

UNICEF Pakistan

Education

Sectoral and OR+ (Thematic) Report

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*Mariyam (10), attends a UNICEF supported school at Jalozaï camp, in Khyber-Pakhtunkhwa province, Pakistan.
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Prepared by:
UNICEF Pakistan
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Contents

Acronyms	2
Executive Summary	2
Strategic Context of 2016	3
Results	6
Results Assessment Framework.....	14
Case Study	18
Financial Analysis	20
Future Work Plan	23
Expression of Thanks	24
 Annex: Human Interest Stories.....	 25
Annex: Donor Feedback Form.....	30

Acronyms

ALP	Accelerated Learning Programme
CCC	Core Commitments to Children
CPD	Continuing Professional Development
DRR	Disaster Risk Reduction
ECE	Early Childhood Education
ESP	Education Sector Plan
FATA	Federally Administered Tribal Areas
GB	Gilgit-Baltistan
GPE	Global Partnership for Education
IDP	Internally Displaced Person
JESR	Joint Education Sector Review
KP	Khyber Pakhtunkhwa
NDMA	National Disaster Management Authority
NFE	Non-Formal Education
ORE	Other Resources – Emergency
ORR	Other Resources – Regular
PAK	Pakistan Administered Kashmir
RR	Regular Resources
SCR	Social Cohesion and Resilience
SDG	Sustainable Development Goal
SMC	School Management Committee

Executive Summary

About 22.6 million Pakistani children of school going age are out of school – one of the largest such populations in the world.¹ Bringing these children into education, ensuring that they completed a full course of education, and helping build the systems and capacity to provide a high quality education, remained central to UNICEF support under Strategic Plan Outcome 5. With devolution following the 18th Amendment to the Constitution in 2010, emphasis has shifted to supporting the Ministry of Education’s coordinating role centrally, with support to provincial and area governments to develop and implement localized education sector plans and policies.

Key implementation strategies included capacity development for officials, teachers and School Management Committees to improve quality, education and data management, and to bring children to school; evidence generation including data collection on out of school children in two previously under-studied areas (Gilgit-Baltistan and Pakistan Administered Kashmir);

¹ Pakistan Education Statistics 2015–2016.

strengthened partnerships including coordinating Joint Education Sector Reviews in Sindh and Balochistan; and service delivery by demonstrating, evaluating and successfully advocating for the mainstreaming of social cohesion initiatives, Accelerated Learning Programmes (ALPs) to reach marginalized children and Early Childhood Education (ECE) programmes.

Pakistan's investment in education remained low, at 2.8 per cent of GDP, though it showed an upward trend relative to earlier years. Across Pakistan, major challenges to achieving results in education included lack of education management capacity at provincial/ area and district levels, inadequate data collection and use; inadequate supply of education, with insufficient schools at primary and especially secondary levels; lack of demand for education amongst the most marginalized, especially for girls, and poor quality curricula and teaching. In Khyber Pakhtunkhwa (KP) and the Federally Administered Tribal Areas (FATA) long-running insecurity had targeted schools and caused displacement. Although displaced families returned at an increasing pace in 2016, insufficient funding, lack of access and delays in government no-objection certificates permitting activities have hampered restoration of education services.

Key achievements in education in 2016 were:

- Support for subnational Sustainable Development Goal (SDG) 4 consultations in partnership with UNESCO led to the development of roadmaps to help each province and area align its education sector planning with SDG priorities.
- As coordinating agency for the Global Partnership for Education (GPE) in Sindh and Balochistan, UNICEF supported Joint Education Sector Reviews to assess and guide progress against Education Sector Plans in both provinces.
- An end-line study of the Social Cohesion and Resilience (SCR) programme showed the contribution of education and co-curricular activities in enhancing cohesion amongst communities affected by insecurity. Children and youth who participated in UNICEF activities had higher social cohesion scores compared to individuals who did not participate.
- Through collaboration with JICA and USAID, a Non-Formal Education Policy and curriculum to reach disadvantaged and over-aged out of school girls and boys was developed in Sindh.
- Following a demonstration ECE project in 300 Punjab schools with UNICEF support, the Government of Punjab committed to scaling up with World Bank funding, aiming to reach 210,000 children over five years.
- Through the Every Child in School programme to enhance demand for education, 565,000 children were newly enrolled, including 255,000 girls. An estimated 100,000 (45 per cent girls) of these would otherwise not have enrolled.
- With UNICEF support 970 schools developed and implemented community-based disaster risk reduction (DRR) mechanisms, including School Safety Plans directly benefiting over 25,000 children (45 per cent girls), as a model for future scale-up linked to a national School Safety Framework currently being piloted with UNICEF support.

