

SUMMARY

**Annual Action Programme in favour of Pakistan for 2019 part 2 to be
financed from the general budget of the Union,
‘Revival of Balochistan Water Resources Programme’ and ‘Balochistan
Education Support Programme II (BES II)’**

1. Identification

Budget heading	21.020200
Total cost	EUR 58 million of EU contribution
Basic act	Regulation (EU) No 233/2014 of 11 March 2014 Regulation (EU) No 236/2014 of 11 March 2014

2. Country background

Pakistan has the world’s sixth largest population with over 207 million inhabitants (Census 2017) and a nominal Gross Domestic Product (GDP) per capita of USD 1 629, which ranks it 150th in the world. Pakistan’s semi-industrialised economy is the 24th largest in the world in terms of purchasing power parity and the 42nd largest in terms of nominal GDP. However, Pakistan’s undocumented economy comprises approximately 36% of its overall economy. Despite this, Pakistan is developing and is considered one of the ‘next eleven’, i.e. one of the eleven countries that could potentially be among the world’s largest economies in the 21st century. Recent Chinese investment in the China-Pakistan Economic Corridor is considered to be a game changer, particularly for Balochistan. Despite this development, socio-economic indicators are still worrying. Nearly 39% of Pakistanis live in multidimensional poverty, with the highest rates of poverty in the Federally Administered Tribal Areas (FATA) and Balochistan. Pakistan is on a sustainable democratic path, with the third consecutive democratic transfer of political power taking place following the national elections held on 25 July 2018. The democratically elected provincial Government of Balochistan (GoB) is undergoing a reform process towards further democratisation.

Balochistan is Pakistan’s largest province (45% by area), the most sparsely populated (10 million inhabitants), and the least developed¹. GDP per capita is less than 60% of the national average, with less than 15% of the population having access to clean water. A vicious circle of higher water demand and declining agricultural output is leading to over-exploitation of limited resources². The breakdown of traditional tribal structures for water management has further exacerbated this. In addition, Pakistan has suffered several extreme weather events, including floods, which have caused an estimated average annual economic loss of USD 4 billion. Pakistan is an extreme water-stressed country: by 2025 water availability will drop to 800 m³ per capita, while the international limit for water scarcity is 1 000 m³. Balochistan lies in the arid and the hyper-arid zones of the country and the climate is changing towards high extremes, thus further endangering the reliability of water resources.

Although it is the country’s richest province in natural resources, Balochistan has not progressed at the pace of other provinces. The province’s political economy is deeply

¹ Economic Survey of Pakistan 2016 – 2017) – (see above note for ref).

² See for example, Balochistans Water Sector: Issues & Opportunities, Dr Shahid Ahmed. Joint, ADB & World Bank Mission Report, Nov 2006

connected to its underdevelopment and the underlying technical issues in the education sector. The 18th Amendment to Pakistan's Constitution devolved the education functions from the federal level to the province. However, carrying out these functions is problematic as the Education Department has issues related to capacity, governance and management.

Pakistan lags far behind in gender equality. The World Economic Forum's 2018 Global gender gap index ranked Pakistan 148 out of 149 countries based on economic, educational, health-based and political indicators. Gender equality is enshrined in Pakistan's Constitution, but discrimination and violence against women are deeply rooted culturally. The degree of discrimination and deprivation of rights varies between urban and rural settings and between the different provinces. Even though women in Pakistan are generally disadvantaged, in Balochistan they are nearly invisible in public and have limited presence in the labour market. They are often deprived of education and information on their rights. Of particular concern in Balochistan is the low rate of literacy for women (24%) and the high rate of maternal mortality (700/100 000).

3. Summary of the action programme

1) Background

The 'Revival of Balochistan Water Resources Programme' will support the Government's National Water Policy and the Balochistan Integrated Water Resource Management (IWRM) policy, and as well strengthen the Balochistan Water Authority, thus addressing the sound governance of water and land resources through measures leading to a switch from excess irrigation to low water use, coupled with integrated livestock and rangeland management. In support to the Government's priorities, the proposed action will strengthen low water intensity value chains among producers and service providers and promote competitiveness. A severe lack of trained cadres to provide agro technical and related extension services to small holders and landowners will be addressed by supporting training institutions offering appropriate training to a significant pool of gender-balanced graduates.

The 'Balochistan Education Support Programme II' will support the 2013-2018 Balochistan Education Sector Plan (BESP) and has two priorities: 1) to improve access to quality primary and middle level education, paying particular attention to gender issues, children with disabilities, ethnic and linguistic minority children, and those living in remote or unsafe areas, in the spirit of the European Consensus; 2) to increase accountability, reporting and transparency of the provincial education department, as the quality of public administration is key for the management, motivation, deployment and availability of competent and motivated teachers.

2) Cooperation/Neighbourhood related policy of beneficiary country

The 'Revival of Balochistan Water Resources Programme' and the 'Balochistan Education Support Programme II' are aligned to the main policies and strategic priorities of the national cooperation related policies.

Pakistan's 'Vision 2025', the country's long-term development strategy, integrates the Agenda 2030 and the Sustainable Development Goals (SDGs), including gender equality and women's development, into national policies. Rural development and water resources management, under Pillar IV (15), aim to increase water storage capacity, improve efficiency of water use in agriculture by 20%, and ensure access of clean drinking water to all Pakistanis. Pakistan is a signatory to all major climate and environment-related conventions, including the Kyoto Protocol and the UN Convention on Combating Desertification and Biodiversity.

In 2006, the Provincial Government adopted the IWRM policy, the Disaster Risk Management framework and the Guidance on Drought Management. While this policy is solid on paper, many of its provisions are in their infancy and need support. Balochistan is in need of a provincial strategic water sector plan, so that a water coordinating body may break through the sectoral silos and potentially address issues such as water tariffs, currently existing only for the small patches of irrigated land in the province. The Balochistan Water Authority was recently formalised, and is not able yet to provide the required guidance to ensure sound governance of groundwater resources.

Pakistan's national education policy, published in 2009, focuses on improving access and equity, governance and management, quality and relevance of education. Universal primary education by 2020 for boys and by 2025 for girls is the main policy target in line with Article 25A of the Constitution. The policy foresees universal access and enrolment, especially concerning out-of-school children and universal retention through minimizing dropout rates. It also prioritises universal high achievement rates for students by improving the quality of education, teacher competency and retention, as well as reviewing the standards for examinations/assessments. Furthermore, the policy aims at improving the quality of adult literacy and non-formal basic education programmes.

The 2018-2023 National Internal Security Policy of the National Counter Terrorism Authority is the first attempt at an overarching, comprehensive security policy for the country. Aimed at federal and provincial stakeholders, it integrates development measures with efforts to promote security and peacebuilding as outlined in 'Vision 2025'. Education is one pillar in this federal framework for internal security.

The BESP 2013-2018 was prepared as the instrument to manage the prioritisation, planning, execution, monitoring and review of education policies and strategies. The BESP includes a five-years plan with provisions for annual revisions based on the monitoring and evaluation of the implementation process. The BESP is closely aligned with national priorities and clearly outlines how the devolution mandate after the 18th Amendment to Pakistan's Constitution will be carried out while adapting the provisions of the national policy to the Balochistan context.

The Balochistan gender equality and women's empowerment policy, with specific targets and key performance indicators for the education sector, was developed by Balochistan's Women Development Department with the technical support of the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women). It was approved by the GoB in 2013 and is currently being revised to take the SDGs into account.

3) Coherence with the programming documents:

Both actions are in line with the 2014-2020 EU-Pakistan Multiannual indicative programme. They will particularly contribute to the objectives within the focal sectors 'Rural Development' and 'Education and Technical and Vocational Education and Training (TVET)'.

The objectives of both actions are in complete alignment with the EU Results framework, the EU Rights-based approach, the 2016-2020 EU Gender action plan as well as in line with the EU Consensus for development.

4) Identified actions

The overall objective of the 'Revival of Balochistan Water Resources Programme' is to contribute to the transition of the rural irrigated agriculture in the arid regions of Balochistan towards lower water use, sustainable agricultural and livestock farming systems. The specific objectives of the action are: 1) to strengthen governance of water resources and rangelands in Balochistan, 2) to develop alternative farming systems based on low water agro-economy and involving livestock and groundwater replenishment, 3) to strengthen value chains for a

climate-resilient, low water economy among male and female producers and service providers, and 4) to increase availability of qualified agro-technology cadres (government, in particular the Baluchistan Water Authority, and private) able to integrate and provide on-farm technical know-how and climate-relevant advice to farmers.

The overall objective of the 'Balochistan Education Support Programme II' is to contribute to the strengthening of the quality and performance of education systems in Balochistan. The specific objectives of the action are: 1) to improve access to quality primary and middle level education; 2) to increase the accountability, reporting and transparency of the provincial education department.

5) Expected results:

For the 'Revival of Balochistan Water Resources Programme' under the specific objectives of the action, the following main outputs are expected:

Under Specific objective 1: 1.1) strengthened organisational and administrative capacity of the future water authority to adopt strategic decisions; 1.2) improved policy and legal framework for the water and land sector, and 1.3) IWRM plans developed, grounded on a strategic provincial water resources master plan to be implemented at all levels.

Under Specific objective 2: 2.1) improved management of livestock and vegetation; 2.2) Improved methods and new techniques for harvesting rainfall, associated with re-vegetation, to replenish recharge to groundwater in rangelands, and 2.3) enhanced capacity of communities to replicate the new techniques and systems on low water horticulture and improved groundwater management.

Under Specific objective 3: 3.1) adoption and cultivation of alternative, low water-requirement crops with higher yields and providing better financial returns to men and women farmers; 3.2) enhanced extension and market information services for value chains in place.

Under Specific objective 4: 4.1) enhanced capacity of educational institutions to provide suitable agro-technology training and education in Balochistan, and 4.2) improvement of quality and availability of extension services.

For the 'Balochistan Education Support Programme II', the following main outputs are expected:

Under Specific objective 1: 1.1) increased availability of appropriate and safe schools, including in remote and conflict affected areas, with a specific focus on accessibility for girls and disadvantaged groups; 1.2) Enhanced capacity of Department of education and support institutions (the Balochistan Assessment and Examination Commission, the Provincial Institute of Teachers Education, the Bureau of Curriculum, etc.) to function effectively within the quality management cycle, including monitoring and supervision; 1.3) improved and measured teachers' performance as well as children's learning; 1.4) school development plans developed and implemented in selected schools; 1.5) strengthened communities and school facilities for preventing drop-out from primary education, and 1.6) alternative/accelerated learning programmes (ALP) of basic formal education developed and adopted by madrassas, and communities and private schools.

Under Specific objective 2: 2.1) improved capacity for education planning and management at district and provincial level; 2.2) improved capacity of district and provincial education institutions for data management, analysis, monitoring and reporting, and 2.3) enlarged circle of participants in the policy making.

6) Past EU assistance and lessons learnt

Lessons learnt for the ‘Revival of Balochistan Water Resources Programme’ are based on a comprehensive review of the available extensive scientific literature and on the results of EU’s rural development programmes). The lessons can be summarised as follows.

The institutional capacity and accountability in the Province is in need of significant support and strengthening, as found in the EU agricultural and rural and social development projects. Among the challenges that have been faced is the limited accountability of the public services and a perceived reluctance to act on inadequate practices. Sustainability for operations, maintenance, and pooling of local resources is to be ensured through capacity building, which must be implemented from the beginning.

The business model for natural resources management has been top down with little exchange with the rights holders, as found in the Food and Agriculture Organisation’s (FAO) experience and in the EU’s rural development programmes. Ground water use can only be regulated when individual use evolves towards community management. Dam construction for floodwater storage, and also recharge to aquifers, have proven to be less successful, not due to technology, but due to poor selection of locations and insufficient site investigations.

Investments in the agro-economy involving constructions for water holding structures are often made with insufficient stakeholder participation, and indeed without the required pre-planning, as noted in the field visit consultations. Past EU interventions based on community development have supported village organisations. They were federated into local support organisations capable of receiving, applying for and managing subsidies/funding.

Women’s participation is possible even in the most conservative contexts, including Balochistan. To promote it, there is a need for extensive dialogues with both men and women to develop trust and relationship with communities.

Community participation in the planning, designing and implementation of small infrastructure schemes ensures relevance, ownership, and maintenance. It enhances citizens’ confidence in their government’s ability to provide a better life, restore security, create trust, generate employment, and provide services.

The design of ‘Balochistan Education Support Programme II’ builds largely on the lessons learned from the on-going EU-funded Balochistan Education Support programme I (BES I), which is implementing part of the BESP. Based on a recent assessment of the BES I, the lessons can be summarised as follows:

The Balochistan Basic Education Programme implemented by the United Nations Children's Fund (UNICEF) is working through a systems approach to improve the governance and management support functions, which impact all children and teachers in school. It is collaborating with all stakeholders involved in the quality management cycle of education to address systemic causes in the sector and move forward with practical and sustainable solutions. Through innovative support to the strengthening of systems, the programme has addressed the issues of developing and disseminating reports based on student performance as well as the assessments of exams, in partnership with the Balochistan Assessment and examination commission and teacher training with the Provincial Institute of teacher education.

The establishment of a performance management system in the Education Secretariat has helped reinforce the planning and the management issues identified as major obstacles to quality education. The system includes an education management information system (EMIS) and the Real-time school monitoring system. The programme has piloted a cluster wide approach to collection, management and dissemination of data through establishment of the EMIS cells at cluster level. The Performance Management System has achieved results,

which support planning, management and accountability functions of the Education Department. The EMIS collects data and provides information on schools, students, teaching and non-teaching staff. The first ever Balochistan Education Statistics report was published in late 2018 by the Secondary Education Department.

The programme has also improved the coordination and collaboration between the education Department, development partners, and civil society through the Local Education Group. This group reviews the viability and progress of education-related interventions, deliberates on policy level issues, and acts as an oversight group ensuring accountability. Moreover, the programme supported a Joint Education Sector Review reviewing progress against the education sector plan and providing useful insights that help address challenges. Finally, Parent Committees at school level are supported to conduct needs assessments and implement school development plans to create an enabling environment for children and improve the retention of students, especially girls.

7) Complementary actions/donor coordination.

To ensure complementarity and synergy on the proposed action, the ‘Revival of Balochistan Water Resources Programme’ has been designed taking into account other on-going initiatives (the World Bank (WB), the Asian Development Bank (ADB), the FAO, Australian Aid, and the United States Agency for International Development (USAID)). The ADB’s and the World Bank’s focus are on infrastructural work in irrigation. The International Finance Corporation (IFC) focus is generally on basins dominated by a mixture of perennial and spate irrigation. FAO / Australian Aid / USAID have been engaged in a series of programmes involving rural development in the province³, with a focus on food security and farmers’ income, extension services, and farmer field schools in Nushkhi, Mastung, Loralai and Pishin.

Other partners supporting the ‘Balochistan Education Sector Plan’ along with EU include UNICEF, the WB, USAID, Japan International Cooperation Agency (JICA), Gesellschaft für Internationale Zusammenarbeit (GIZ), and United Nations Education Scientific and Culture Organization (UNESCO):

UNICEF and the WB are collaborating on the grants provided by the Global Partnership for Education (GPE) to Balochistan (USD 34 million) and the WB is implementing the ‘Balochistan Education Support Project Single-donor Trust Fund’, which includes a EUR 10 million EU contribution with the objective to increase school enrolment and retention in Project-supported schools.

USAID is implementing the ‘Pakistan Reading’ project 2013-2020 through the Institute of Rural Management (IRM). The main aim of the project is to improve Urdu reading skills of Grade 1 & 2 students through teacher trainings.

JICA is scaling up the ‘Alternative Education Programmes for Out-of-school Children and Adolescents’ in Balochistan and providing support to Social Welfare Department and Directorate of Non-Formal Education (NFE) in the establishment of Accelerated Learning Pathways (ALP) and youth and adult literacy centres in Balochistan. JICA has recently signed an agreement with UNICEF to open 170 ALP centres in eleven focused districts of Balochistan till 2020.

