

# PROJECT INFORMATION DOCUMENT (PID) CONCEPT STAGE

Report No.: PIDC2549

<b>Project Name</b>	Global Partnership for Education - Balochistan Education Project (P144454)
<b>Region</b>	SOUTH ASIA
<b>Country</b>	Pakistan
<b>Sector(s)</b>	Primary education (60%), Secondary education (40%)
<b>Theme(s)</b>	Education for all (80%), Managing for development results (20%)
<b>Lending Instrument</b>	Specific Investment Loan
<b>Project ID</b>	P144454
<b>Borrower(s)</b>	Government of Pakistan
<b>Implementing Agency</b>	Secondary Education Department of Balochistan
<b>Environmental Category</b>	B-Partial Assessment
<b>Date PID Prepared/ Updated</b>	20-Jan-2014
<b>Date PID Approved/ Disclosed</b>	07-Feb-2014
<b>Estimated Date of Appraisal Completion</b>	21-Feb-2014
<b>Estimated Date of Board Approval</b>	02-Jun-2014
<b>Concept Review Decision</b>	Track I - The review did authorize the preparation to continue

## I. Introduction and Context

### Country Context

Pakistan, the sixth most populous country in the world has been facing severe economic crisis, displaying slow economic growth, widening fiscal deficit and rising inflation, over the past many years. The situation is further compounded by internal and external security threats and a series of natural disasters, adding to the vulnerability and impacting certain selected regions of the country much more severely. The main provinces/areas affected by security and political unrest are Khyber Pukhtunkhwa (KP), Federally Administered Tribal Areas (FATA) and Balochistan.

Notwithstanding the various challenges, key reforms have been introduced to pave the way for improvements; these include the 18th amendment to the constitution which now devolves more power and responsibility to the provinces as well as redefining of the National Finance Commission (NFC) award providing more resources to the provinces. The new government formed in April 2013, after the first democratic transition, is setting up plans and strategies to counter some of the major challenges faced by the country; energy, economic revival and countering terrorism are

amongst the key priorities of the newly elected government.

Balochistan is the largest province, geographically occupying 44% of the country's land mass, but the smallest in terms of population. The province, although rich in natural resources, including a large coastline, has demonstrated low economic growth relative to other provinces. It performs low on all social indicators as well - the net enrollment rates of the province are at least 10% lower than the national average, two out of five infants are not fully immunized and infant mortality is as high as 72/1000 live births. Balochistan province has had a turbulent past with several periods of internal conflict of a very complex nature that arises from a mixture of politics, geography, religion and ethnicity. The situation in Balochistan is still far from stable, with deteriorating rule of law, a challenge even at the most peaceful of times given Balochistan's large geographical spread. A series of natural disasters (floods and earthquakes) add to the vulnerability of the province.

### **Sectoral and Institutional Context**

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 Millennium Development Goals (MDGs) for 2015. The delivery of education services are severely impacted by economic and security challenges that the country has been facing for some years. Balochistan's outcomes for education, especially female education, have been considerably lower than those of the other provinces. The net enrollment ratio (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. The indicators for female enrollment are exceptionally poor, especially at the rural level; the NER for girls in rural Balochistan is 33% for the 6-10 age group compared to rural boys NER of 63%, and drops to an abysmally low 7% at the middle school level, indicating very low retention rates. NER increased by 6 percentage points between 2008/09 and 2010/11, 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.

Access to schooling is a serious challenge in a geographically wide-spread area with small, sparsely populated communities. Out of roughly 12,000 settlements in the province, 40% do not have access to a school. Where schools are present, they are in poor shape: approximately 7% of schools lack a building and are functioning in temporary shelters or without shelter. Institutional weaknesses, mainly due to lack of resources, inefficient planning, lack of adequate data and its use for planning, and low capacity have been a hindrance to progress in education outcomes. Additionally, the mobility constraints faced by province and district staff due to the deteriorating security situation has been a major roadblock in effective planning and implementation in education service delivery. Considering these issues the Government has been relying on community involvement to play a major role in supporting education facilities at the rural level, especially in areas that become inaccessible for the government education staff during times of conflict.

World Bank has a history of engagement in the province mainly focusing on community supported education activities, two Bank supported projects-Balochistan Education Support Project (BESP) and Promoting Girls Education in Balochistan (PGEB) are working with the School Education Department (SED) to improve school participation through community mechanisms. Some key reforms supported through these initiatives are: community supported school construction, teacher training, establishment of new schools through community partnership, improving monitoring

through community, implementing partners and third party validation surveys. The community schools set up by the Balochistan Education Foundation (BEF) have managed to enroll almost 28,000 students over the past 5 years, out of which 43 percent are girls, the government has applied the lessons learned from the establishment of community schools 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. This is expected to counter political bias in school site identification, community support and interest in the education activity and ensure efficient utilization of resources.

The Government of Balochistan, with the support of key donors and local education partners, has prepared a costed and realistic Balochistan Education Sector Plan (BESP) 2012-2017, after a comprehensive review of challenges, issues and opportunities in the sector. The Sector Plan has been submitted to the provincial government for approval in early 2013, after consultations with the local education partners.

The Global Partnership for Education (GPE) has allocated an indicative amount of US\$34 million to support the implementation of the Education Sector Plan. The World Bank has agreed to be the Supervising Entity (SE) for the proposed grant. The GPE's stated objectives are to 1) support education in fragile and conflict-affected states; 2) promote girls' education; 3) increase basic numeracy and literacy skills in primary school; 4) improve teacher effectiveness through training and recruitment; and 5) expand funding and support to education in GPE countries. The Balochistan's Education Sector Plan priorities are aligned with GPE objectives 1 and 2, and with existing World Bank education initiatives in the province

### **Relationship to CAS**

The proposed project is consistent with Pakistan's Country Partnership Strategy (CPS) for FY 10-14 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, reflected in the outcome "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.