In 2016, UNICEF began laying the groundwork for its next Country Programme aligned with the new draft Strategic Plan and targets for SDG4. This included a deprivation analysis based on country-wide consultations to help refine UNICEF's equity focus and strengthen national and subnational partnerships in the next Country Programme cycle.

Strategic Context of 2016

About 22.6 million Pakistani children aged 5–16 years are out of school, including 12.1 million girls. Of these, 5 million are of primary school age.² These figures include children who have dropped out, children who will enter late, and those who have never gone to school at all. There are significant variances in access to education: girls are more likely to be out of school than boys (49 per cent vs 40 per cent),³ particularly at post-primary levels. Poor children and those in rural areas are also less likely to be in school. There are also discrepancies by province: whilst

² Pakistan Education Statistics 2015–2016.

³ Ibid.

Punjab province has the greatest absolute number of out of school children (9.9 million), these constitute 38 per cent of the population of this age (40 per cent of girls), while in Balochistan as many as 70 per cent of children of this age (78 per cent of girls) are out of school.⁴ There are also significant variances within provinces. By the time they reach Grade 6, 22 per cent of rural children and 14.8 per cent of urban children who have ever attended primary school have dropped out.⁵

Even for children who are in school, quality of education remains a major problem, contributing to poor learning outcomes, high drop out rates, and, in many cases, a preference for children to work instead of learn. Educational supply and quality and school environments are typically inadequate; the latter has particular impact on girls, especially as they reach puberty. Education has also been severely affected by natural and human-made disasters, including long-running insecurity.

In 2010, the 18th Amendment to Pakistan's Constitution added Article 25-A, recognizing the right to "free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by Law". The 18th Amendment also devolved education, amongst other responsibilities, to provincial and area administrations, with the Federal Ministry of Education largely retaining a coordinating role.

This points to the significant challenge posed by education inequity in Pakistan and relates directly to the need for demonstrating targeted initiatives to address specific challenges in various contexts, the need to bring children into education who may have been excluded (due to age or other reasons) from mainstream schooling, improve quality of education monitoring and learning assessment, develop a strong and granular body of data on out of school children and their respective needs, and to work closely with devolved administrations to prioritize and fund province-specific education sector planning.

With provincial/ area education administrations at vastly different levels of capacity to grapple with their education challenges, a major part of UNICEF's efforts to implement its Country Programme and the Strategic Plan has been to build capacity, strengthen systems and institutions, demonstrate service delivery models, and support data collection and use in education. Changes in the status of non-provincial areas (FATA, GB and PAK, and to a far lesser extent Islamabad) have demonstrated particular needs for capacity building and data collection in those areas. This was reflected in UNICEF's signing of Multi-Year Work Plans with the government of each province and area at the midpoint of its current Country Programme cycle in mid-2015, setting out specific forms of support for each province/area in alignment with the Country Programme and Strategic Plan.

Thus, devolution offered significant opportunities for targeted support by UNICEF. This is exemplified by support for Education Sector Plans (ESPs) leading to Global Partnership for Education grants allocated in 2014 to Balochistan (US\$34 million – the largest external contribution to education in the province) and Sindh (US\$66 million). Both are supervised by the World Bank and coordinated by UNICEF, positioning it to help identify and address some of the key education challenges in these provinces.