Through its Malala Fund UNESCO is implementing the ‘Girls’ Right to Education Program’, while the United Nations Development Programme (UNDP) is giving the overall support to the Planning & Development Department and other stakeholders in the implementation of SDGs, including SDG 4 - Quality Education.

³ Australia Balochistan Agri Business Programme – Phase II (info from FAO: Ahmed Jan Essa and Marcel Stallen)

Balochistan Rural Support Programme (BRSP) is working since 2013 on the inclusion of parallel education systems like private schools and madrassas into mainstream education policy.

The actions are designed in complementary with other projects within the EU's portfolio. The EU's Growth for Rural Advancement and Sustainable Progress (GRASP) programme focuses on market and value chain development. Balochistan Rural Development and Community Empowerment Programme empower citizens and communities. Other complementary programmes are the Balochistan Education Support, TVET, Effective Citizenship and Responsive Governance, Public Financial Management Support Programme for Pakistan (PFM-SPP). There is a strong synergy between the programmes mentioned above.

4. Communication and visibility

Communication and visibility of the EU is a legal obligation for all external actions funded by the EU.

These actions shall contain communication and visibility measures, which shall be based on a specific Communication and Visibility Plan of the Action, to be elaborated at the start of implementation.

In terms of legal obligations on communication and visibility, the measures shall be implemented by the Commission, the partner country, contractors, grant beneficiaries and/or entrusted entities. Appropriate contractual obligations shall be included in, respectively, the financing agreement, procurement and grant contracts, and delegation agreements.

The Communication and Visibility Requirements for the EU's External Action (or any succeeding document) shall be used to establish the Communication and Visibility Plan of the Action and the appropriate contractual obligations.

Implementation shall take place in direct management through procurement of services. Services will be contracted by the EU Delegation possibly as part of a larger contract of the EU Delegation dedicated to a joint communication and visibility activities covering all sectors of cooperation and using budget allocations under different decisions. For these services, procurement will be launched indicatively in the 3rd quarter of 2020.

5. Cost and financing

Revival of Balochistan Water Resources Programme	EUR 40 000 000
Balochistan Education Support Programme II (BES II)	EUR 18 000 000
Total EU contribution to the measure	EUR 58 000 000

EN



This action is funded by the European Union

ANNEX I

of the Commission Implementing Decision on the financing of annual action programme in favour of Pakistan for 2019 part 2

Action document for ‘Revival of Balochistan Water Resources Programme’

ANNUAL PROGRAMME/MEASURE

This document constitutes the annual work programme in the sense of Article 110(2) of the Financial Regulation and action programme/measure in the sense of Articles 2 and 3 of Regulation No 236/2014.

1. Title/basic act/ CRIS number	Revival of Balochistan Water Resources Programme CRIS number: ACA / 2019 / 041-653 financed under the Development Cooperation Instrument	
2. Zone benefiting from the action/location	Asia, Pakistan The action will be carried out at the following location: - the province of Balochistan.	
3. Programming document	Addendum No. 1 to Multiannual Indicative Programme between the European Union and Pakistan for the period 2014 – 2020 ¹	
4. SDGs	Main SDGs: SDG 6 – Clean water and sanitation Other significant SDGs: SDG 2 – Zero hunger, 5 – Gender equality, 8 – Decent work and economic growth, 13 – Climate action, and 15 – Life on land: SDG 16: promote peaceful and inclusive society	
5. Sector of intervention/ thematic area	Rural Development	DEV. assistance: YES ²
6. Amounts concerned	Total estimated cost: EUR 40 000 000 Total amount of EU budget contribution EUR 40 000 000	
7. Aid modality(ies) and	Project Modality Direct management through: - Procurement	

¹ C(2018) 4741 of 20 July 2018

² Official Development Assistance is administered with the promotion of the economic development and welfare of developing countries as its main objective

implementation modality(ies)	Indirect management with the Food and Agriculture Organization (FAO).			
8 a) DAC code(s)	140 – Water and sanitation 14010 – Water sector policy and administrative management 14015 – Water resources conservation (including data collection) 14010 – River basins’ development 311 – Agriculture			
b) Main Delivery Channel	41301 – Food and Agricultural Organisation 52000 – Others (includes ‘for profit’ consultants and consultancy firms)			
9. Markers (from CRIS DAC form)³	General policy objective	Not targeted	Significant objective	Principal objective
	Participation development/good governance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Aid to environment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Gender equality and Women’s and Girl’s Empowerment ⁴	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Trade Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reproductive, Maternal, New born and child health	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Agriculture	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	RIO Convention markers	Not targeted	Significant objective	Principal objective
	Biological diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Combat desertification	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Climate change mitigation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Climate change adaptation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	10. Global Public Goods and Challenges (GPGC) thematic flagships	Good governance; Sustainable and inclusive agriculture; Natural resources and environment.		

³ When a marker is flagged as significant/principal objective, the action description should reflect an explicit intent to address the particular theme in the definition of objectives, results, activities and/or indicators (or of the performance / disbursement criteria, in the case of budget support).

⁴ Please check the Minimum Recommended Criteria for the Gender Marker and the Handbook on the OECD-DAC Gender Equality Policy Marker. If gender equality is not targeted, please provide explanation in section 4.5.Mainstreaming.

SUMMARY

Both the ‘Prime Minister’s 100 days Agenda’ (October 2018) and the manifesto of the Government, ‘Naya Pakistan’ (PTI 2018), emphatically underline the importance of water and land to provide livelihoods through agriculture. The Government has also reiterated that this is nowhere more important than in Balochistan, where the rural economy is threatened by the increasing scarcity of water resources, as manifested by the increasing occurrence of droughts over the last few years. The Government’s aim is to unleash the potential of agriculture and revamp the livestock sector, which entails solving the issue of water scarcity.

Pakistan is an extremely water-stressed country, where water availability is foreseen to drop to 800 m³ per capita by 2025, while the international limit for water scarcity is 1 000 m³. Balochistan lies in the arid and hyper-arid zones of the country and the climate is changing towards high extremes, further endangering the reliability of water resources.

The proposed action is in line with the Government’s planned key deliverables. These include incentives to farmers i) to save water, ii) to adopt regenerative agriculture and iii) to grow a more market-driven crop mix, and iv) to demarcate livestock zones with high potential, such as the rangelands of Balochistan. The action aligns with the New European Consensus on Development and will promote economic growth and better water governance. The EU Council conclusions from November 2018 on water diplomacy stressed the essential link between water and climate change and note the potential of water scarcity to affect peace and security.

This action will support the Government’s national water policy and the Balochistan integrated water resource management policy, as well as strengthen the Balochistan Water Authority, thus addressing the sound governance of water and land resources through measures leading to a switch from excess irrigation to low water use, coupled with integrated livestock and rangeland management. In support to Government’s priorities, the proposed action will strengthen low water intensity value chains among producers and service providers and promote competitiveness. A severe lack of trained professionals to provide agro-technical and related extension services to small holders and landowners will be addressed by supporting training institutions offering appropriate training to a significant pool of gender-balanced graduates.

1 CONTEXT ANALYSIS

1.1 Context description

Pakistan has a population of 207 million (2017 census) with a per capita income of USD 1 629⁵ and is an extreme water-stressed country. Despite economic improvements in recent years (less than 10% of the population lived below the poverty line in 2014), the country ranks low (147/188) in the human development index, and even worse (148/149) in the gender gap index of 2018. The **national water policy** (2018) estimates that by 2025 the overall availability of water may be 800 m³ per capita, while the international limit for scarcity is 1 000 m³ per capita. The province of Balochistan, which lies in the arid and the hyper-arid zones of the country, is the worst affected area by water shortages. The economy in Balochistan is based on irrigated agriculture, dominated by flood irrigation from private groundwater (80% of all water used) and primarily producing horticulture. Extensive meat production is also present in the rangelands and cereals from unreliable seasonally surface-fed

⁵ Economic Survey of Pakistan (2016-2017), Ministry of Finance, Government of Pakistan (http://www.finance.gov.pk/survey_1617.html)

irrigation. A vicious circle of higher water demand and declining agricultural output is leading to over-exploitation of limited resources⁶. The breakdown of traditional tribal structures for water management has further exacerbated this.

The climate is changing towards high extremes, endangering further water resources. Pakistan has suffered several extreme weather events, including droughts and floods, which have caused an estimated average annual economic loss of USD 4 billion. Outside the irrigated plains surrounding the Indus river, a poor rainfall season may jeopardise households relying on pastures and subsistence agriculture, many of them in north-western Balochistan.

The last drought episode to date, from mid-2018 to mid-2019, was the worst drought since 2020 and affected 11 million people in Balochistan and Sindh provinces alone, impacting significantly livelihoods and food security. This was confirmed both by

- the National Nutrition Survey (NNS) 2018 – which revealed alarming malnutrition rates beyond emergency level among children under five, and a lowered life expectancy among pregnant and lactating women – and
- the Integrated Phase Classification's (IPC) Acute Food Insecurity Analysis carried out at the end of 2018 with technical support by the Food and Agriculture Organization of the United Nations (FAO) – which showed that 1.79 million people (48% of the rural population in 14 drought-affected districts) were facing severe acute food insecurity (IPC Phase 3+).

Access to and the availability of adequate water is an enabling factor in development, as noted in Pillar IV of **Pakistan's 'Vision 2025'**. The **'Naya Pakistan Manifesto'** reinforces this concept in chapter 5⁷, by identifying water as a national priority, especially in relation to Balochistan.

Balochistan has a long history of conflict starting in 1948, just after Pakistan's independence. The province is rich in natural resources like natural gas, oil, coal, copper, sulphur, fluoride and gold. Armed nationalist/separatist groups demand greater control of the province's natural resources and political autonomy. The Balochs (50% of the province population) have a long-standing complaint about lack of autonomy and economic and social neglect. Water availability can also be a source of conflict in the province's extremely fragile environment. Managing water access in a way that ensures fairness in allocating resources should help mitigate the risk of increasing conflicts in the province.

Major gender disparities persist, even though gender equality is enshrined in the Constitution. Discrimination and violence against women are deeply rooted culturally. The province targeted by this action is particularly regressive, with a literacy rate among women of 24%. Even though women in Pakistan are in general disadvantaged, in Balochistan they are nearly invisible in public spaces, with little involvement in decision-making processes and low participation in the formal economy. The labour participation rate for women in Pakistan was 25% in 2017, whereas in Balochistan women make up only 6-7% of the labour force. Women participate mainly in the invisible economy, such as subsistence agriculture and unpaid work within the household. They are often deprived of education, health, information on their rights and access to justice. In about 60% of rural households, women are responsible for rearing livestock and for fetching water for household use.

⁶ See for example, Balochistans Water Sector: Issues & Opportunities, Dr Shahid Ahmed. Joint, ADB & World Bank Mission Report, Nov 2006

⁷ "The road to Naya Pakistan", PTI Manifesto - <http://pmo.gov.pk/documents/manifesto-pti.pdf>

1.2 Policy framework (global, EU)

Support to partners in the area of good governance, including rural development, is an essential element of the new EU Consensus on Development, particularly regarding Food and Nutrition Security and Sustainable Agriculture. The proposed action is also embedded in the EU-Pakistan Strategic Engagement Plan and the 2014-2020 EU-Pakistan Multiannual Indicative Programme (MIP). Under the MIP, cooperation between the EU and Pakistan is focused on rural development, efficient irrigation and water conservation.

The action is aligned with the EU rights-based approach to development cooperation, and contributes to strengthening the adaptability to 'political, economic, environmental, demographic or societal pressures', under the joint communication 'A Strategic Approach to Resilience in the EU's external action' (SWD(2017) 226 final)⁸. The action fits into the EU's strategy in support to the implementation of the Food and Agriculture Organisation's (FAO) voluntary guidelines on the responsible governance of tenure of land, fisheries and forests, and contributes to support the right to adequate food in the context of national food security.

The action draws on the EU's approach to water development, and responds in particular to two priorities, namely water for economic growth and water governance actions, as envisaged for the 2014 -2020 EU Water Cooperation⁹. Council conclusions from November 2018 on water diplomacy stress the essential link between water and climate change and note the potential of water scarcity to affect peace and security.

The evaluation report of the 2007-2014 MIP¹⁰ makes a number of recommendations relating to rural development, which the action takes into account. In particular, the report highlights how overexploitation and poor water management are drivers of fragility in relation to the environment. This action is also particularly relevant for priority 2 'Promoting the economic and social rights/empowerment of girls and women' of the EU's Gender Action Plan II in Pakistan.

1.3 Public policy analysis of the partner country/region

Pakistan's 'Vision 2025', the country's long-term development strategy, integrates the Agenda 2030 and the Sustainable Development Goals (SDGs), including gender equality and women's development, into national policies. Rural development and water resources management, under Pillar IV (15), aim to increase water storage capacity, improve efficiency of water use in agriculture by 20%, and ensure access of clean drinking water to all Pakistanis. Pakistan is a signatory to all major climate and environment-related conventions, including the Kyoto Protocol and the UN Convention on Combating Desertification and Biodiversity.

Nationally, the Federal Ministry of Water and Power is responsible for the water sector. **The National Water Policy**¹¹ (2018) guides basin level planning and development. It recognises the impact of climate change¹² and sets out guidance on irrigated and rain fed agriculture, potable water supply, sanitation, and hydropower. The importance of water as a priority for Balochistan has been highlighted by the new incoming government¹³, as noted by the Prime Minister in his first Council of Common Interest meeting on 24 September 2018.

⁸ 'A Strategic Approach to Resilience in the EU's external action' (SWD(2017) 226 final) - <https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:52017SC0227&from=EN>

⁹ https://ec.europa.eu/europeaid/development-cooperation-instrument-dci-2014-2020_en

¹⁰ Evaluation of EU's Cooperation with Pakistan (2007 – 2014). ADE Report, Vol I, Main Report, June 2016

¹¹ Ministry of Water Resources, National Water Policy, April 2018

¹² See also Climate Change Policy, Sept 2012, Government of Pakistan, Ministry of Climate Change

¹³ See <https://www.brecorder.com/2018/08/26/435109/resolution-of-power-water-crises-pti-govt-top-priority-qasim-suri/>

In 2006, the Provincial Government adopted the **Integrated Water Resources Management (IWRM)** policy¹⁴, the **Disaster Risk Management** framework and the **Guidance on Drought Management**¹⁵. While this policy is solid on paper, many of its provisions are in their infancy and need support. Balochistan is in need of a provincial strategic water sector plan, so that a water coordinating body may break through the sectoral silos and potentially address issues such as water tariffs, currently existing only for the small patches of irrigated land in the province. The **Balochistan Water Authority** was recently formalised, and is not able yet to provide the required guidance to ensure sound governance of groundwater resources.

Regarding consumers, the Balochistan **Water Users' Association (WUA) Ordinance** (1981) is only applicable to surface-fed irrigation systems and not to the more widespread small-scale groundwater-fed irrigation schemes operated privately, which is where significant groundwater over-abstraction is taking place, primarily due to widespread unlicensed, unregulated well drilling.

Pakistan's **Nationally Determined Contribution**¹⁶ presents agriculture as a critical component of the economy and the main livelihood source. Two top priorities for adaptation are related to irrigation systems and enhancing water resource management, followed by reducing agricultural risk and the promotion of climate smart agriculture. Rangelands have been neglected¹⁷ for decades and their groundwater infiltration have been overlooked. Neither the Department of Livestock nor the Department of Forestry¹⁸ have the required human and technical resources to manage rangelands. Rangelands constitute the largest natural resource of Balochistan, but are subject to poor land planning, which results in conflicts of rights and undermines traditional management arrangements, established consensually between farmers and pastoralists. Rangelands are exposed to overgrazing and deforestation, which leads to low productivity in a context of growing population and persistent drought in recent years. Herders lack proper healthcare coverage for their animals, and suffer from poor marketing system and extension services.

