational reforms and to secure the department from intrusive non-

meritocratic pressures: (a) setting up of the provincial assembly's standing committee on education; (b) involvement of key political figures in oversight mechanism of the sector plan; and (c) involvement of the teachers' association in the reform process to improve their professionalism.

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Annex 7: Donor Contribution to Balochistan Education Sector

PAKISTAN: **Global Partnership for Education - Balochistan Education Project (GPE-BEP)**

Development Partner	Project Name	Implementing Entity	Geographic Scope	Financial Commitment	Year	Area of support
World Bank	Balochistan Education Support Program	Balochistan Education Foundation/Secondary Education Department	Province wide	USD 22 Million (loan)	2006-2014	Increasing access through community and public private partnerships.
World Bank	Promoting Girls Education in Balochistan	Project Management Unit/ Secondary Education Department	12 districts (Khuzdar, Kachhi, Loralai, Jhal Magsi, Khuzdar, Kalat, Lasbela, Jaferabad, Kech, Panjgur, K. saifullah, pishin, Naseerabad)	USD 10 Million (grant)	2012-2015	Access/Community partnerships
Global Partnership for Education/ World Bank	Balochistan Education Project	Project Management Unit/ Secondary Education Department	Province wide	USD 34 Million (grant)	2014-2017	Access, Quality, Community partnerships and Monitoring
UNICEF	Promoting Girls Education in Balochistan	Government of Balochistan, Secondary Education Department	Zhob, Pishin, Quetta, Sherani, Lasbela, Jafarabad, Naseerabad, Musakhail	USD 15 Million (grant)	2013-2017	Access, Quality & Capacity Building
UNESCO	Supporting Provincial Capacity Building to Realize Girls' Rights to Education	Department of Education/ Balochistan Education Foundation	Across the province	To be decided (portion of Malala Fund)	2014-2016	Expanding access for girls to primary and secondary education through policy support; improving quality and relevance of basic education to ensure gender sensitive content, teaching practice and learning environment; and strengthen policy implementation.

USAID	Pakistan Reading Project	International Rescue Committee	17 districts and provincial level policy support (Pishin, Quetta, Kech, Jafarabad, Loralai, Lasbela, Panjgur, Qilla Saifullah, Nasirabad, Kalat, Bolan, JhalMagsi, Ziarat, Kharan, Sibbi, Nushki, Gwadar)	US $ 15 million	2013-2018	Quality, Community partnership, teacher education reforms and policy reforms
USAID	Construction of Faculty of Education buildings	CDM Contractors	SBKWU, Quetta; Lasbella University	$ 5 million	2013 - 2015	Quality, Teacher Education Reforms
USAID	Merit and Need Based Scholarship	Project Management Unit, Higher Education Commission, Islamabad	Province wide	$ 2.5 million	2013-2020	Access and Quality
DFAT, Australia	Early Childhood Development Programme	Aga Khan Foundation	Gawadar, Killa Saifullah and Quetta	AUD 4.75 million	2010-2015	Access to Early Childhood Development
DFAT, Australia	Development of Balochistan Education Sector Plan	UNICEF	Across the province	AUD 1.67 million	2011-2014	Policy level work
German Embassy/GIZ	National Basic Education Policy Programme (NBEPP)	Implementing organizations under : Capital Administration & Development Division (CA&DD), Govt. of Pakistan (also those under MoE&T and SHE); Secondary Education Department (SED), Govt. of Balochistan; Education & Literacy Department, Govt. of Sindh; School Education Department, Govt. of Punjab; Education Department, Gilgit-Baltistan; Education Department (Schools), Govt. of AJK; Elementary	Nationwide (including Balochistan)	No specific financial commitment within the NBEPP for Balochistan. Technical Advice is extended on a demand basis.	2009 – 2015	Technical Assistance for Quality of Education (CIF); Governance in the context of establishing inter- institutional coordination.

		& Secondary Education Department, Govt. of Khyber Pakhtunkhwa; Department of Education, FATA				