The education sector spearheaded the localisation of the global Education Agenda 2030 in Pakistan. Jointly supported by UNICEF and UNESCO, the Ministry of Education was the first to initiate consultations on the Sustainable Development Goals (SDGs) with a national consultative conference in December 2015. This was followed by six consultative workshops covering all four provinces – Balochistan, Khyber Pakhtunkhwa (KP), Punjab and Sindh – as well as the four areas – Federally Administered Tribal Areas (FATA), Gilgit-Baltistan (GB), Islamabad Capital Territory and Pakistan Administered Kashmir (PAK). These were completed in 2016 and

⁴ Ibid.

⁵ Pakistan Social and Living Standards Measurement 2013–2014.

underpinned the development of roadmaps on achieving SDG4 in each province and area, which are expected to be approved in 2017, as well as future Education Sector Plans (ESPs).

SDG-4 provisional/area consultations offered an opportunity to identify gaps in existing plans and to propose adjustments to align them with Education 2030 priorities, and have already shown significant ownership and interest from national and provincial education authorities and other key stakeholders, offering an important opportunity for UNICEF to further the mandate of quality education for all children. However, sustained political will and required resources for implementation have always been a critical challenge for Pakistan and may pose challenges in implementing SDG-4 plans in all provinces and areas.

In north-western Pakistan (KP and FATA) insecurity had led to the displacement of thousands of families from some of the most disadvantaged areas of the country. In 2016, returns to areas of FATA declared peaceful intensified. By the end of 2016, 227,300 families had returned including 114,500 in 2016 alone, though over 76,500 remained displaced.⁶ Education has long been a target so school reconstruction, as well as ensuring that displaced children continued schooling on return, became priorities in 2016.

Significant challenges remain in education resourcing. In 2015–2016, with the exception of Balochistan, there was no increase in provincial education budgets. The percentage allocation of education budgets against the overall provincial budget is 20 per cent in Sindh, 25 per cent in KP; 20 per cent in Balochistan and 20 per cent in Punjab.⁷

UNICEF's longstanding relationships with federal and provincial/area governments, expertise and advocacy for girls' education, emphasis on equity and planning underpinned by data, and its convening role in development as well as co-lead of the education humanitarian cluster positioned it to engage with Pakistan's education challenges, in 2016 and beyond.

With the Ministry of Federal Education gradually establishing a coordination role with provinces, through the Inter-Provincial Education Ministerial Conference it is fostering provincial dialogue on equitable access, improved learning and strengthened data systems. Accordingly, UNICEF is readjusting support to help ensure this forum plays an effective role, and to continue drawing attention towards chronic inequities, especially vis-à-vis girls' education.

The Common Country Action Plan 2013–2017 defines the aligned approach of the Government of Pakistan, UNDP, UNFPA and UNICEF to promoting UN coherence, and strengthen delivery of support, guided by the UN One Programme II, in order to achieve national and provincial development goals. The Common Country Programme reflects the strategic priority areas, planned outcomes and results which form part of OPII, and is aligned with national and provincial priorities.

UNICEF Pakistan's 2013–2017 Country Programme comprises six programme components. The key education outcome is:

By 2017, Pakistan's most disadvantaged children, especially girls and minority groups, are participating in structured early learning and completing ten years of quality education.

- Output statement 1: Research, policies, plans and alternative pathways create an enabling environment for early learning and ten years of education for the most disadvantaged children.
- Output statement 2: By 2017, public duty bearers for education at provincial and district levels, with strengthened capacity, are delivering quality learning to the most disadvantaged children.

⁶ UN OCHA FATA Returns Snapshot, January to December 2016.

⁷ I-SAPS Analysis of Federal, Provincial and District Budgets 2010–11 to 2015–16.

- Output statement 3: Parents and other duty bearers understand the importance of early learning opportunities and continued education, and support their children, especially girls, to enrol, attend and succeed in their education.
- Output statement 4: By 2017, children's right to education achieved through improved disaster risk management, emergency preparedness and response mechanisms in education.