The provincial agriculture policy does not provide guidance for livestock farming and rangeland management. Land tenure in the province mixes individual, community, and government owned properties, and currently there does not seem to be any government initiative to change land policies. Land and water governance and related policies are tightly linked and will be addressed in the proposed action, particularly through specific objective 1, which aims to strengthen the sound governance of water resources and rangelands in Balochistan.

As regards gender, the Balochistan's Women Development Department developed the Balochistan's Gender Equality & Women's Empowerment policy, with the technical support of the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women). The Government of Balochistan (GoB) approved the policy in 2013. The 2016 - 2020 Gender Policy Action Plan was developed in line with the policy.

1.4 Stakeholder analysis

Pakistan's Constitution guarantees the right to life, which encompasses the right to safe and sufficient water and sanitation. The direct involvement of people in the management of land

¹⁴ Integrated Water Resources Management Policy, Balochistan, Dr Shahid Ahmad, Team Leader, ADB Mission 2005

¹⁵ Drought Risk Assessment in the Province of Balochistan, Pakistan, UNDP

¹⁶ Paris Agreement on climate change, 2015

¹⁷ See "Rangeland degradation and management approaches, Balochistan, by Ahmad, Islam & Mirza – in Pakistan Journal of Botany, Special Issues, May 2012 pp 127-136

¹⁸ See also National Forest Policy, 2015. Government of Pakistan, Ministry of Climate Change

and water resources is limited to the local level. Gender disparities persist and discrimination against women is deeply rooted. In Balochistan, women form the backbone of the agricultural sector. Nevertheless, they are deprived of education, health and information on their rights and access to market and financing. The action's major stakeholders and direct beneficiaries are the grass-root level community organisations present in every village, who are gradually taking up these issues.

At the federal level, the Ministry of Water and Power is the governing body. At provincial and district level, the competent authorities are the Agriculture and Irrigation Department and the Forest Department. These authorities are also among the intended beneficiaries of this action. These core institutions suffer from a high turnover of key staff and skills gaps that limit their capacity to strategically manage and deliver water and land management services. Their role is limited to policy development and surface-fed irrigation.

The National Water Council is the main federal body responsible for water and resource management. The Prime Minister chairs the Council's meetings and the Ministry of Water Resources acts as Secretary. Several line ministries, including Provincial Chief Ministers and five private sector members are members of this Council. At provincial level, a water authority will be set up in Balochistan, headed by the Province's Chief Minister, to supervise and enforce the legal and administrative water management framework. The action will support the Water Authority through institutional development, capacity building and required tools for governance, e.g. master plans. While provincial water councils are promoting and advising farmers to use less in their domestic, agricultural and industrial practices, water users associations bring together farmers at local level so they can learn about water management activities.

All of these stakeholders were consulted in Islamabad, Quetta and in selected districts on the proposed action. Those responsible for managing rangelands are in the Forest Department.

A number of civil society organisations have been active with EU financing¹⁹ in providing localised water management improvements that were limited in scope and scale, and thus resulted in insufficient impact.

Development partners active in the field of water and agriculture include the World Bank (WB), the Asian Development Bank (ADB), the FAO, Australian Aid and the United States Agency for International Development (USAID). The synergies and complementarities of the proposed action with these, as well as with other EU project stakeholders are set out in chapter 3.2.

The action will engage actively with provincial government such as the irrigation, agriculture, livestock and forestry departments, as well as with civil society, farmers and landowners, thereby enhancing the stakeholders' voice and legitimacy.

1.5 Problem analysis/priority areas for support

The current situation on water – land – agriculture – livestock can be summed up as follows: water scarcity with increasing drought episodes, coupled with excess water consumption through irrigation, together with gradual degradation of land resources aggravated by climate change, in a context of under developed agro-value chains and poor governance, is resulting in increasing risks to rural livelihoods.

Water abstraction²⁰ for horticulture²¹ and arable farming, including inefficient flood irrigation, represents 90% of overall water use. Overconsumption is worsened by subsidies (free water,

¹⁹ See the EU Balochistan Rural Development & Community Empowerment Programme, Progress Report July- Dec 2017

cheap power), which provide a dangerous incentive to expand groundwater-fed and individually pumped, irrigated agriculture. The possibility and feasibility of considering water tariffs for groundwater extraction needs to be explored.

The annual rainfall is not enough to replenish groundwater. Climate models²² suggest that monsoons are becoming increasingly erratic. In summer, during the rainy season, excessive rainfall often results in riverine and flash flooding. Lack of capacity for flood management and wetlands results in quick discharge of extra water into the sea. Consequently, the small aquifers have lost their long-term water storage capacity, which together with excess water consumption explains water scarcity. The poor state of rangelands, which hinders the natural functions of these ecosystems, is due to the collapse of rotational grazing systems, which is the result of water over-use and climate change. This is further aggravated by the influx of Afghan refugees and their herds. The remaining vegetation cover does not ensure enough water infiltration, and the risk of disaster risk rises. Drought events are expected to increase in winter, affecting the yield of cash crops. Poorly developed value chains, lack of market information and credit facilities, and limited agro services and technical expertise are strong limitations to local farmers.

A lack of inter-departmental coordination has led to poor governance of rangelands and water resources. Insufficient recourse to the available legislation and regulations, and the lack of human and technical resources are contributing to the problem. Water abstraction from water table is poorly regulated. Subsidised electricity provides no incentive to limit the pumping of ground water. Public institutions are failing to engage meaningfully with communities, a significant barrier being the lack of trained personnel of both genders.

Therefore the priority areas for support are (i) an alternative operational and business model of natural resources management (including water, land, ligneous resources), (ii) introduction of a low water consumption economy, (iii) a ‘catchment’-based water management approach, (iv) a fresh, science-based approach to flood water management, (v) access to supporting agro-services, and (vi) professional capacity building.

While Pakistan’s agricultural professionals²³ fully understand these issues, the institutional capacity to transform the business model is very limited in the rural areas of Balochistan²⁴.

The problem analysis indicates that the solution to the issues described is complex and must be approached from a multi-disciplinary and multi-sectoral approach, initially in pilot areas, where good practices can be demonstrated. In response to this situation, the proposed action requires four specific objectives covering related fields, as set out in chapter 4.1.

2 RISKS AND ASSUMPTIONS

Risks	Risk level (H/M/L)	Mitigating measures
Misconceptions about groundwater, assuming that it is	M	Analysis and quantitative evaluation of groundwater resource distribution and

²⁰ FAO report

²¹ There is very limited rain fed agriculture – 80% of water is drawn from the long term storage in small aquifers,

²² As presented by the Climate Change Vulnerability Index 2016 (CCVI)

²³ See for example, the causes of groundwater decline in upland Balochistan region of Pakistan: Implications for water management policies. Khair, Culas & Hafiz. 2010. Paper presented at the 39th Australian Conference of Economists, Sydney, Sept 2010.

²⁴ Balochistan_ Agriculture Sector Policy & Strategy, prepared under support from USAID, FAO & Australian Aid. Planning & Development Department, GoB

an unlimited resource, notwithstanding the aridity of most areas in Balochistan.		availability. Capacity building to improve monitoring of groundwater, including monitoring of mining activities impact on ground water supplies.
Perception that change of the subsidy structure from pumped irrigation towards low water use support is a political risk.	H	Offering strategies, which may free up the budget for an alternative support structure supporting a low water economy, awareness raising by providing full access to information on local level.
Misunderstanding that large-scale water-saving structures are more effective than small-scale, low cost, solutions for retention and recharge.	H	Demonstration of the effectiveness of well-designed fact-based, small-scale solutions, awareness raising by providing full access to information on local level.
High turn-over of officials in Government.	H	Involvement of a wide range of civil servants in capacity building on policy development and implementation.
Limited access for (inter)national experts into the field, and restrictions on visa and non-objection certificates.	H	An intermediary national expert team has to be built and trained to transfer international knowledge at local level.
Willingness of stakeholders' focus to a rangelands and livestock livelihood.	M	Awareness raising and demonstration that rangeland management is an important economic activity.
Financing for low water use investments not available in time.	M	Capacity building to the banking sector to underwrite agro-financing risks.
Lack of local / district agro services to support a low water economy.	M	Support SMEs with the setting up or enhancing agro-services.
Acceptance of new role of women in value chain development.	H	The action will be based on a comprehensive gender analysis in line with the 'Do no harm' principle. Women will be included in the expert teams to support access to market and services. Sensitising men will be crucial to ensure that greater participation of women does not backlash on them.
Curriculum for training of field cadre and training of trainers not available.	L	Support partner institutions in appropriate curriculum development.
Limited access to women for training and subsequent actions.	M	Special quota for women in the selection for the necessary training, which will require the same 'men sensitising strategy' as above. All training data will be collected sex-disaggregated.

Conflicts between tribes are decreasing, but in relation to refugees and internally displaced people risk of conflict may arise from competition for access to water.	M	Sound water management and adapted use of rangeland –including clear responsibilities of water users regarding the costs and the maintenance of the systems- will reduce the competition. Balanced involvement of all tribes will reduce conflict (as experienced by EU Balochistan Rural Development and Community Empowerment – BRACE – and FAO projects).
Difficulties in integrating natural resources management in a social and economic transformative approach	H	Estimating, ensuring, demonstrating and raising awareness of economic and social benefits.
Assumptions		
<ul style="list-style-type: none"> • Regional stability and the relative stability and peace in the areas covered by the action are not compromised. • Balochistan’s government is committed to long-term empowerment of the water authorities, to make budgets available and to support water use reduction policy. • National approach for IWRM sustained. • Understanding of government that the rural economy should be rebalanced towards rangelands and livestock to match with the very limited water resources. • Government’s willingness to make market consistent information available to stakeholders. • Cooperation with educational institutes and programmes on building of local/regional professionals. • Endemic conflict situation around benefit sharing of gas extraction and provincial autonomy will not worsen. 		

3 LESSONS LEARNT AND COMPLEMENTARITY

3.1 Lessons learnt

The lessons learnt for this action are based on a comprehensive review of the available extensive scientific literature (e.g. analysis of economic framework^{25, 26}) and on the results of the EU’s rural development programmes²⁷. The lessons can be summarised as follows:

The **institutional capacity and accountability** in Balochistan is in need of significant support and strengthening, as observed in several EU’s agricultural, rural and social development projects. Among the challenges that have been faced is the limited accountability of the public services and a perceived reluctance to act on inadequate practices. **Sustainability** for operation and maintenance, and the pooling of local resources **is to be ensured** through capacity building, which must be implemented from the beginning.

²⁵ See “Balochistan - Development Issues & Prospects” – Report prepared under the Multi Donor Trust Fund, World Bank. Findings arising from workshops held in Islamabad (Sep 2012) & Quetta (May 2012).

²⁶ See also “Planning for Naya Pakistan” by Nzveed Iftikhar, in The Express Tribune, 10th Aug 2018; <https://tribune.com.pk/story/1777078/6-planning-naya-pakistan/>

²⁷ Report of the Identification Mission (Jun – Jul 2018), submitted to the EU Delegation, Aug 2018. Prepared by Particip GmbH & ETI Consulting

The **business model for natural resources management** has been top down with little exchange with the rights holders, as found in the FAO's experience and in the EU's rural development programmes. Ground water use can only be regulated when individual use evolves towards community management²⁸. Dam construction for flood water storage and recharge of aquifers have proven to be less successful, not due to technology, but due to poor selection of locations and insufficient site investigations.

Investments in the agro-economy involving construction of water holding structures are often made with insufficient stakeholder participation and without the required pre-planning, as noted in the field visit consultations. This could be addressed through community development to support village organisations²⁹, as implemented by past EU programmes. These village organisations were federated into local support organisations (LSOs) capable of receiving, applying for and managing subsidies/funding.

Women's participation is possible, even in the most conservative contexts, like Balochistan. To promote it, there is a need for extensive dialogues with both men and women to develop trust and relationship with communities.

Community participation in the planning, designing and implementation of small infrastructure schemes ensures relevance, ownership, and maintenance. It **enhances citizens' confidence** in their government's ability to provide a better life, restore security, create trust, generate employment, and provide services.

3.2 Complementarity, synergy and donor coordination

To ensure the proposed action's complementarity and synergy, the action has been designed taking into account other on-going initiatives (the WB, the ADB, International Finance Corporation (IFC), FAO, Australian Aid, and the USAID).

The ADB's and the World Bank's focus are on infrastructural work in irrigation. The IFC's focus is generally on basins dominated by a mixture of perennial and spate irrigation. FAO / Australian Aid / USAID have been engaged in a series of programmes involving rural development in the province³⁰, with a focus on food security and farmers' income, extension services, and farmer field schools in Nushkhi, Mastung, Loralai and Pishin.

The EU's Growth for Rural Advancement and Sustainable Progress (GRASP) programme focuses on market and value chain development. The BRACE programme supports the empowerment of people and communities. Other complementary programmes are

- the Balochistan Education Support (BES) programme;
- the Technical and Vocational Education and Training (TVET) programmes;
- the Effective Citizenship and Responsive Governance programme;
- the Public Financial Management Support Programme for Pakistan (PFM-SPP).

There is a strong synergy between the programmes mentioned above. Whereas the IFC's focus is on infrastructure works for surface-fed irrigation, this action addresses groundwater-fed irrigation, both of which are in need of improved governance. Many donor programmes provide basic education and farmers' field schools. This action aims to supplement this by vocational agro-technical training.

²⁸ See Wajid Ali & Azizullah Kakar, April 2018, article in DAWN (13th April 2018) entitled "Balochistans' Water" – Sustainable Development Policy Institute, Islamabad.

²⁹ See PPAF Report – Building Balochistan: Focus on Water, Engaging with public, private sectors, academia & civil society. Sept 2018

³⁰ Australia Balochistan Agri Business Programme – Phase II (info from FAO: Ahmed Jan Essa and Marcel Stallen)

4 DESCRIPTION OF THE ACTION

4.1 Overall objective, specific objectives, expected outputs and indicative activities

The overall objective is to contribute to the transition of the rural irrigated agriculture in the arid regions of Balochistan towards lower water use, sustainable agricultural and livestock farming systems.

The specific objectives, expected outputs and indicative activities are as follows:

Specific objective 1:

Strengthened governance of water resources and rangelands in Balochistan.

Output 1.1. Strengthened organizational and administrative capacity of the future water authority to adopt strategic decisions

The indicative activities include developing the structure, the staffing and rules of operation as well as capacity building of the provincial authority that is due to be operationalised by the Cabinet. Activities under Output 1.1 do not entail EU financing staff of costs for the beneficiary.

Output 1.2. Improved policy and legal framework for water and land use in the agricultural and livestock sector.

The indicative activities include a review and update of policies, relevant legislation and the legal frameworks so that the water authority is able to enforce the regulations.

Output 1.3. IWRM plans developed, grounded on a strategic Provincial Water Resources master plan to be implemented at all levels.

The indicative activities include in-depth analysis of water resources balances, formulation of master plans incorporating strategic actions for water and land management, setting up of sub basin plans implemented by local water councils, providing open access information.

Specific objective 2:

Alternative agricultural and livestock farming systems developed based on low water agro-economy, including agronomic practices leading to groundwater replenishment.

The actions leading to the transition will be demonstrated in a range of large to medium farms in pilot areas selected at the “sub basin scale”. This includes an array of sustainable agricultural practices aimed at increasing efficiency in water use (drip irrigation, agro-ecology). Rangeland based activities involving livestock will also be supported, as well as works to enhance replenishment of groundwater and to phase out from potentially damaging agricultural practices in relation to natural resources.

Output 2.1. Improved and more productive rangelands through better management of livestock and vegetation.

Indicative activities include identifying pilot sub-basins in rangelands and scalable demonstrations on better livestock management and sustainable grazing techniques, to stimulate the regeneration of vegetation suited to specific landscapes.

Output 2.2. Improved methods and new techniques for harvesting rainfall, complemented with re-vegetation measures, to replenish the groundwater supply in rangelands.