## **II. Proposed Development Objective(s)**

### **Proposed Development Objective(s) (From PCN)**

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 to improve quality of school management

### **Key Results (From PCN)**

Key results would be measured against the following four indicators :

- Percentage increase in school enrollment of girls
- Percentage increase in school enrollment of boys)
- Percentage increase in retention of children in existing and new schools established by proposed GPE grant
- Regular reports generated and made public annually on selected indicators for schools

The Project would also explore the possibility of using sample surveys to measure student learning outcomes to establish a baseline of learning levels in selected grades, and comparing the outcomes over time. However, this indicator is not included as a key result at this time, as implementation of student assessment mechanisms need to be reviewed in the province to ascertain that the Project would be able to ensure reliable collection of information. Security constraints may pose a major road block in the implementation of reliable and valid student assessment tests.

### **III. Preliminary Description**

#### **Concept Description**

The project activities prioritized from the sector plan are based on government's existing initiatives, lessons from past projects, as well as deliverability of activities in a conflict and security constrained province. The main objectives are improving access and addressing quality issues in schools through improved management, planning and providing basic resources to teachers. The three components are: 1) Access and Equity, 2) Quality and Governance and 3) Technical Support for improved management and monitoring.

#### Technical Description

##### Component 1) Access and Equity:

The key objectives of this component are to expand a) access in communities without any school facility (public or private) through community support mechanisms, b) supporting transition from primary to middle and high by up-grading schools, c) provision of alternate learning pathways (ALP) for children who can be mainstreamed into primary or middle schools and d) provide missing facilities to girls schools. Surveys and monitoring visits will ensure that the sites selected for new schools are based on need and demand and the schools selected for provision of missing facility and up-gradation are functional schools with adequate staff. The access activities will be further supported through the provision of teaching leaning material as described in Component 2 to better equip the schools for learning. ALP will ensure children who are out of school can be mainstreamed into existing schools and have a "second chance" for education.

##### Component 2) Quality and Increased Accountability

A key reason for student dropouts and low performance of children in learning outcomes is the poor quality of teaching in schools. Teachers, mostly in rural schools, lack basic teaching and planning tools to improve learning processes in the classroom, and have inadequate capacity to translate the curriculum and textbooks into meaningful teaching activities in the school. The government has been implementing teacher training programs with donor support for many years and plans to continue this important task under the sector plan, however majority of the teachers are unable to implement the training in the classroom, mainly due to lack of simple support material to manage the teaching tasks. The project will support government's efforts to improve teacher training by developing simple and usable teaching learning and planning material for classrooms that may also be used simultaneously to improve learning environments in the classroom and track progress of syllabus implementation. The Provincial Institute of Teacher Education (PITE) will be responsible, alongwith the SED, for developing simple management tools like time table, 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 will

be monitored regularly by the project implementation unit and PITE to hold teachers accountable for learning environments in the classroom. At present, there are no formal teacher performance audits, difficult geographic access and security issues are a major roadblock in setting up a comprehensive teacher mentoring and monitoring system, through this initiative the basic elements of a teacher account ability system will be initiated. The project will 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 classroom. A very important learning stage in a child's life is the early years, almost all schools across Balochistan have a pre-primary classroom traditionally referred to as "katchi". The Government is piloting an ECE program with donor support in 75 schools and plans to expand the activities to 200 schools, lessons learned from this initiative will be used to develop an ECE policy, curriculum and TLM for the province and identify mechanisms to improve teacher selection for early grades.

The learning outcomes of children in government schools have never been systematically assessed in the province to understand district and gender disparities as well as develop an understanding of education delivery from a quality perspective. Balochistan province participated in national assessments surveys through a unit in the education department called Provincial Education Assessment System (PEAS), but after the devolution of education through the 18th amendment to the constitution, national assessments have been discontinued and PEAS has not conducted any independent assessments. The BESP document prepared by the Government keeps Quality as a central theme for the sector and emphasizes the importance of children learning outcomes, the project will support the department in reviving the ability to conduct independent sample based student assessments either through PEAS or through an outsourced entity supervised by PEAS. However, the security situation in the province is an impediment in conducting a province wide sample assessment, the team will explore opportunities and constraints during the appraisal stage to determine the feasibility of including this activity in the project.

Component 3) Technical Assistance for Improved Capacity for Management and Monitoring:

The objective of this component is to support the establishment of systems and procedures for effective planning and implementation of project activities, developing robust monitoring systems and capacity building of education management and teaching officials involved in the project implementation. Using the existing system as a foundation additional diagnostic activities are planned to improve the validity and usability of the information collected. Innovative methods will be piloted to collect information to provide scalable models of collecting information in a geographically and security challenged area.

#### IV. Safeguard Policies that might apply

<b>Safeguard Policies Triggered by the Project</b>	<b>Yes</b>	<b>No</b>	<b>TBD</b>
Environmental Assessment OP/BP 4.01	<b>x</b>		
Natural Habitats OP/BP 4.04		<b>x</b>	
Forests OP/BP 4.36		<b>x</b>	
Pest Management OP 4.09		<b>x</b>	
Physical Cultural Resources OP/BP 4.11		<b>x</b>	
Indigenous Peoples OP/BP 4.10		<b>x</b>	

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	

## V. Financing (in USD Million)

Total Project Cost:	34.10	Total Bank Financing:	0.00
Financing Gap:	0.00		
<b>Financing Source</b>			<b>Amount</b>
Borrower			0.00
Education for All Supervising Entity			34.10
Total			34.10

## VI. Contact point

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