All outputs are expected to cover the four provinces (Balochistan, KP, Punjab and Sindh) and three areas (FATA, Gilgit-Baltistan or GB, and Pakistan Administered Kashmir or PAK).

In 2016, UNICEF began consultations for its new Country Programme Document 2018–2022, with child deprivation profiling to sharpen the focus of resource allocations and accountability by analysing along key dimensions of deprivation, as well as to align with the draft UNICEF Strategic Plan 2018–2021. The education sectoral deprivation analysis will be published in 2017, and will create a shared understanding and a platform for advocacy with Government and sector partners on areas of the greatest need. UNICEF also contributed to the planning process for joint UN planning in Pakistan under OPIII and provided support and inputs to the Common Country Analysis.

Results

As Pakistan's strategic context shows, there is a need to focus efforts on bringing all children into school and to provide them with a high-quality education, including children from the most disadvantaged and marginalized communities. In addition, it is essential to ensure that public awareness and behaviour change occurs so even the most vulnerable and excluded children receive education. Education programming in Pakistan takes place in the context of the following key areas of focus in the UNICEF Strategic Plan (2014–2017):

- Respond to growing disparities with growing investments in health, education, protection of most disadvantaged and excluded
- Focus on equity and inclusive programming
- Identify, address, remove bottlenecks to accessing services
- Building resilience for most disadvantaged children/ families/ communities
- Stronger linkages between humanitarian action and development programmes

UNICEF works closely with national and provincial Ministry and Departments of Education to provide technical support and policy advice for effective implementation of education policies and plans to provide opportunities of access to out of school children. UNICEF also works with teacher training institutions, Non-Formal and Literacy Departments, Reform Support Units and Policy Planning and Implementation Units, and with civil society organizations for service delivery at the grassroots.

Flexible funding was of key importance to deliver and achieve results in 2016. It allowed innovation, the development of demonstration models that were later taken to scale, continuity of successful programmes, research, and procurement of supplies accompanying interventions, among others. Without these funds, UNICEF would have been constrained in initiating reforms or implementing unfunded activities.

The key indicators for success of education outcomes are:

Indicators	Baseline	Target (2017)	Status
Gender parity index at primary level	0.9	1	National: 0.86, overall decrease of 0.1 (2014–2015) Disparities remain amongst provinces (2014–2015): Balochistan: 0.74 KP: 0.73 Punjab: 0.94 Sindh: 0.79 <i>Sources: Sector Management Information System. Provincial: NEMIS 2014–2015.</i>
NER in public primary schools (sex disaggregated).	National 57% (Male 59%, Female: 54%)	Annual 5% increase	National: 72.2% (77.6% male, 66.5% female) (2014–2015) Balochistan: 48.1% (40.1 % female) KP: 86.1 (72.4% female); Punjab: 75.8% (73.5% female); Sindh: 63.7% (55.9% female); <i>Sources: Management Information System; PSLM. Provincial: NEMIS 2014-2015.</i>
Survival/completion rate at grade 5 (sex disaggregated)	National 57% (Male 59%: Female 54%)	Annual 5% increase	National: 69.4% (66.9% male; 68.8% female) Balochistan: 33.5% (31.8% female) KP: 68.5 (57.2% female); Punjab: 76.9% (77.6% female); Sindh: 59.2% (59.7% female); <i>Sources: Sector Management Information System; PSLM. Provincial: NEMIS 2014-2015</i>
Learning outcomes of primary grade students at national and provincial level in selected subjects (English, Urdu and Mathematics)	54% Grade 5 children cannot read a Grade 2 story in Urdu/local language. 58% Grade 5 children cannot read Grade 2 sentences. 60% Grade 5 children cannot do two digit division.	Annual 5% increase	Grade 4: Low achievement in English reading, writing and science. English reading: Basic (494/1000) English writing : Below Basic (290/1000) Science: Basic (433/1000) Grade 8: Low achievement in Urdu reading, writing and mathematics . Urdu reading: Basic (526/1000) Urdu writing: Below Basic (384/1000) Mathematics: Basic (461/1000) <i>Source: National Education Assessment System Report. NEAS 2013–2014 appeared in 2015.</i>
Transition rate from primary (Grade 5) to lower secondary (Grade 6–8) level of education	National 82% Male: 82%; Female: 81%	90%	National 82% (82% male; 81% female) Balochistan: 74% (67% female) KP: 82% (57.2% female) Punjab: 89% (88% female) Sindh: 64% (64% female) <i>Source: Provincial: NEMIS 2014–2015.</i>
Increase and expenditure in national and provincial education budgets	2% of GDP	4% of GDP	2.8% Increase in 2015–2016 education budgets compared to 2014–2015: Federal: 16% Balochistan: 19% KP: 12% Punjab: 10% Sindh: 7% <i>Source: I-SAPS Public Financing Report 2015–2016; Economic Survey of Pakistan.</i>