The indicative activities include application of science-based site assessments in pilot sub-basins and scalable demonstration of appropriate vegetation management for low cost and effective groundwater recharge.

Output 2.3. Enhanced capacity of communities to replicate the new techniques and systems on low water use in horticulture and improved groundwater management.

The indicative activities include providing support to business development plans and investment opportunities.

Specific objective 3:

Strengthened value chains for a climate-resilient, low water economy among male and female producers and service providers.

Output 3.1. Adoption and cultivation of alternative, low-water requiring crops with higher yields that provide better financial returns to male and female farmers.

The indicative activities include assessment of prospective agro-value chains; support for the development of inclusive community economic development plans for alternative crops; support for marketing and enhancing skills for product development. Special attention will be paid to support value chain activities led by women in order to promote their economic empowerment. Regional workshops with neighbouring countries Tajikistan, Uzbekistan, Kyrgyzstan for sharing relevant experiences and lessons learnt may also be organised.

Output 3.2. Enhanced extension and market information services for value chains in place.

The indicative activities include setup and training for extension services in support to low water agro value chains; training on access to finance; setup of local marketing boards; developing web-based access to market information. Regional workshops with neighbouring countries for sharing relevant experiences and lessons learnt may also be organised.

Specific objective 4:

Increased availability of qualified agro-technology cadres (government, in particular the Balochistan Water Authority, and private) able to integrate and provide on- farm technical know-how and climate-relevant advice to farmers.

Output 4.1. Enhanced capacity of educational institutions to provide suitable agro-technology training and education in Balochistan.

The indicative activities include preparation of suitable syllabi, recruitment of trainees, training of trainers in education institutions, delivery of suitable courses.

Output 4.2. Improvement of quality and availability of extension services.

Activities include setting up on-the-job training facilities; delivering on-the-job training for men and women to provide extension services. Regional study tours with neighbouring countries for experience sharing may also be organised.

4.2 Intervention logic

To achieve the overall objective and attain effective water and land management, it is essential that the intervention combines sound governance (specific objective 1) with low water use agriculture (specific objective 2), and support it by value chain development (specific objective 3), as well as by qualified professionals (specific objective 4).

In addition to government bodies, poor and vulnerable groups and the population of Balochistan at large will benefit from the transition of the rural irrigated agriculture towards a low water use, higher value sustainable agro-economy. All the outputs aim at sustaining the rural economy, which concerns landowners, agribusiness, farmers and poor communities. Coupled with reducing water use and better land management, it will lead to better livelihoods and contribute to SDGs. The main assumptions include regional political stability and commitment by the Government to empower provincial and local authorities.

The logical framework is been designed to improve water governance by strengthening key institutional structures (outputs 1.1, 1.2, 1.3) –including community-level organisations where women’s participation will be key to ensure effective water management– and by demonstrating concrete measures in pilots (output 2.1 and 2.2) and, in parallel, reinforcing service providers (outputs 2.3 and 3.1) and investing significantly in training (output 4.1).

In the longer term, the planned outcomes will allow for strategic planning and sector oversight through the Balochistan Water Authority, which will be reinforced with an up-to-date legislative framework and management tools such as a new long-term strategic master plan for the province.

Making rural economy more sustainable will entail switching from excess water use for irrigation to low-water use farming (outcome 2). At the same time, improving management of rangelands (outcome 1) will lead to increased income through livestock production (outcome 3). A general transition to a low water economy will result in better water access. For this, the action will support and train a wide range of service providers in the sector (outcome 4), including the deployment of extension services.

4.3 Mainstreaming

Gender, resilience, environment and climate change are the main crosscutting issues. To a lesser extent, conflict prevention and conflict sensitivity are also present.

Equality of women and girls, as well as of vulnerable groups, will be addressed by ensuring that women are involved in the design and planning of the activities as well as by specific training. Value chain development will pay special attention to women and vulnerable groups, as well as the involvement of women in water management councils of local communities.

More sustainable use and transparent management of land and water resources will enhance climate resilience, leading to more water reserves and healthier, more drought-resistant rangeland. Strengthening and diversifying low water-use value chains will mitigate the impact of climate change and decrease critical dependency on limited water resources.

Finally, conflict prevention and conflict sensitivity will necessarily be considered across the whole project. This corresponds to an action intended to better regulate access to scarce natural resources (water) and fragile ecosystems (rangelands).

4.4 Contribution to SDGs

This action is relevant for the United Nations 2030 Agenda for Sustainable Development. It contributes primarily to the progressive achievement of SDG 6 (ensuring availability and sustainable management of water and sanitation for all). It also contributes to SDG 2 (end hunger, achieve food security and improved nutrition, and promote sustainable agriculture), especially target 2.4 (ensure sustainable food production systems and implement resilient agricultural practices). The action will also support SDG 5 (gender equality and empowerment). SDG 13 (combat climate change and its impacts), SDG 15 (sustainable use of terrestrial ecosystems) and SDG 8 (inclusive and sustainable economic growth) are also touched upon.

5 IMPLEMENTATION

5.1 Financing agreement

In order to implement this action, it is foreseen to conclude a financing agreement with the partner country.

5.2 Indicative implementation period

The indicative operational implementation period of this action, during which the activities described in section 4 will be carried out and the corresponding contracts and agreements implemented, is 72 months from the date of entry into force of the financing agreement.

Extensions of the implementation period may be agreed by the Commission's responsible authorising officer by amending this Decision and the relevant contracts and agreements.

5.3 Implementation modalities

The Commission will ensure that the EU appropriate rules and procedures for providing financing to third parties are respected, including review procedures, where appropriate, and compliance of the action with EU restrictive measures³¹.

5.3.1 Grants: (direct management)

In case of failure of the negotiations with the international organisation pre-identified as main implementing partner for this project through indirect management, this action may be implemented in direct management through grants.

(a) Purpose of the grant(s)

Grants may be used to support activities related to parts of specific objective 2 (output 2.1 – Improved and more productive rangelands through better management of livestock and vegetation, and parts of outputs 2.2 and 2.3 – improved groundwater replenishment methods and replication of low water agriculture techniques) and the specific objective 3 - Strengthened value chains for a climate-resilient, low water economy among male and female producers and service providers, centred on providing on advisory services, works and supplies to implement infrastructures for dissemination of low water agriculture, livestock and rangeland management, and value chain development.

(b) Type of applicants targeted

In case the need arises to use grants as one of the implementing modalities, possible implementing partners will be selected based firstly on their proven capacities to get access to the project intervention area as granted by the Government of Pakistan and secondly according to their knowledge and experience in agricultural advisory services and value chain development. In order to be eligible for a grant, potential grantees must:

- be a legal person,
- be non-profit-making,
- be a specific type of organisation such as: non-governmental organisation, public sector operator, local authority, international (inter-governmental) organisation,
- be established in a Member State of the European Union, or in other countries eligible under the DCI Regulation and as stipulated in Article 9 of the Common Implementation Rules³² (CIR). This obligation does not apply to international organisations.

³¹ www.sanctionsmap.eu Please note that the sanctions map is an IT tool for identifying the sanctions regimes. The source of the sanctions stems from legal acts published in the Official Journal (OJ). In case of discrepancy between the published legal acts and the updates on the website it is the OJ version that prevails.

³² Regulation (EU) No 236/2014 of the European Parliament and of the Council of 11 March 2014 laying down common rules and procedures for the implementation of the Union's instruments for financing external action.

5.3.2 Procurement (direct management)

The procurement will contribute to the specific objective 1 – Strengthened governance of water resources and rangelands in Balochistan, parts of the specific objective 2 – Alternative agricultural and livestock farming systems developed based on low water agro-economy, including agronomic practices leading to groundwater replenishment (technical assistance to part of outputs 2.2 and 2.3), and the specific objective 4 – Increased availability of qualified agro-technology cadres able to integrate and provide on-farm technical know-how and climate-relevant advice to farmers. The procurement will put in place a team of experts to manage the proposed intervention and to advise and assist the direct beneficiaries.

Subject	Indicative type (works, supplies, services)	Indicative trimester of launch of the procedure
Technical assistance - specific objectives 1, 2 (parts of outputs 2.2 and 2.3) and 4 as per above	Services	4 th of 2019

5.3.3 Indirect management with an international organisation

A part of this action may be implemented in indirect management with FAO. This implementation entails activities related to parts of specific objective 2 (output 2.1 – Improved and more productive rangelands through better management of livestock and vegetation, and parts of outputs 2.2 and 2.3 – improved groundwater replenishment methods and replication of low water agriculture techniques) and the specific objective 3 - Strengthened value chains for a climate-resilient, low water economy among male and female producers and service providers, centred on providing on advisory services, works and supplies to implement infrastructures for dissemination of low water agriculture, livestock and rangeland management, and value chain development.

The agreement with FAO will include procurement of works and supplies for the demonstration of pilots for small water collection infrastructures and their replication.

The envisaged entity has been selected using the following criteria:

- Good knowledge of rangeland and livestock management in Balochistan and value chain development in Pakistan;
- Experience in agricultural advisory services;
- Capacity to get access to the project intervention area granted by the Government of Pakistan.

In case the envisaged entity would need to be replaced, the Commission's services may select another replacement entity using the same criteria. If the entity is replaced the decision to replace it needs to be justified.

If negotiations with the above-mentioned entity fail, that part of this action may still be implemented in direct management in accordance with the implementation modalities identified in section 5.3.1.

5.3.4 Changes from indirect to direct management mode due to exceptional circumstances

In case it should not prove possible to work in indirect management with the entrusted entity specified in 5.3.3 due to circumstances outside of the Commission's control, the respective

part of the action may be implemented in direct management in accordance with implementation modality identified in section 5.3.1.

5.4 Scope of geographical eligibility for procurement and grants

The geographical eligibility in terms of place of establishment for participating in procurement and grant award procedures and in terms of origin of supplies purchased as established in the basic act and set out in the relevant contractual documents shall apply, subject to the following provisions.

The Commission's authorising officer responsible may extend the geographical eligibility on the basis of urgency or of unavailability of products and services in the markets of the countries concerned, or in other duly substantiated cases where the eligibility rules would make the realisation of this action impossible or exceedingly difficult.

5.5 Indicative budget

	EU contribution (amount in EUR)	Indicative third party contribution, in currency identified
Specific Objective 1 - Strengthened governance of water resources and rangelands in Balochistan, Specific Objective 2 Alternative agricultural and livestock farming systems developed based on low water agro-economy, including agronomic practices leading to groundwater replenishment (technical assistance to part of outputs 2.2 and 2.3) and Specific Objective 4 Increased availability of qualified agro-technology cadres able to integrate and provide on- farm technical know-how and climate-relevant advice to farmers, composed of		
Procurement (direct management) – cf. section 5.3.1	12 190 000	N.A.
Specific Objectives 2 - output 2.1 – Improved and more productive rangelands, through better management of livestock and vegetation, and parts of outputs 2.2 and 2.3 – improved groundwater replenishment methods and replication of low water agriculture techniques, and Specific Objective 3 - Strengthened value chains for a climate-resilient, low water economy among male and female producers and service providers, composed of		
Indirect management with FAO – cf. section 5.3.2	27 000 000	N.A.
Evaluation (cf. section 5.8)	400 000	N.A.
Audit (cf. section 5.9)	60 000	N.A.
Communication and visibility (cf. section 5.10)	300 000	N.A.
Contingencies	50 000	N.A.
Totals	40 000 000	N.A.

5.6 Organisational set-up and responsibilities

A steering committee will be set up including the Balochistan Water Authority and other relevant stakeholders and with the participation of the Commission. The role of the steering committee is to monitor and give direction to the implementation of the proposed action. In the pilot regions, local working groups will be set up to support the implementation on the ground.

Strategic harmonisation and coordination between the components is the responsibility of the service contractor. It will function as a project coordination unit, who will regularly report on the overall performance to the responsible officer of the Contracting Authority.

5.7 Performance and Results monitoring and reporting

The day-to-day technical and financial monitoring of the implementation of this action will be a continuous process, and part of the implementing partner's responsibilities. To this aim, the implementing partner shall establish a permanent internal, technical and financial monitoring system for the action and elaborate regular progress reports (not less than annual) and final reports. Every report shall provide an accurate account of implementation of the action, difficulties encountered, changes introduced, as well as the degree of achievement of its results (outputs and direct outcomes) as measured by corresponding indicators, using as reference the Logframe matrix (for project modality).

SDGs indicators and, if applicable, any jointly agreed indicators as for instance per Joint Programming document should be taken into account.

The report shall be laid out in such a way as to allow monitoring of the means envisaged and employed and of the budget details for the action. The final report, narrative and financial, will cover the entire period of the action implementation.

The Commission may undertake additional project monitoring visits both through its own staff and through independent consultants recruited directly by the Commission for independent monitoring reviews (or recruited by the responsible agent contracted by the Commission for implementing such reviews).

5.8 Evaluation

Having regard to the nature of the action, a mid-term and a final evaluation will be carried out for this action or its components via independent consultants contracted by the Commission.

The mid-term evaluation will be carried out for learning purposes, in particular with respect to the effectivity and sustainability of the action and as preparation for an intention to launch a second phase.

The final evaluation will be carried out for accountability and learning purposes at various levels (including for policy revision), taking into account in particular the replication of the demonstrations in the pilot areas and the impact on and participation of vulnerable groups.

The Commission shall inform the implementing partner at least one month in advance of the dates foreseen for the evaluation missions. The implementing partner shall collaborate efficiently and effectively with the evaluation experts, and inter alia provide them with all necessary information and documentation, as well as access to the project premises and activities.

The evaluation reports shall be shared with the partner country and other key stakeholders. The implementing partner and the Commission shall analyse the conclusions and recommendations of the evaluations and, where appropriate, in agreement with the partner

country, jointly decide on the follow-up actions to be taken and any adjustments necessary, including, if indicated, the reorientation of the project.

Gender sensitive monitoring and evaluation, should be conducted by using indicators that are disaggregated by a minimum sex, age and disability (preferably also further by ethnicity, race, income etc.). Any evaluation should be gender sensitive and assess implementation of rights-based approach working method principles transparency, participation and non-discrimination/equality in terms of implementation of the project and project outcomes. An active and meaningful participation of stakeholders should be ensured in the entire evaluation process.

Evaluation services may be contracted under a framework contract.

5.9 Audit

Without prejudice to the obligations applicable to contracts concluded for the implementation of this action, the Commission may, on the basis of a risk assessment, contract independent audits or expenditure verification assignments for one or several contracts or agreements.

It is foreseen that audit services may be contracted under a framework contract.

5.10 Communication and visibility

Communication and visibility of the EU is a legal obligation for all external actions funded by the EU.

This action shall contain communication and visibility measures, which shall be based on a specific Communication and Visibility Plan of the Action, to be elaborated at the start of implementation.

In terms of legal obligations on communication and visibility, the measures shall be implemented by the Commission, the partner country, contractors, grant beneficiaries and/or entrusted entities. Appropriate contractual obligations shall be included in, respectively, the financing agreement, procurement and grant contracts, and contribution agreements.

The Communication and Visibility Requirements for European Union External Action (or any succeeding document) shall be used to establish the Communication and Visibility Plan of the action and the appropriate contractual obligations.

The implementation of communication and visibility activities related to this project will take place through procurement (direct management). Services may be contracted as part of a larger contract managed by the EU Delegation dedicated to communication and visibility activities covering all sectors of cooperation and using budget allocations under different financing decisions. For these services, procurement will indicatively be launched in the 2nd quarter of 2020.

APPENDIX - INDICATIVE LOGFRAME MATRIX (FOR PROJECT MODALITY)³³

	Results chain: Main expected results (maximum 10)	Indicators (at least one indicator per expected result)	Sources of data	Assumptions
Impact (Overall Objective)	To contribute to the transition of the rural irrigated agriculture in the arid regions of Balochistan towards lower water use, sustainable agricultural and livestock farming systems.	OO1: Proportion of agricultural area under productive and sustainable agriculture OO2: Agricultural value added per hectare in the targeted areas of Baluchistan OO3: Value added of agriculture as % of GDP (EU RF 1.4) ³⁴	Provincial Government publication.	<i>Not applicable</i>
Outcome 1 (Specific Objective)	To strengthen sound governance of water resources and rangelands of Balochistan	SO1.1:Extent of integrated water resources management plan implementation SO1.2: number of policies & laws revised with support of the action that are adopted, with a gender focus	Annual reports published by Water Authority and reviewed by stakeholders	No change of provincial policies in support to water agencies
Outputs	1.1 Strengthened organizational and administrative capacity of the future water authority to adopt strategic decisions 1.2. Improved policy and legal framework for water and land use in the agricultural and livestock sector. 1.3 IWRM plans prepared and adopted, grounded on a strategic Provincial Water Resources Master Plan to be implemented at all levels	1.1 Number of FNS&SA policies / strategies /laws / regulations revised/elaborated with support of the action (**EU RF 2.25) 1.2a2 Status of M&E system for policy monitoring in FNS&SA sectors 1.2b2 Status of gender inclusion in the policy framework for the water and land sector 1.3a3 Status of IWRM Master plan and Sub-basin plans (**EU RF 2.25, if there is public discussion with CSOs) 1.3b3 Number of inclusive local governance structures set up or strengthened by the action for Sub-basin plans	1.1. – 1.3. Reports of the Water Authority	No change of provincial policy and support to IWRM continues. Public funding for implementation of the policy for Water Authority, IWRM, Sub-basin plans. Efficient governmental supervision and coordination of the regional and local authorities. Inclusiveness of the process of IWRM

³³ Mark indicators aligned with the relevant programming document mark with '*' and indicators aligned to the EU Results Framework with '**'.

³⁴ Value added of agriculture as % of GDP (EU RF 1.4)

	Results chain: Main expected results (maximum 10)	Indicators (at least one indicator per expected result)	Sources of data	Assumptions
				planning.
Outcome 2 (Specific Objective)	Alternative agricultural and livestock farming systems developed based on low water agro-economy, including agronomic practices leading to groundwater replenishment.	SO2.1: Number of hectares of land covered by improved rangeland management structures and practices (** EU RF 2.4) SO2.2: % of smallholders practising sustainable agriculture (e.g. conservation agriculture, agro-ecological approaches, etc.), disaggregated by sex ³⁵ (**EU RF 2.3)	Baseline and endline surveys to be commissioned by the action	Government's understanding that rural economy is rebalanced to low water use Discontinuation/Reduction of grants and subsidies for ground water usage.
Outputs	2.1 Improved and more productive rangelands through better management of livestock and vegetation 2.2 Improved methods and new techniques for harvesting rainfall, complemented with re-vegetation measures, to replenish the groundwater supply in rangelands. 2.3 Enhanced capacity of communities to replicate the new techniques and systems on low water horticulture and improved groundwater management.	2.1 Number of rainfall harvest pilot scale actions conducted 2.2 Number of water use and rangeland pilot scale actions conducted 2.3a3 Number of smallholders with replication business plans developed with support of the action, disaggregated by sex and location 2.3b3 Number of people trained by the action on sustainable land and water management practices, disaggregated by sex and location (**EU RF 2.3 and 2.4 for the above indicators, depending on the data: number of smallholders or ha land area measured)	Annual performance reports of the action Pilot monitoring reports Follow-up reports of the project on the business plans' implementation Database of training participants to be maintained by the action	Access to planned work sites. Community leaders and authorities' willingness and support (avoiding political economy – e.g. water resources usage permissions and subsidies). Proper technical / infrastructure conditions. Funding opportunity for replications
Outcome 3 (Specific Objective)	Strengthened value chains for a climate-resilient, low water economy among male and female producers and service providers.	SO3.1: Additional added value created in the target area in supported value chains SO3.2: Number of new businesses/start-ups created, disaggregated by sex	Statistical reports issued annually by the provincial agencies	Government's willingness to make market information available to stakeholders
Outputs	3.1 Adoption and cultivation of alternative, low-water requiring crops with higher yields	3.1. Number of stakeholders adopting and adapting low water use crops with support of the action	Database of event participants	Acceptance by farmers that change

³⁵ This is DEVCO Unit 04 SIG indicator under the Outcome “Increased sustainable production and productivity of agriculture, husbandry and fisheries”

	Results chain: Main expected results (maximum 10)	Indicators (at least one indicator per expected result)	Sources of data	Assumptions
	that provide better financial returns to male and female farmers. 3.2 Enhanced extension and market information services for value chains in place.	(disaggregated by sex and location) 3.2a2. Status of Market Information System 3.2b22. Number of people receiving rural advisory services with support of the project, disaggregated by sex and location (** EU RF 2.3)	Progress reports Database of beneficiaries Progress reports	is required and necessary. Community Authorities support the new practices. There is a sustainable entity in charge of Market Information system.
Outcome 4 (Specific Objective)	Increased availability of qualified agro-technology cadres (government, in particular the Balochistan Water Authority, and private) able to integrate and provide on- farm technical know-how and climate-relevant advice to farmers.	SO4.1: Number of qualified technicians delivering services to farmers, small holders and enterprises	Employment statistics Annual reports of the educational institutions	Cooperation with educational institutions on building trained cadres
Outputs	4.1 Enhanced capacity of educational institutions to provide suitable agro-technology training and education in Balochistan. 4.2 Improvement in the quality and availability of extension services.	4.1a1 Number of courses established, disaggregated by institution 4.1b1 Number of facilities established, disaggregated by location and population (farmers) to serve to. 4.2a2 Number of extension agents trained by the action on sustainable practices and new technologies, disaggregated by sex (** EU RF 2.3) 4.2.b. Number of extension agents trained through the new courses established (** EU RF 2.15)	Reports of the action Databases of training held by the educational / training institutions with project support	Access to and availability of gender balanced candidates for training and development

EN



This action is funded by the European Union

ANNEX II

of the Commission Implementing Decision on the financing of the annual action programme
in favour of Pakistan for 2019 part 2

Action Document for ‘Balochistan Education Support Programme II (BES II)’

ANNUAL PROGRAMME

This document constitutes the annual work programme in the sense of Article 110(2) of the Financial Regulation and action programme/measure in the sense of Articles 2 and 3 of Regulation N° 236/2014.

1. Title/basic act/ CRIS number	Balochistan Education Support Programme II (BES II) CRIS number: ACA / 2019 / 041-648 financed under the Development Cooperation Instrument	
2. Zone benefiting from the action/location	Asia, Pakistan The action shall be carried out at the following location: Province of Balochistan	
3. Programming document	Addendum N°1 to Multiannual Indicative Programme between the European Union and Pakistan for the period 2014 – 2020 ¹	
4. SDGs	Main SDGs: Goal 4 - Quality Education and Goal 5 - Gender Equality; Secondary SDG: Goal 10 - Reduced Inequalities	
5. Sector of intervention/ thematic area	Education	DEV. Assistance: YES ²
6. Amounts concerned	Total estimated cost: EUR 18 000 000 Total amount of EU budget contribution: EUR 18 000 000	
7. Aid modality(ies)	Project Modality:	

¹ C(2018)4741 of 20 July 2018

² Official Development Assistance is administered with the promotion of the economic development and welfare of developing countries as its main objective.

and implementation modality(ies)	Indirect management with United Nations Children's Fund (UNICEF)			
8 a) DAC code(s)	11 110 – Education Policy and Management 11 120 – Education Facilities and training 11 130 – Teachers Training 11 220 – Primary Education 11 320 – Secondary Education 15 170 – Women’s equality organisations and institutions			
b) Main Delivery Channel	41 000 – United Nations agency, fund or commission (UN) 41 122 – UNICEF – United Nations Children's Fund			
9. Markers (from CRIS DAC form)³	General policy objective	Not targeted	Significant objective	Principal objective
	Participation development/good governance	<input type="checkbox"/>	<input type="checkbox"/>	x
	Aid to environment	x	<input type="checkbox"/>	<input type="checkbox"/>
	Gender equality and Women’s and Girl’s Empowerment ⁴	<input type="checkbox"/>	x	
	Trade Development	x	<input type="checkbox"/>	<input type="checkbox"/>
	Reproductive, Maternal, New born and child health	x	<input type="checkbox"/>	<input type="checkbox"/>
	RIO Convention markers	Not targeted	Significant objective	Principal objective
	Biological diversity	x	<input type="checkbox"/>	<input type="checkbox"/>
	Combat desertification	x	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change mitigation	x	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change adaptation	x	<input type="checkbox"/>	<input type="checkbox"/>
	10. Global Public Goods and Challenges (GPGC) thematic flagships	N/A		

³When a marker is flagged as significant/principal objective, the action description should reflect an explicit intent to address the particular theme in the definition of objectives, results, activities and/or indicators (or of the performance / disbursement criteria, in the case of budget support).

⁴ Please check the Minimum Recommended Criteria for the Gender Marker and the Handbook on the OECD-DAC Gender Equality Policy Marker. If gender equality is not targeted, please provide explanation in section 4.5.Mainstreaming.

SUMMARY

The 'Balochistan Education Support Programme II (BES II)' ('the action') will support Balochistan's efforts to strengthen the education systems in the province, which are lagging behind with respect to other provinces of Pakistan. Special focus will be placed on ensuring more inclusive and equitable access to basic education and a stronger emphasis on learning, as well as on improving of governance and management.

The action is part of the second focal sector 'Education and Technical and Vocational Education and Training (TVET)' of the 2014-2020 multiannual indicative programme for Pakistan. The action has a rights-based approach in terms of international standards, Sustainable Development Goals (SDGs), and the relevant provisions of Pakistan's Constitution. The action contributes primarily to the progressive achievement of SDG 4 - Quality Education, SDG 5 - Gender Equality, and SDG 10 - Reduced Inequality.

The action's overall objective is to improve the literacy, numeracy, skills and qualifications of the people in Balochistan. More specifically, the action aims: 1) to improve access to quality primary and middle-level education; and 2) to increase the accountability, reporting and transparency of the Secondary Education Department.

The action will build upon the successful components of the EU's current education programme in Balochistan, in order to consolidate results and ensure sustainability. It will also introduce new elements, such as including parallel education systems (e.g. private and religious schools) in mainstream education policy, as provided for under the Balochistan Education Sector Plan (BESP) 2013-2018 and in the national education policy 2017-2025. Fully in line with recent policy documents and the Government's requests, this action will pave the way for a more ambitious and innovative approach to education in Balochistan.

Consultations with the concerned stakeholders indicate that the most feasible option for implementing the action is indirect management with the United Nations (United Nations Children's Fund - UNICEF).

1 CONTEXT ANALYSIS

1.1 Context description

Pakistan has the world's sixth largest population, with over 207 million inhabitants (Census 2017) and a nominal Gross Domestic Product (GDP) per capita of USD 1 629, which ranks it 150th in the world⁵. Pakistan's semi-industrialised economy is the 24th largest in the world in terms of purchasing power parity and the 42nd largest in terms of nominal GDP. However, Pakistan's undocumented economy comprises approximately 36% of its overall economy. Despite this, Pakistan is developing and is considered one of the 'next eleven', i.e. one of the eleven countries that could potentially be among the world's largest economies in the 21st century. Recent Chinese investment in the China-Pakistan Economic Corridor is considered to be a game changer, particularly for Balochistan. Despite this development, socio-economic indicators are still worrying. Nearly 39% of Pakistanis live in multidimensional poverty, with the highest rates of poverty in the Federally Administered Tribal Areas (FATA) and Balochistan⁶. Pakistan is on a sustainable democratic path, with the third consecutive democratic transfer of political power taking place following the national elections held on 25

⁵ Figure for 2017.

⁶ Ministry of Planning, Development and Reform, Report on Multidimensional Poverty Index (MPI), 2016.

July 2018. The democratically elected provincial Government of Balochistan (GoB) is undergoing a reform process towards further democratisation.

Building on the 10th five-year plan and Pakistan's framework for economic growth from 2011, the federal government launched 'Vision 2025' as its key policy framework in May 2014. Developing human and social capital forms the first pillar of 'Vision 2025', with very ambitious targets to increase primary school enrolment and completion rate to 100%, literacy rate to 90% and primary and secondary gender parity index to one.

Pakistan lags far behind in gender equality. The World Economic Forum's 2018 Global gender gap index ranked Pakistan 148 out of 149 countries, based on economic, educational, health-based and political indicators. Gender equality is enshrined in Pakistan's Constitution, but discrimination and violence against women are deeply rooted culturally. The degree of discrimination and deprivation of rights varies between urban and rural settings and between the different provinces. Even though women in Pakistan are generally disadvantaged, in Balochistan they are nearly invisible in public and have limited presence in the labour market. They are often deprived of education and information on their rights. Of particular concern in Balochistan is the low rate of literacy for women (24%) and the high rate of maternal mortality (700/100 000).

Pakistan is home to around 2.7 million Afghan citizens with various statuses. After the government pushed to return all Afghan citizens to their homeland in 2016, the situation is currently calm and no major issues related to protection have been reported. The action does not include any specific measure for Afghan citizens, but a regular dialogue will be established with the United Nations High Commissioner for Refugees' (UNHCR) protection programme in the provinces.

Balochistan is the largest province of Pakistan by area (45%) and the smallest by population (5%). The province has a difficult, arid terrain. Although it is the country's richest province in natural resources, Balochistan has not progressed at the pace of other provinces. The province's political economy is deeply connected to its underdevelopment and the underlying technical issues in the education sector. The 18th Amendment to Pakistan's Constitution devolved the education functions from the federal level to the province. However, carrying out these functions is problematic, as the Education Department has issues related to capacity, governance and management.

Pakistan's education statistics show that Balochistan lags behind in education, particularly in terms of the adjusted net enrolment rate. Other serious concerns include the quality of education delivered, the learning environment, retention in school, school completion rates, and student learning. To tackle these issues the GoB formulated the comprehensive BESP 2013-2018, which was adopted in 2014. Although the focus is on basic education, due to its scale also secondary and higher education, as well as 'the inclusion of parallel education systems like private schools and madrassas into mainstream education policy'⁷ are taken into account. The current provincial government has endorsed the BESP and has initiated practical steps to implement it, by increasing the budget allocation for education and by starting off reforms. These reforms include rationalising resources, improving education governance, and devolving responsibilities to districts and schools.

⁷ Government of Balochistan, Balochistan Education Sector Plan, 2013-2018, p. 62.

1.2 Policy framework (Global, EU)

The proposed action is in line with the new European Consensus on Development, which aligns the EU's development policy with the 2030 Agenda for Sustainable Development. The Agenda 2030 reaffirms education as a fundamental human right and a public good, and reflects the enabling role of education in achieving of other SDGs not directly linked to education, through enhanced learning, skills and awareness. The action responds to the EU's focus on supporting good governance and inclusive, sustainable growth for human development. It supports better access to quality education for all as a prerequisite for youth employability and long-lasting development⁸.

The 2014-2020 EU-Pakistan multi-annual indicative programme supports the implementation of Pakistan's long-term development strategy, 'Vision 2025' in three focal areas: 1) rural development, 2) education and vocational training, and 3) good governance, rule of law and human rights.

The local EU's Gender Action Plan II in Pakistan covers all thematic gender priorities. This action is particularly relevant for Priority C 'Economic, Social and Cultural Rights – Economic and Social Empowerment', and will contribute most notably to Objective 13, 'Equal access for girls and women to all levels of quality education and vocational education and training free from discrimination'.

1.3 Public policy analysis of the partner country

Pakistan's overarching '**Vision 2025**' strategy focuses on seven key areas, including the development of social and human capital (including education), and governance.