Output 1: Research, policies, plans and alternative pathways create an enabling environment for early learning and ten years of education for the most disadvantaged children

This output seeks to address key determinants of change essential to creating an enabling environment. This includes advocating for the passage and effective implementation of legislation to implement Article 25A of the Constitution (still pending in GB, KP and PAK) and enhanced budgeting for education, and improved governance and accountability (including education monitoring).

UNICEF provided ongoing technical support to the process of revising the National Education Policy 2009, which will continue in 2017 with provincial consultations. The application of the Simulations for Equity for Education tool was completed in Balochistan, but further efforts will be required to help ensure that the results are used so that budget increases respond to the needs of the most marginalized groups. .

UNICEF and UNESCO supported the Ministry of Education in conducting seven SDG4 consultations covering all provinces/areas, and the process of translating these into an SDG4 framework to inform education sector planning. Support for SDG localization provided windows to promote inclusive learning opportunities for all children and address context specific challenges.

Building on the 2015 Joint Education Sector Review (JESR) recommendations, UNICEF supported strengthened policy dialogue in Sindh and Balochistan under the GPE grants supervised by the World Bank. JESR recommendations were used as reference points to improve dialogue, monitoring, coordination and to advance policy priorities through the Local Education Groups led by the respective Departments of Education.

This contributed to better data management, strengthening NFE Directorates, linkages between textbook development, assessment and teacher education, and ECE policies and minimum standards. Thematic Working Groups addressed integration and mainstreaming of Child Friendly Schooling, DRR, SCR, gender, health and hygiene education, equity, and urbanization. JESR recommendations also guided advocacy and the development of district education plans covering all districts (60 in total) of Sindh and Balochistan. Whilst these plans were an important step towards ESP implementation at the local level, limited local capacities and resources, and lack of coordination, will require support in future.

In late 2016 a second round of JESRs was conducted in Sindh and Balochistan; recommendations will form the basis for policy dialogue and improving sector plan implementation in 2017. To help address challenges related to financial utilization, budget allocations and expenditures were highlighted as a key observation in both JESRs and will be addressed through a comprehensive budget analysis from an equity perspective.

Flexible funding supported initial work to develop and test a Real-Time School Monitoring application by providing Android devices and training field monitors in its use in Balochistan. Strengthened education governance through this support to the Balochistan Education Management Information System was demonstrated through the identification and revitalization of non-functioning schools, addressing teacher absenteeism and bringing 2,200 children into education.

This model is now being scaled up through an EU-supported Basic Education programme launched in collaboration with the World Bank to support Education Sector Plan implementation in Balochistan and focusing on teacher development, assessment, and data systems including real-time monitoring scale up to all 31 districts.