Pakistan's national education policy, published in 2009, focuses on improving the access and equity, the governance and management, and the quality and relevance of education. Universal primary education by 2020 for boys and by 2025 for girls is the main policy target, in line with **Article 25A of the Constitution**. The policy foresees universal access and enrolment, especially with regards to out-of-school children, and universal retention through minimizing dropout rates. It also prioritises universal high achievement rates for students, by improving the quality of education, teachers' competency and retention, as well as by reviewing the standards for examinations/assessments. Furthermore, the policy aims at improving the quality of adult literacy and non-formal basic education programmes.

The 2018-2023 **National Internal Security Policy (NISP) of the National Counter Terrorism Authority** is the first attempt at formulating an overarching, comprehensive security policy for the country. Aimed at federal and provincial stakeholders, it integrates development measures with efforts to promote security and peacebuilding as outlined in 'Vision 2025'. Education is one pillar in this federal framework for internal security. Building on the recommendations of the NISP, the Secondary Education Department of the GoB decided in March 2018⁹ to reconstitute the Balochistan Madrassa Education Council (BMEC), to ensure technical support in mainstreaming madrassas and to strengthen the engagement with traditional institutions. The Department's Policy Planning and Implementation Unit (PPIU) of the education department will support the BMEC Secretariat.

⁸ *The new European Consensus on Development*, p. 9.

⁹ Notification No. PPIU/59-70/2018/644-47 of the 27th of March 2018.

The **BESP** 2013-2018 was prepared as the instrument to manage the prioritisation, planning, execution, monitoring and review of education policies and strategies. The BESP includes a five-year plan with provisions for annual revisions based on the monitoring and evaluation of the implementation process. The BESP is closely aligned with national priorities. Article 25A of Pakistan's Constitution stipulates that education for all children between the ages of 5 and 16 is a fundamental right. After the 18th Amendment to Pakistan's Constitution, all the responsibilities related to education have been devolved to the provinces, and the BESP clearly outlines how this mandate will be carried out. At the time of its drafting, the National Education Policy prepared in 2009 was taken into account, seeking to adapt its provisions to the Balochistan context. Thoughtful attention was also given to Pakistan's commitment to international agreements on the Millennium Development Goals and the Education for All goals.

The **Balochistan gender equality and women's empowerment policy**, with specific targets and key performance indicators for the education sector, was developed by Balochistan's Women Development Department, with the technical support of the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women). It was approved by the GoB in 2013 and is currently being revised to take the SDGs into account.

1.4 Stakeholder analysis

The main stakeholder at federal level is:

The **Ministry of Federal Education and Professional Training**, established in 2011, which is the federal government's ministry responsible for a limited range of education-related functions, including creating policies and overlooking the provision of technical, vocational and professional skills and training.

The main stakeholders in Balochistan are:

The **Balochistan Secondary Education Department (BSED)**, responsible for providing basic education from pre-primary level to higher secondary level, and for improving people's literacy through adult and non-formal education. The BSED consists of nine agencies. High turnover of senior staff is an issue: in Balochistan, there have been eight Secretaries of Education in the past five years.

The **Balochistan Education Foundation** is a semi-autonomous body, working as a strategic partner with the Education Department in improving education in Balochistan. The Balochistan Education Foundation supports community and private schools through a 'public private partnership' process.

The **private sector** has increased its investment in education in the province over the last decade. The number of privately owned education institutions continues to grow, especially in urban areas. The maximum growth is in the school sector, but private institutions have been set up at all levels, including at university and vocational-training level. At school level, the private sector cannot be viewed as a monolith.

The recently established **Balochistan Assessment and Examination Commission (BAEC)** provides information about student learning to other departments in the education system, such as those dealing with the curriculum and teacher training, as well as the Balochistan textbook board, Directorate and Secretaries offices.

The **Provincial Institute of Teachers Education (PITE)** is an apex institute in the field of in-service Teacher Education. The PITE's objectives are mainly to enhance the quality of

education through in-service teachers' professional development, to work in the sphere of material development for teachers' professional development programs, and to carry out research activities in the field of education to enhance the quality of the teaching practices.

The **Society for Community Strengthening and Promotion of Education in Balochistan (SCSPEB)**, a Non-Governmental Organisation (NGO) working with the GoB and international donor/funding organisations, especially on early childhood education, primary level, middle level, high level, TVET and adult literacy, but also on teachers' professional development at the community level. It assisted the GoB in developing the district education plans for all thirty-one districts and the BESP 2013-2018. The SCSPEB also manages the Afghan refugees' education programme.

The **Balochistan Rural Support Programme (BRSP)** is working on access to formal education for 'madrassas' students' since 2013, and has developed a valuable expertise in that domain. The BRSP project 'Access to formal education for madaris' students' was established in 2013¹⁰. The immediate outcomes of this initiative are the following: 2 455 students have completed the Accelerated Learning Programme (ALP)¹¹ course and appeared in the exam organised by the Balochistan Assessment and Examination Commission (BAEC). The GoB has agreed to allocate funds for upscaling the initiative across the province under the upcoming budget. Based on this model, the BRSP initiated recently the same project in 100 madrassas, with the financial support of the PATRIP Foundation in seven more districts: Quetta, Pishin, Ziarat, Killa Saifullah, Killa Abdullah, Loralai and Zhob¹².

The **Accelerated Education Working Group (AEWG)** consists of a group of education partners working in accelerated education. The AEWG is currently led by the UNHCR with representation from the UNICEF, the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United States Agency for International Development (USAID), and a few international NGOs.

The **BMEC** ensures technical support in mainstreaming madrassas to strengthen their engagement with the formal education system¹³.

Parents' engagement is ensured through the **Parent-Teacher School Management Committees (PTSMCs)** and the **Local Education Councils (LEG)**. These are conducting needs assessments and implementing school development plans, to create an enabling environment for children and to improve the retention of students, especially girls. These bodies encourage community involvement, thereby contributing to increased accountability and improved school management at the local level.

¹⁰ 90 Quality Primary/Middle level madrassa based Schools at Quetta and Pishin districts were included. This programme includes review and revision of ALP curriculum by Ulama and education department; provision of ALP curriculum based books reading writing material; ensured 5,584 (4,252 boys and 1,332 girls) students enrolled in 90 madaris; recruited 160 ALP teachers in madaris; capacity building of 160 teachers through PITE; exposure visits for ALP teachers and students of madrassas; formation of Parent Teacher School Management Committees (PTSMCs) at institutional level; provision of sports items for sports and extracurricular activities; skills development program on marketable trades to 260 including (160 boys and 100 girls) madrassa students for their sustainable livelihood.

¹¹ Depending of the organisations, the ALP could be defined as an Accelerated Learning Programme or an Alternate Learning Pathways.

¹² The project modalities are the following: construction of classroom, libraries with furniture; construction and rehabilitation of WASH and drinking facilities; provision of books and reading writing material; assuming that 10,000 students will be enrolled in ALP schools; appointment of 160 ALP teachers with training and conveyance of exposure visits to other provinces; provision of sports items for conducting sports events; declamation contests; skills development program on marketable trades for 300 youth (200 boys and 100 girls) students for sustainable livelihood.

¹³ In Pakistan, there are five boards of based on sectarian affiliation: Wafaq-ul-Madarisul-Arabia (1960), Tanzimul-Madaris (1960), Wafaqul-Madaris Shi'a (1959), Rabitahul-Madrisul-Islamiya (1983) and Wafaqul- Madarsul-Salafiya (1955).

Furthermore, the main beneficiaries remain the **children of Balochistan** as 1.06 million children (39%) in the province do not attend school.

1.5 Problem analysis/priority areas for support

In its 2017 review, the UN Committee on the Rights of the Child expressed concerns about the right to education in Pakistan, and particularly on the large number of children not in formal education (47.3% of all children aged five to sixteen years), the majority of which has never attended any school. Another concern is the high dropout rate for girls, reportedly as high as 50% in Balochistan. There are large-scale gender, regional and urban-rural disparities in the enrolment of children in schools, and the province's low education levels are both a cause and a consequence of continued underdevelopment. In Balochistan, general access to schools is a critical issue, given the province's vast geographic area with small, widely dispersed communities, which results in almost 40% of villages in Balochistan not having a school¹⁴. Proximity to school is a key determinant for school attendance rates, especially for girls. Closed/defunct schools in rural parts of the province further impede access to education.

Three parallel education systems exist in Pakistan – i.e. public sector schools, private sector schools and madrassas - and there is a huge gap between the standard of education provided in each of these systems. The GoB is engaging, more than other provincial governments, with religious leaders of the province. Concerted efforts are made to 'mainstream' students of madrassas through the formal education system, and to ensure that traditional education institutions receive the same facilities by the Education Department. There is a need to widen the madrassa curricula and bridging with the mainstream (formal) education, recognizing and equating madrassa degrees with the formal education system, providing valuable and related books for research, and evolving an integrated system of national education, by approximating madrassa and modern schools curricula.

The BESP 2013-2018 did not envisage any role for madrassas, although there are 1 095 madrassas in Balochistan, with around 85 000 students. As a consequence, there is no strategy to improve the situation for these students. To remedy this situation, the Balochistan Madrassa Registration, Mainstreaming and Regulatory Authority Act 2019 was drafted and presented in January 2019 by the Secondary Education Department, to get input from religious scholars. This initiative was welcomed by the scholars, who called for further deliberation in the framing and finalisation of the Madrassa Act¹⁵.

Despite the World Bank's Global Partnership for Education's (GPE-BES) intervention, most public schools in Balochistan still lack basic facilities, such as suitable classrooms, teaching and learning materials, and sanitation facilities. 47% of primary schools in Balochistan are managed by only one teacher, which means that these schools have to resort to multi-grade teaching, for which teachers are not adequately trained. The poor quality of education due to the shortage of qualified teachers and teachers' absenteeism is a concern. Similarly, curriculum content and teaching methods that promote gender-based and religious discrimination were raised as additional concerns by the Committee on the Rights of the Child.

¹⁴ BESP, 2013-2018.

¹⁵ The Act is still in an initial stage but the salient features include establishment of a regulatory authority to be known as the Balochistan Madrassa Registration, Mainstreaming and Regulatory Authority with prescribed powers and a mechanism for operating. The Act declares the Secondary Education Department as administrative department of the authority, the registration of madrassas mandatory and prescribes penalties for violating provisions of the Act. The Act mentions the appointment of a managing director and other staff for the regulatory authority. It also proposed the establishment of a Madrassa Registration, Mainstreaming and Regulatory Authority Fund.

The lack of standards for textbooks, teaching and learning processes, and an assessment of learning achievements result in more memorisation and less learning-centred approaches in the province. Teachers' quality in Balochistan is constrained by limited teachers' training, compounded by poor governance and excessive political interference in postings and transfers. The unequal deployment of teachers among districts results in an oversupply of teachers in some schools and an undersupply in others. Moreover, Balochistan has a deficit of female teachers for girls' schools, insufficient materials, and lacks on-the-job support, meaning that most teachers rely on teacher-centred approaches that do not encourage creative thinking and skills-based learning.

Management responsibilities have been devolved to the district level, in order to increase effective educational governance. However, the limited capacities of education managers result in weak programme planning and management, limited monitoring of system performance, limited accountability and inconsistency with national frameworks. Social attitudes and lack of social mobility, exacerbated by parents' illiteracy, do not encourage education, especially for girls for whom the allocation of resources within the household typically discourages expenditure on education. Poor governance, a lack of sustained and equitable economic growth and the neglect of social sectors when national policies are implemented, have created an alarming situation. This has been further exacerbated by the Islamic militancy and sectarian violence in Balochistan and the political instability in Afghanistan that has had a number of spill-over effects on Pakistani society and economy.

Strengthening education systems is key to the EU's efforts, and sustainable outcomes can only be achieved by working through government-supported systems. A well-functioning education system should ensure that all children can go to school and that every classroom of every school or institution has a good quality teaching and learning, regardless of location. The following two priorities need to be addressed in the BESP:

Priority 1 - *To improve access to quality primary and middle level education*, paying particular attention to gender issues, children with disabilities, ethnic and linguistic minority children, and those living in remote or unsafe areas. This priority needs to be addressed by taking into account the spirit of the European Consensus, which reiterates the EU's commitment to a rights-based approach, to leave no one behind, and to pay special attention to those who are disadvantaged, vulnerable and marginalised. Quality education means that teachers are recognised as central to improving the quality of learning in schools, together with effective school leadership, adequate and appropriate teaching and learning resources, and safe and learning-enabling school environments.

Priority 2 - *To increase the accountability, transparency of and reporting on the province's Education Department*, as the quality of public administration is key for the management, motivation, deployment and availability of competent and motivated teachers. Mutual responsibility and accountability among all stakeholders, including national and sub-national authorities, school personnel and community members is of critical importance.

Strengthening links with other sectors and areas that affect the performance of education will also be taken into account. For example, nutrition and food security are key factors in children's access to education and their ability to learn. Similarly, parental education and stimulation in children's early years are vital to enable children to be successful in school and in adult life.

2 RISKS AND ASSUMPTIONS

The GoB is fully committed and is already working with other development partners in implementing the BESP I (2013-2018) and in drafting the next BESP II (2019-TBC). It has piloted similar activities as explained above, and is involved in the preparation of further funding by other development partners, such as the Global Partnership for Education (GPE).

Risk	Risk level	Mitigating measures
Security situation hampers or does not allow project implementation.	High	Monitoring security situation. Provide adapted implementing modalities with agencies that already have security systems in place and provide local/national expertise.
Political interference in the sector.	High	The programme will involve the PTSMCs in monitoring and include robust third party monitoring to ensure objectivity. In order to mitigate risks arising from political interference, established and transparent criteria guiding schools/sites selection and provision of support will be used. Active engagement between the EU Delegation and the BSED will be ensured.
The Secretary of Secondary Education continues to have difficulties in taking the leadership to implement the reforms contained in the BESP.	Medium	In order to mitigate, if not eliminate, the potential risks of low efficiency and low effectiveness, a feasibility study will be launched on a ‘re-engineering’ of the Department which would streamline the operational decisions to be taken as part of an educational reform.
Turnover of the GoB staff, reducing their buy-in and support to the programme.	High	Strengthening the GoB’s ownership and steering of the project. Encouraging the GoB to prepare relevant policies with requirements to decrease the turnover of management staff. Ensuring that the implementing partner does not take regular staff from the Directorate of Education as experts under explicit or disguised arrangements.
Established interests and patronage relationships may be resistant to change.	High	Focusing on results and on increasing accountability.
Textbooks do not reflect curriculum adequacy.	Medium	The BAEC and the Bureau of Curriculum (BoC) have established quality assurance mechanisms.
Expected learning outcomes are not meeting demand.	Medium	The BAEC diagnosis on performance problems must be available in due time.

Risk	Risk level	Mitigating measures
Duplication with other activities.	Low	Using and updating the donors' matrix and maintaining regular dialogue with relevant authorities and donors' implementing agencies. Carrying out a comprehensive review of the ongoing actions and holding regular reviews with donors in the education sector to ensure coordination. Programme contractor will attend education-related donors' coordination meetings at provincial level.
Visa and non-objection certificates are not delivered slowly or not at all by the Pakistani authorities.	High	Plan visits in advance to areas that require a non-objection certificates and favour national vis-à-vis international expertise to mitigate the risks. Active and continuous engagement.
Traditional gender imbalance.	Medium	The action will be based on a gender sensitive analysis and mapping, and risks will be regularly reassessed to recalibrate the action accordingly. The action focuses on disaggregated data, gender empowerment and inclusive representation.
Assumptions		
Ownership and political commitment by the GoB are ensured. The security situation is monitored and sustained. The GoB supports the use of international expertise (e.g. through timely delivery of non-objection certificates, visas, etc., if needed).		

3 LESSONS LEARNT AND COMPLEMENTARITY

3.1 Lessons learnt

The design of this action builds largely on the lessons learnt from the on-going EU-funded BES programme, which is implementing part of the BESP. In particular, the BES programme provides complementary support to the BESP, to improve access and equity, governance and management, and quality and relevance of education. The EU partnered with the World Bank (EUR 10 million) to implement the access component, mainly by building classrooms, and with UNICEF (EUR 7.4 million) to improve governance and quality.