Children with opportunities for early childhood education stay longer in school, perform better than their peers and have better learning outcomes. However, presently ECE schooling exists

largely in the private sector or as an add-on to government primary schools, with no earmarked funding. Dialogue to this end on ECE/D Policy and Early Learning Development Standards gained traction during 2016 at federal and provincial levels. As a result, mainstreaming and scaling up of ECE progressed, especially in Punjab where the Department of Education announced scale up of an ECE model demonstrated by UNICEF in 300 schools, with World Bank funding, aiming to reach 210,000 children over five years. UNICEF also began supporting scale-up to 2,000 more schools, to benefit approximately 80,000 children in 2017.

Pakistan's high rate of delayed school entry, as well as the specific barriers faced by child labourers and others who are unable to access mainstream schooling (including those enrolled in madrassahs or Islamic seminaries) has led to UNICEF focusing on Non-Formal Education (NFE) and accelerated learning pathways as ways of ensuring that such children are not left out of education altogether and can eventually be mainstreamed into formal education. Policy support led to NFE policies drafted in Sindh and Balochistan, along with continuing advocacy to strengthen NFE in the public sector across all provinces. Building on the new policy guidelines and development of models, continued advocacy and technical support will be needed to scale up NFE models to reach large numbers of disadvantaged girls and boys. A comprehensive review of ALPs in Pakistan, identifying the different models used in different contexts, was published and endorsed by the Federal Ministry of Education. With UNICEF technical support FATA began mainstreaming ALPs through an NFE strategy to reach children whose education was disrupted by insecurity and displacement.

Reliability of education datasets is a key challenge faced by policymakers, practitioners and stakeholders for realistic planning and monitoring of progress. UNICEF helped fill the paucity of data on out of school children and the dimensions of exclusion in two of Pakistan's areas, GB and PAK, which were not otherwise covered by national level studies. The two studies, relying on household education data collected especially for this purpose, identifying inequities by gender, socioeconomic background, district and other key factors, and will support targeted responses to bring excluded children, particularly girls, into school in these previously understudied areas of the country.

Output 2: Public duty bearers for education at provincial and district levels, with strengthened capacity, are delivering child friendly schooling to the most disadvantaged children.

This output seeks to address key determinants of change essential to ensuring supply of high quality education that reaches all children, even the most marginalized and those in insecure environments.

Following the mid-term review of the Country Programme in 2015, emphasis was shifted from child-friendly schooling towards quality education for all as a means of improving learning outcomes and enhancing enrolment and retention. In 2016, interventions to improve the quality of education further focused on learning assessment and outcomes, training on ECE and ALPs for education professionals, and evidence generation, especially through the SCR programme.

The 4.5 year SCR programme concluded in 2016 with an end-line survey to measure outcomes, and demonstrate progress towards higher level social cohesion outcomes among beneficiaries, in the domains of trust, belonging and inclusion, participation, recognition and legitimacy. The survey validated the theory of change that children and adolescents' sense of belonging, trust and respect for others broadens through education and opportunities to interact with others from different backgrounds. For instance, ALPs initiated in madrassahs provided an opportunity to integrate seminary students into mainstream education. ALPs in insecure areas showed higher cohesion outcomes, literacy and numeracy skills, and higher self-confidence among students

Following this study, focus shifted to integrating and mainstreaming best practices into ongoing programming, and strengthening coordination with education departments to sustain and scale-

up successful initiatives such as ALPs, sports and play for disadvantaged children in insecure areas.

In addition to technical support for NFE policy and curriculum development, NFE departments in Punjab, Sindh, Balochistan and KP/FATA received operational support to expand ALPs offering multi-age teaching, condensed curricula and child-friendly learning techniques. Direct outreach in 2016 covered 147,000 children (47 per cent girls) in Sindh, Balochistan and KP/FATA through direct implementation by government and NGO partners. In addition, 3,616 children (1,446 girls) from ALP/NFE were mainstreamed into government schools in the four provinces and FATA. Over the course of the programme, SCR activities enrolled 19,173 children in areas hosting Afghan refugees, leading to a 25 per cent increase in the enrolment of Afghan refugee children in those areas.