The EU-funded Balochistan Basic Education Programme (BBEP) implemented by UNICEF, is working through a systems' approach to improve the governance and management support functions which affect all children and teachers in school. It is collaborating with all stakeholders involved in the quality management cycle of education to address systemic quality gaps in the sector and move forward with practical and sustainable solutions. By means of innovative support to the strengthening of the systems, the BBEP has addressed the issues of developing and disseminating reports based on students' performance. It has also provided assessments of exams, in partnership with the BAEC, and teacher training with the PITE.

The establishment of a performance management system in the Education Secretariat has helped to solve the planning and the management issues identified as major obstacles to quality education. The system includes an education management information system (EMIS) and the Real-Time School Monitoring System (RTSM). The BBEP has piloted a cluster wide approach to collection, management and dissemination of data through the establishment of EMIS cells at cluster level. The Android-based real time school monitoring system has been rolled out across the province. The performance management system has achieved results, which support the Education Department's planning, management and accountability functions. The EMIS collects data and provides information on schools, students, teaching and non-teaching staff. The first ever Balochistan education statistics report was published in late 2018 by the BSED, based on the data collected through EMIS.

The BBEP has also improved the coordination and collaboration between the Education Department, development partners, and civil society through the LEG. This group reviews the viability and progress of education-related interventions, deliberates on policy level issues, and acts as an oversight group ensuring accountability. Moreover, the BBEP supported a Joint Education Sector Review on the progress made by the education sector plan. The review provided useful insights that help address challenges. Furthermore, the BBEP supported parent committees at school level in conducting needs assessments and in implementing school development plans to create an environment for children to learn and improve the retention of students, especially girls.

A recent assessment considers the BES to have achieved part of its objectives and purposes in the area of governance and, to a more limited extent, in the area of access and quality despite the fact that BES had been conceived as a multi-purpose support programme to the diversified and sometimes heterogeneous objectives of the BESP.

Regarding the Education Department, the Secretary of Secondary Education had some difficulties in taking the lead in implementing the BESP reforms, despite the support from the BES project. In order to mitigate the potential risks of low efficiency and low effectiveness, the Secretary may consider launching a feasibility study for a 're-engineering' of the Department, which would streamline the operational decisions, so they would be taken as part of an educational reform.

3.2 Complementarity, synergy and donor coordination

Other partners supporting the BESP along with EU include the UNICEF, the World Bank (WB), the USAID, the Japan International Cooperation Agency (JICA), the Gesellschaft für Internationale Zusammenarbeit (GIZ), and the UNESCO:

- The UNICEF and the WB are collaborating on the grants provided by the Global Partnership for Education (GPE) to Balochistan (USD 34 million).
- The WB is implementing the 'Balochistan Education Support Project Single-donor Trust Fund', which includes a EUR 10 million EU contribution towards increasing school enrolment and retention in schools supported by the project, with a special focus on girls' participation, and towards developing mechanisms for collecting and using information so as to improve management of education.
- The USAID is implementing the 'Pakistan Reading project' 2013-2020, through the Institute of Rural Management. The main aim of the project is to improve Urdu reading skills of Grade 1 and 2 students through teachers' training.

- The GIZ is providing technical support to the GoB in the implementation of ‘Skills Development Programme’ for TVET reforms and strengthening.
- The JICA is scaling up the ‘Alternative Education Programmes for Out-of-school Children and Adolescents’ in Balochistan and providing support to the Social Welfare Department and the Directorate of Non-Formal Education, in order to establish accelerated learning pathways (ALP) and youth and adult literacy centres. The JICA has signed end of 2018 an agreement with UNICEF to open 170 ALP centres in eleven focused districts of Balochistan until 2020.
- Through its Malala Fund, the UNESCO is implementing the ‘Girls’ Right to Education Program’.
- The United Nations Development Programme (UNDP) is giving support to the Planning and Development Department and other stakeholders so they can implement the SDGs, including SDG 4 - Quality Education.
- The BRSP is working since 2013 on the inclusion of parallel education systems like private schools and madrassas into mainstream education policy.

At the federal level, development partners meet on a regular basis through the National Education Development Partners Group (NEDPG). Donor coordination in education in the province is improving. The LEG facilitates the coordination and collaboration of the Education Department, development partners and the larger civil society. At district level, fora for dialogue on the education sector have been held, i.e. the District Education Groups (DEG) and the PTSMCs. A coordination committee has also been set up with the Secretary of the BSED, UNICEF, GPE-BBEP, WB and EU as members. The committee’s main aim is to plan and review the ongoing BBEP in Balochistan. The ownership of the BBEP by senior officials (at Minister level) has resulted in the programme being increasingly accepted and strongly supported by education officials at district and sub-district levels.

4 DESCRIPTION OF THE ACTION

4.1 Overall objective, specific objectives, expected outputs and indicative activities

Overall objective: To improve the literacy, numeracy, skills and qualifications of people in Balochistan

Specific objective 1: To improve access to quality primary and middle-level education

Main results/outputs:

- 1.1. Increased availability of appropriate and safe schools, including in remote and conflict-affected areas, with a specific focus on accessibility for girls and disadvantaged groups.
- 1.2. Strengthened capacity of Department of Education and support institutions (BAEC, PITE, BoC) to function effectively within the quality management cycle, including monitoring and supervision.
- 1.3. Improved and measured teachers' performance as well as children's learning abilities.
- 1.4. School development plans developed and implemented in selected schools.
- 1.5. Strengthened communities and school facilities for preventing drop-outs from primary education.
- 1.6. Alternative/accelerated learning programmes (ALP) in basic formal education developed and adopted by madrassas, and communities and private schools.

Specific objective 2: To increase accountability, reporting and transparency of the Secondary Education Department

Main results/outputs:

- 2.1. Improved capacity to plan and manage education at district and provincial level.
- 2.2 Improved capacity of district and provincial education institutions to manage, analyse, monitor and report on data.
- 2.3. Enlarged circle of participants in policy-making.

Main activities

Specific objective 1: To Improve access to quality primary and middle-level education

1.1 *Indicative activities*

- R.1.1. Build or renovate classrooms, including gender sensitive sanitation facilities.
- R.1.2. Work at grass roots level with communities to ensure their buy-in in girls' education, both at primary and middle-secondary levels.
- R.1.3. Provide training on hygiene and sanitation, especially regarding Menstrual Hygiene Management.
- R.1.4. Draft BAEC rules of business and share with the Department of Education for approval.
- R.1.2. Develop and implement a capacity development plan for BAEC staff.
- R.1.2. Develop and use standards, tools and items bank for terminal examinations (grade 5 and 8).
- R.1.2. Develop standards, tools and items bank for assessment.
- R.1.2. Revise curriculum
- R.1.2. Train the Directorate of Education to monitor the school development programme.
- R.1.3. Establish a baseline for student learning achievements in mathematics, languages and science (grade 5 & 8), including in madrassas.
- R.1.3. Develop and test a replicable model of continuous professional development for teachers, (including teachers in madrassas and private schools) at the district level.
- R.1.4. Provide basic material to improve pedagogy and learning environments at the district level.
- R.1.5. Distribute teaching and learning material kits.
- R.1.5. & R.1.6. Train the Local Education Council (including PTSMCs) to develop & implement the School Development Plans.

Specific objective 2: To increase accountability, reporting and transparency of Secondary Education Department

2.1 *Indicative activities*

- R.2.1. Establish replicable model of school cluster based data collection, processing, analysis and publication.
- R.2.1. Train staff in the Education Department to use the EMIS data set for planning.
- R.2.2. Train district level staff to use EMIS reports for planning and management purposes.

- R.2.2. Facilitate the drafting of the local and district educational plans.
- R.2.2. Set-up an ICT-based system for monitoring school-based indicators.
- R.2.3. Conduct regular monitoring of the education sector plan in Balochistan (BESP).

4.2 Intervention logic

The action will build on the successful components of the current education programme in Balochistan to solidify and ensure sustainability, putting more emphasis on quality education and strengthening the Education Department with a view to better ownership. It will also introduce new elements, such as the inclusion of parallel education systems like private schools and madrassas, as provided for under the BESP and in the 2017-2025 national education policy, and a strong focus on the inclusion of out-of-school children and youth (OOSC).

- *Continuous professional development of teachers.* To improve the quality of formal education, it seems that the most cost-effective solution is to dedicate more inputs and resources to the professional development of the teachers. Few institutions contribute to the continuous professional development of teachers, so this action will focus on all the key players.
 - 1) The PITE, as the main institution for teacher training has very limited capacity to conduct its designated functions. The PITE has been training teachers in a series of one-off activities. However, the concept of continuous professional development (CPD) is new; therefore, the currently low capacity of the PITE needed to be built up. The BBEP project includes the development and approval of an operational plan for teacher education, formation of a Material Review Committee, training needs assessment, review and development of training modules and pre-testing. The action at hand will extend this activity to allow for a strengthened demonstration of a reliable and scalable CPD model. Along with the completion of planned training programmes, the increased time span will allow for additional teachers to be trained and the inclusion of middle school teachers in the GPE-funded new middle schools in the province.
 - 2) The BEAC, an independent body, is integral to providing genuine feedback on student learning achievements. The action will support the BEAC in its efforts to improve the teaching and learning process. This will complement the efforts of the Aga Khan University – Examination Board, which is working with BEAC to build the capacity of staff on the conduct of examinations.
 - 3) The Teachers' Colleges have not attracted the attention of any donor until now, even though they are very important in the long term to train quality teachers. The action will support these colleges in improving their master teacher training courses, following an assessment of their institutional capacity and a redefinition of their designated functions.
- *Reduce the number of Out-of-School Children and youth (OOSC).* It is urgent to develop, in parallel to the formal education system, a reinsertion programme for the OOSC (which involves the youngest children being reinserted into the formal system or the older children being reinserted into tailored vocational training systems) in order to stop the worrisome growth of their number in the short or medium term. Tackling the needs of both in-school and out-of-school children must be addressed at the same time and through parallel and coordinated solutions. Furthermore, work at grass root level is fundamental

to convince men that girls' education is important and necessary for the development of their whole community. To maximise the impact of this systemic governance approach, it seems important that the Education Department establish strong coordination mechanisms with its public and private partners (other Departments, non-public, private and religious educational institutions) involved in efforts to reduce the number of OOSC, boys and girls.

- *Streamlining madrassa education* in order to coordinate a mutually benefitting cooperation between the public formal education system and private and religious formal and non-formal education modalities, especially to respond to the OOSC needs, is a sensible initiative to be taken by the Education Department and would certainly deserve support by the EU.
- *Performance Management System.* The Performance Management Cell (PMC) housed in the Education Department is a step towards a shift in the management culture of the Education Department. One component of the PMC is the EMIS. The EMIS is a major innovation providing management solutions to the smallest management unit in the department – the school. The EMIS has only just come into operation for planning and management. The department needs continuous technical and operational support at the cluster level to ensure that all staff are trained on the use of software and can support informed decision-making.
- Another component of the PMC is the *Real Time School Monitoring System* (RTSM). The RTSM has been highly successful with the Education Department and public sector organisations who want to adopt similar models. The Education Department, at present, does not have the capacity to manage and update the monitoring system without external technical support as provided by this action. Even though the Education Department has included the Performance Management System in the Public Sector Development programme, it requires continuous technical support to ensure that the system is functional and that there is an uninterrupted flow of information for decision makers.
- *Support to the Education Department.* A 're-engineering' of the Education Department and its different units need to be launched to increase their efficiency and effectiveness in performing their functions and work better with development partners. Close coordination must also be established among Education, Rural Development, Social Welfare and TVET Departments in order to better streamline education and training contents according to local needs of the labour market.

By delivering these components, the action will improve access to quality primary and middle level education (SO1), and increase the accountability, reporting and transparency of the Secondary Education Department (SO2). In the long term, the action will improve the literacy, numeracy and skills and qualifications of the people in Balochistan (OO).

4.3 Mainstreaming

In Balochistan, 70% of the children do not attend school, with girls making up the majority of this group (78%).

There is a huge gender disparity; out of 13,674 public schools in Balochistan, 3,974 (only 29%) are girls' schools. For primary schools the situation is worse as 47% are managed by only one teacher, and of these 25% are girls' schools¹⁶.

The BSED is striving hard for *gender mainstreaming* but faces considerable challenges. Getting girls into the schools at the intended age is crucial but ensuring that they stay and learn requires both a more holistic approach and capital investments, not least for sanitation. As per the Pakistan Education Statistics 2016-2017, the drop-out ratio of girls is 25% and the transition rate from primary to middle school/level is only 52%. The main reasons for this low transition rate are a lack of toilet facilities in middle-level schools and transport on the one hand, and difficult access to the middle and higher levels of education on the other.

The BSED has no specific gender policy but has taken initial steps to mainstream gender in all education sector reforms and initiatives. To address the issue of access, especially for girls, the department has recently notified the establishment of all gender neutral primary schools to be allocated female teachers as a matter of priority.

The BSED needs to focus on gender through better gender mainstreaming, focussing on parity, and targeted interventions for primary school and adolescent girls. The initiatives planned are:

- ensuring girls' access to education through opening girls' middle and high schools and helping their transition to post-primary education;
- provision of water, sanitation and hygiene facilities and ensuring toilets work properly in all girls' schools;
- protection of female students and teachers and the promotion of their safety and mobility;
- building the capacity of public bodies responsible to enable them to expand gender-responsive reforms and initiatives.

Along with these initiatives, the Balochistan's Women Development Department plans to provide developing gender sensitive textbooks and curriculums with the help of the BSED, in line with the SDGs. This plans include:

- the development of a gender cell in the BSED to analyse data that has been segregated on the basis of gender and to deal with issues pertaining to women in the work force.
- providing revised textbooks and curriculums, which take into consideration gender sensitive protocols and ensuring gender mainstreaming in Balochistan's education policy.

The ongoing *BBEP*, implemented by UNICEF, is working at the policy level while taking into account all gender disparity issues and challenges. However, the specific gender intervention consists of health and hygiene sessions along with the provision of hygiene kits. These sessions are integrated in all school development plans, with a particular focus on girls' schools. In addition, the teachers training programme aims to have gender parity in the number of teachers trained. The participation of female community members in Parent Teacher School Management Committees and Local Education Councils is also being ensured.

¹⁶ Government of Balochistan, Secondary Education Department, *Balochistan Education Statistics, 2016-2017*, 2019, p. XVIII-XIX.

4.4 Contribution to SDGs

This intervention is relevant for the United Nations 2030 Agenda for Sustainable Development, which reaffirms education as a fundamental human right and a public good and reflects on education's enabling role in the achievement of other of SDGs through better learning, skills and awareness. This action contributes primarily to the progressive achievement of SDG 4 - Quality Education¹⁷ and SDG 5 - Gender Equality, but also promotes progress towards SDG 10 - Reduced Inequality.

5 IMPLEMENTATION

5.1 Financing agreement

In order to implement this action, it is foreseen to conclude a financing agreement with the partner country.

5.2 Indicative implementation period

The indicative operational implementation period of this action, during which the activities described in section 4.1 will be carried out and the corresponding contracts and agreements implemented, is 60 months from the date of entry into force of the financing agreement.

Extensions of the implementation period may be agreed by the Commission's responsible authorising officer by amending this Decision and the relevant contracts and agreements.

5.3 Implementation modalities

The Commission will ensure that the EU appropriate rules and procedures for providing financing to third parties are respected, including review procedures, where appropriate, and compliance of the action with EU restrictive measures¹⁸.

5.3.1 Grants: (*direct management*)

In case of failure of the negotiations with the international organisation pre-identified as implementing partner for this project through indirect management, this action may be implemented in direct management through a grant.

(a) Purpose of the grant(s)

The grant may be used to support activities related to the specific objectives: 1) Improved access to quality primary and middle-level education and 2) Increased accountability, reporting and transparency of Secondary Education Department.