Flexible funding was critical in developing and testing a demand-led model for accelerated learning in Balochistan, which provided access to 11,247 over-age out of school children (girls: 3,489; boys: 7,758) aged 9–13 years, through classes set up in 200 ALP centres hosted in government schools, private schools and madrassas with 200 teachers recruited and trained. The madrasa component is now being taken to scale by a local NGO. Similarly, in Sindh, flexible funding allowed continued technical and financial support to NFE/ ALP sites to the point of handover to government, without which it is likely these sites would have been closed.

The Tech4Dev communication platform, U-Report, launched in late 2015, expanded rapidly during 2016, and 22,000 youth registered and participated in 20 PakAvaz polls on child rights and social cohesion issues through a free, interactive SMS-based platform designed to amplify the voices of young people, as a catalyst for participation and engaging with peers.

Institutional and human resource capacity is low in all provinces and areas, with limited budgetary allocations to build capacity, and inefficiencies in governance systems. UNICEF provided technical assistance to address these bottlenecks, supporting capacity gap assessments, capacity building plans for ECE, continuing professional development (CPD) and ALP upscaling and robust data management systems. These efforts aimed to enhance capacities for decentralized planning, monitoring bottlenecks to access and learning, and implementation of district education plans.

Thus, UNICEF continued to support a range of capacity development activities for provincial education departments, district management and school staff, teacher training institutes and provincial information management systems to build inclusive, equitable and quality learning systems reaching the most marginalized children, especially girls. This was achieved through Continuous Professional Development (CPD) via government training institutions for 1,512 government officials, 1,349 teachers, and 300 ECE teachers teaching an estimated 117,000 children, as well as 662 head teachers, building capacity in pedagogic skills, lesson planning, content delivery, child-centred learning, improved financial management, and use of data for planning, monitoring and reporting. The efforts aimed to demonstrate effective models for improving learning, efficient use of data, and effective teaching and learning processes.

To enhance quality of assessment, technical support was provided to examination commissions and provincial assessment systems in Punjab and Balochistan to review the qualitative aspects of Grades 5 and 8 examinations, sat by 2.3 million students in Punjab. The exam results will be used to inform CPD for teachers, thereby strengthening learning in weak subject areas.

Output 3: Parents and other duty bearers understand the importance of early learning opportunities and continued education, and support their children, especially girls, to enrol, attend and succeed in their education.

This output seeks to address key determinants of change to enhance demand for a complete course of high quality education for all girls and boys.

While supply-side factors are the main impediment to school participation, sociocultural norms and practices play a role, particularly around awareness of the importance of sending children to school at the right age.

In the context of the Every Child in School initiative implemented in 50 under-privileged districts in Balochistan, KP/FATA and Punjab with USAID support, UNICEF supported advocacy seminars and events at provincial and district levels at the beginning of the school year, bringing political support to broader social mobilization efforts to bring out of school girls and boys into school for the first time, promote enrolment at the right age, and prevent dropout. Provincial Education & Literacy Departments were supported to develop and implement participatory communication for development strategies. In Punjab, flexible funding was used to develop a baseline for Every Child in School, as well as undertake a study on water quality in 2,000 schools.

Raising awareness amongst communities, particularly those from disadvantaged backgrounds, was another key component, and relied heavily on locally appropriate mass communication media and folk media. In KP and FATA, flexible funding was used for technical support for media campaigns focusing on low performing districts/agencies. This included street theatre, celebrity messages on radio, radio dramas, video documentaries and thematic songs, and contributed to bringing 565,000 Pakistani children, including 255,000 girls, to school in 2016.

By engaging local legislatures, youth, community leaders, other influencers, spaces for dialogue were opened allowing 50,591 children and youth (including 24,354 girls) to discuss issues such as gender equality, peace, social justice, resilience and coexistence. More than 22,000 people were reached directly with education messages in advocacy seminars, community meetings and through recreational activities such as cycle rallies, football matches and theatre. Many more were reached via radio.