(b) Type of applicants targeted

In case the need arises to use grant as the implementing modalities, possible implementing partner will be selected based firstly on its proven capacities to get access to the project intervention area as granted by the Government of Pakistan and secondly according to its knowledge and experience in the education sector.

In order to be eligible for a grant, potential grantee must:

¹⁷ SDG 4.C. "By 2030 substantially increase the supply of qualified teachers, including through international cooperation for teacher training (...).

¹⁸ www.sanctionsmap.eu Please note that the sanctions map is an IT tool for identifying the sanctions regimes. The source of the sanctions stems from legal acts published in the Official Journal (OJ). In case of discrepancy between the published legal acts and the updates on the website it is the OJ version that prevails.

- be a legal person;
- be non-profit-making and;
- be a specific type of organisation such as: non-governmental organisation, public sector operator, local authority, international (inter-governmental) organisation and;
- be established in a Member State of the European Union, or in other countries eligible under the DCI Regulation and as stipulated in Article 9 of the Common Implementation Rules¹⁹ (CIR). This obligation does not apply to international organisations.

5.3.2 Indirect management with an international organisation

This action may be implemented in indirect management with UNICEF. This implementation entails the project helping improve the literacy, numeracy, skills and qualifications of the people in Balochistan (overall objective) thanks to a better access to quality primary and middle level education (specific objective 1) and an increasing accountability, reporting and transparency of the provincial Education Department (specific objective 2).

The envisaged entity has been selected using the following criteria:

1) Proven expertise in education

The main functions of the entity chosen are:

- To work with the Global Fund for Education (GPE)
- To support the design of the Balochistan Education Sector plan and to do the follow-up of its implementation
- To facilitate the capacity building of PITE, BAEC and BoC
- To organize coordination meetings with the LEG and donors organization
- To provide training regarding the implementation and expansion of EMIS and RTMS
- To strengthen quality, performance, and management of the public-sector education system.
- To help the Education Department to implement the institutional reforms and to improve quality and governance aspects of the education sector.

2) Access to the province

Considering the security situation in Balochistan, presence of EU citizens as consultants has the disadvantage of a higher risk of access issues (problems in obtaining visas and No Objection Certificate – NOC) as well as higher costs of security infrastructure. Because of these issues, the potential implementation options are limited to UN mandated agencies.

3) Proven operational capacity

The entity has to be able to support the provincial government and in particular the Education Department in the implementation of Education reforms. It has to have a full-fledged office in Balochistan, including staff who has experience to work in the Balochistan province and who knows the Balochistan political context.

¹⁹ Regulation (EU) No 236/2014 of the European Parliament and of the Council of 11 March 2014 laying down common rules and procedures for the implementation of the Union's instruments for financing external action.

In case the envisaged entity would need to be replaced, the Commission's services may select a replacement entity using the same criteria. If the entity is replaced the decision to replace it needs to be justified.

If negotiations with the above-mentioned entity fail, the action may be implemented in direct management in accordance with the implementation modalities identified in section 5.3.1.

5.3.3 Changes from indirect to direct management mode due to exceptional circumstances

In case it should not prove possible to work in indirect management with the entrusted entity specified in 5.3.2 due to circumstances outside of the Commission's control, the action may be implemented in direct management in accordance with implementation modality identified in section 5.3.1.

5.4 Scope of geographical eligibility for procurement and grants

The geographical eligibility in terms of place of establishment for participating in procurement and grant award procedures and in terms of origin of supplies purchased as established in the basic act and set out in the relevant contractual documents shall apply, subject to the following provisions.

The Commission's authorising officer responsible may extend the geographical eligibility on the basis of urgency or of unavailability of products and services in the markets of the countries concerned, or in other duly substantiated cases where the eligibility rules would make the realisation of this action impossible or exceedingly difficult.

5.5 Indicative budget

	EU contribution (amount in EUR)	Indicative third party contribution, in currency identified
Specific objective 1: Improved access to quality primary and middle-level education and Specific objective 2: Increased accountability, reporting and transparency of Secondary Education Department composed of	17 400 000	N.A.
Indirect management with UNICEF (cf. section 5.3.1)	17 400 000	N.A.
Evaluation (cf. section 5.8)	250 000	N.A.
Audit (cf. section 5.9)	50 000	N.A.
Communication and visibility (cf. section 5.10)	250 000	N.A.
Contingencies ²⁰	50 000	N.A.

Total	18 000 000	
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5.6 Organisational set-up and responsibilities

To ensure ownership and that the project addresses issues prioritised by the Government itself, a project steering committee (PSC) will be set up, made up of:

- Education Secretary of Balochistan (Chairperson)
- Chief Foreign Aid
- P&D Secretary
- Representatives of the Education Department
- Representatives of the Women Division
- Representatives of civil society (BRSP, Society, etc.)
- Senior representatives of the EU Delegation
- Senior representatives of implementing partners
- Madrassas representatives
- Teachers' Union representatives

Representatives of the BSED and senior partner representatives may be invited as ex officio members to the PSC meetings. These may include representatives of bilateral contributing donors and other senior partner representatives, including the institutions entrusted with direct implementation of some programme activities. Additional ex officio members may be added to guarantee adequate representation of Pakistani communities.

With due consideration to the principle of ownership, the Commission reserves the right to change the organisation indicated above or the scope of the delegation, without this necessarily requiring an amendment to the financing agreement. In that case, it will consult the beneficiary on this change and notify it about the name of the new organisation and/or the scope of the task(s) delegated to it.

The role of the PSC will be to determine priorities for the project, consider and approve annual work plans and budgets (developed and submitted by the technical assistants to the project), and oversee implementation, coordination, monitoring and evaluation of the project.

5.7 Performance and results monitoring and reporting

The day-to-day technical and financial monitoring of the implementation of this action will be a continuous process, and part of the implementing partner's responsibilities. To this aim, the implementing partner shall establish a permanent internal, technical and financial monitoring system for the action and elaborate regular progress reports (not less than annual) and final reports. Every report shall provide an accurate account of implementation of the action, difficulties encountered, changes introduced, as well as the degree of achievement of its results (outputs and direct outcomes) as measured by corresponding indicators, using as reference the Logframe matrix.

SDGs indicators and, if applicable, any jointly agreed indicators as for instance per Joint Programming document should be taken into account.

The report shall be laid out in such a way as to allow monitoring of the means envisaged and employed and of the budget details for the action. The final report, narrative and financial, will cover the entire period of the action implementation.

The Ministry of Education's Information Management System will be a crucial tool for collecting data about the schools and outcomes of the action. The action will provide capacity building support to the Ministry (additional staff on a temporary basis and training for all existing staff) to ensure that the available data is analysed and fed into decision-making processes.

In addition, the action will use a real-time monitoring system, commissioned by the action from a third party provider, which collects data in the field and provides useful information for decision-making.

The Commission may undertake additional project monitoring visits both through its own staff and through independent consultants recruited directly by the Commission for independent monitoring reviews (or recruited by the responsible agent contracted by the Commission for implementing such reviews).

5.8 Evaluation

Having regard to the nature of the action, a mid-term and a final or ex-post evaluation(s) will be carried out for this action or its components via independent consultants contracted by the Commission.

The mid-term evaluation will be carried out for learning purposes, in particular to assess the implementation of the gender and rights-based approach working method principles, in the project outcomes, with a special focus on child protection and on the do-not-harm principle.

The final evaluation will be carried out for accountability and learning purposes on various issues, including for policy revision and streamlining education into Madrassa at provincial level. Taking into account the fact that this action is an innovative and a pilot lessons learnt could feed into any following EU assistance programming.

The Commission shall inform the implementing partner at least one month in advance of the dates foreseen for the evaluation missions. The implementing partner shall collaborate efficiently and effectively with the evaluation experts, and inter alia provide them with all necessary information and documentation, as well as access to the project premises and activities.

The evaluation reports shall be shared with the partner country and other key stakeholders. The implementing partner and the Commission shall analyse the conclusions and recommendations of the evaluations and, where appropriate, in agreement with the partner country, jointly decide on the follow-up actions to be taken and any adjustments necessary, including, if indicated, the reorientation of the project.

Evaluation services may be contracted under a framework contract.

5.9 Audit

Without prejudice to the obligations applicable to contracts concluded for the implementation of this action, the Commission may, on the basis of a risk assessment, contract independent audits or expenditure verification assignments for one or several contracts or agreements.

It is foreseen that audit services may be contracted under a framework contract.

5.10 Communication and visibility

Communication and visibility of the EU is a legal obligation for all external actions funded by the EU.

This action shall contain communication and visibility measures which shall be based on a specific Communication and Visibility Plan of the Action, to be elaborated at the start of implementation.

In terms of legal obligations on communication and visibility, the measures shall be implemented by the Commission, the partner country, contractors, grant beneficiaries and/or entrusted entities. Appropriate contractual obligations shall be included in, respectively, the financing agreement, procurement and grant contracts, and contribution agreements.

The Communication and Visibility Requirements for European Union External Action (or any succeeding document) shall be used to establish the Communication and Visibility Plan of the Action and the appropriate contractual obligations.

Implementation will take place through procurement (direct management). Services may be contracted by the EU Delegation as part of a larger contract of the EU Delegation dedicated to joint communication and visibility activities that cover all sectors of cooperation and use budget allocations under different decisions. For these services, procurement will be launched indicatively in the 2nd quarter of 2020.

APPENDIX - INDICATIVE LOGFRAME MATRIX (FOR PROJECT MODALITY) ²¹

	Results chain: Main expected results (maximum 10)	Indicators (at least one indicator per expected result)	Sources of data	Assumptions
Impact (overall objective)	<i>To improve the literacy, numeracy, skills and qualifications of the people in Balochistan</i>	<p>1. Literacy rate of the population in Balochistan (disaggregated by sex and age groups)</p> <p>2. Proportion of population in a given age group achieving at least a fixed level of proficiency in functional numeracy skills (disaggregated by sex and geographical location - region, urban/rural) (percentage) (** EU RF 1.7 Literacy rate of 15-24 year-olds)</p> <p>3. Proportion of population 25 and over who hold a) a secondary school diploma, b) a higher education diploma (disaggregated by sex)</p>	Census reports Ministry of Education's Information Management System reports	<i>Not applicable</i>
Outcome 1 (specific objective(s))	<i>To improve access to quality primary and middle-level education</i>	<p>1.1. Number of female students enrolled (target: around 10,000 girls)</p> <p>1.2. Number of boys and girls enrolled in accelerated learning programme (target: 20,000 students) (** EU RF 2.7 'Number of students enrolled')</p> <p>1.3. Level of teacher performance (disaggregated by sex)</p>	<p>1.1. EMIS</p> <p>1.2. EMIS</p> <p>1.3. Baseline and end line assessments to be conducted by the project</p>	<p>Availability of transport.</p> <p>All parents in neighbouring areas allow their children to attend school, even if they are female or living with a disability</p>

²¹ Mark indicators aligned with the relevant programming document mark with '*' and indicators aligned to the EU Results Framework with '**'.

	Results chain: Main expected results (maximum 10)	Indicators (at least one indicator per expected result)	Sources of data	Assumptions
Output 1.1	Increased availability of appropriate and safe schools, including in remote and conflict affected areas, with a specific focus on accessibility for girls and disadvantaged groups	<p>1.1.1. Number of schools/classrooms renovated/built with EU support that meet safety and well-being standards (disaggregated by geographical location - region, urban/rural, and by level of education)</p> <p>1.1.2. Number of schools with gender specific features (e.g. separate toilets for girls, access to water, security in dorms)</p>	<p>1.1.1. Project progress reports EMIS</p> <p>1.1.2. Project progress reports EMIS</p>	No other major impediments to motivation of attendance for those are managed.
Output 1.2	Strengthened capacity of the Department of Education and support institutions (BAEC, PITE, BoC, etc.) to function effectively within the quality management cycle, including monitoring and supervision	<p>1.2.1. Number of institutions with improved facilities (target: PITE, elementary colleges, BoC, BAEC, etc.)</p> <p>1.2.2. Number and % of Directorate and support institution's professional staff trained by the Action on quality management (disaggregated by sex)</p> <p>1.2.3. Number of directorates and support institution staff who increased their competencies on quality management (disaggregated by sex)</p> <p>1.2.4. Number of studies on student learning outcomes produced with the support of this action (disaggregated by sex)</p>	<p>1.2.1. Progress reports</p> <p>1.2.2. Training participant database to be maintained by the action</p> <p>1.2.3. Pre- and post- training surveys</p> <p>1.2.4. Study reports</p>	<p>Trained staff remain in their posts and have opportunities to apply the new skills and knowledge acquired in their institutions and jobs.</p> <p>The quality assurance systems help identify and eliminate bottlenecks in the system.</p>
Output 1.3	Improved and measured teachers' performance as well as children's learning abilities	<p>1.2.3. Number of teachers who increased their teaching performance (disaggregated by sex)</p> <p>1.2.3. Number of children who increased their</p>	1.2.3. Baseline and end-line surveys	Trained teachers remain in their posts and have opportunities to

	Results chain: Main expected results (maximum 10)	Indicators (at least one indicator per expected result)	Sources of data	Assumptions
		learning performance (disaggregated by sex)		apply the new skills when teaching.
Output 1.4	School development plans developed and implemented in selected schools.	1.4.1. Number of school development plans developed thanks to the support of this intervention 1.4.2. Number of students, parents and teachers participating in the implementation of School Development Plans thanks to support of this intervention (disaggregated by sex)	1.4.1. Project progress reports 1.4.2. Database of project event participants	The School Development plans are accepted, implemented and supported financially
Output 1.5	Strengthened communities and school facilities for preventing dropouts from primary education.	1.5.1. Number of schools and communities where actions to prevent drop-outs have been supported by this intervention 1.5.2. Number and % of parents, teachers and other community members who participated in these local actions to prevent drop-outs (disaggregated by sex)	1.5.1 Project progress reports Baseline study 1.5.2. Project progress reports	Communities, parents and teachers consolidate and have sufficient influence over the drop out situation
Output 1.6	Alternative/accelerated learning programmes in basic formal education developed and adopted by madrassas, and communities and private schools.	1.6.1. Status of the alternative learning programme for schools in Balochistan 1.6.2. Number of primary and middle-level schools in Balochistan following the new alternative learning programme thanks to support of this intervention	1.6.1. Project Reports 1.6.2. Project progress reports	Little or no opposition by traditional centres and leaders
Outcome 2 (Specific	To increase accountability, reporting and transparency of Secondary Education Department	2.1. Teacher absenteeism rate (disaggregated by sex) 2.2. Student absenteeism rate (disaggregated	2.1. Third-party monitoring reports	The policy framework is supported by a budgetary

	Results chain: Main expected results (maximum 10)	Indicators (at least one indicator per expected result)	Sources of data	Assumptions
Objective(s)		by sex) 2.3. Extent of implementation of district and local education plans in Balochistan 2.4. Extent to which the new data produced with the support of this intervention have been integrated in education policies/laws/performance frameworks	2.2. Third-party monitoring reports 2.3. Baseline and endline studies commissioned by the action 2.4. Progress reports, final evaluation report	framework
Output 2.1	Improved capacity to plan and manage education at district and provincial level	2.1.1. Number of draft local and district education plans developed with the support of this intervention 2.1.2. Number of DEG and LEG meetings that begin with an update on actions taken since the last meeting	2.1.1. LEG and DEG documents 2.1.2. Analysis of meeting minutes to be commissioned by the action	Local and district evaluation plan are used
Output 2.2	Improved capacity of district and provincial education institutions to manage, analyse, monitor and report on data.	2.2.1. Number of analytical reports published with the support of this intervention based on the school census and monitoring visit reports	2.2.1. EMIS dashboard	Are used for policy formulation and monitoring
Output 2.3	Enlarged circle of participants in policy-making.	2.3.1. Number of policy makers participating in advocacy events, policy dialogues and research report presentations (disaggregated by sex and institution)	2.3.1. Database of event participants	Policy formulation is inclusive allowing these circles to contribute