These efforts at political, education administration and community levels contributed towards the enrolment of half a million children, including an estimated 100,000 (45 per cent girls) who would otherwise not have enrolled. Focused efforts were also undertaken in KP to prevent and address drop-out, engaging school and education administration together with School Management Committees (SMCs) and community leaders. Nevertheless, bringing out of school children into education remains hampered by supply-side barriers such as organizational and institutional capacities, systemic inefficiencies and limited resources for education.

Empowered children and communities are critical to improvements in the quality of learning as well as to bring children to school at the right age. SMCs engaged parents and community members in school oversight and bringing disadvantaged children to school in the four provinces. UNICEF supported capacity building for over 17,000 SMCs focusing on school-level accountability systems, efficient planning and reporting, and making schools child-seeking and child-friendly so they attract and retain children, particularly those from marginalized families. In Balochistan, SMCs started developing School Development Plans in collaboration with school heads, and 64 Local Education Councils with 1,039 members were formed.

Poverty remains an impediment to school participation, especially in areas where children are engaged in child labour. Through the SCR programme and an IKEA-funded initiative, UNICEF embedded behaviour change communication into play, recreation and radio-led activities in insecure districts and cotton growing areas with high rates of child labour, triggering improvements in positive attitudes, behaviours, and knowledge of children and young people.

Output 4: By 2017, children's right to education achieved through improved disaster risk management, emergency preparedness and response mechanisms in education.

This output seeks to address key determinants of change related to supply, by ensuring that children in humanitarian situations have access to sufficient quality schooling suitable to their needs. In areas where schools are under threat, maintaining supply and demand through school safety planning is also prioritized. Sustained education even through natural or human-made disasters helps mitigate their worst effects, provides support in times of uncertainty, and builds resilience of individuals and communities.

As co-lead of the Education cluster, UNICEF worked with FATA and KP Education Departments to support the cluster with assessment, response and preparedness. During the first six months UNICEF and cluster partners focussed on Education in Emergencies to provide safe, inclusive and quality educational opportunities to children and adolescents. For a quick resumption of education, temporary learning centres were established and/or sustained in camps, hosting areas and areas of return.

In order to effectively bridge between humanitarian assistance and development aid, during the second half of 2016, focus shifted to support the education of returnee children under the FATA Sustainable Return and Rehabilitation Strategy. With FATA's already minimal education infrastructure having been a major target during years of fighting, this required enrolling students as well as supporting reconstruction of schools.

As part of a DFID-funded consortium of UN agencies supporting returns to FATA, UNICEF supported education services in South Waziristan and Khyber Agencies, where the FATA Education Directorate was supported to register over 14,400 children (exceeding the target of 12,000) and restart 126 schools (67 of them girls' schools) in areas of return. A total of 146 SMCs (here known as *talimi islahi jirga*) were also formed. However, delays in the issuance of no-objection certificates permitting activities in these areas, as well as the fluid security situation, impacted on implementation.

UNICEF directly supported the continuation of education for over 110,000 children (49,500 girls) (89 per cent of target) in camps, hosting areas, and areas of return. Through partnerships with provincial education departments, disaster management authorities, and NGOs, children were enrolled and provided with an education package including supplies, teacher training and psychosocial support. In camps for Internally Displaced People (IDPs), UNICEF supported the education of 1,339 IDP children (853 girls) until April; support stopped with the closure of camps and increasing returns to areas of origin. Interventions were complemented with culturally-appropriate latrines for girls; training for education managers and teachers, psychosocial support and life skills-based education; and mobilizing Parent-Teacher Councils. Communities and parents, especially mothers, were sensitized on child rights and girls' education.

When DRR is embedded in education sector plans, education systems can strengthen their capacity to cope with disasters and protect development outcomes. UNICEF continued supporting federal, provincial and district authorities and communities to support child-centred DRR, risk mitigation and disaster risk management plans. At federal level, UNICEF established a forum in collaboration with the National Disaster Management Authority (NDMA), Ministry of Federal Education, UN agencies, and others to address school safety, multi-hazard and multi-risk assessments. The forum developed national guidelines for school safety and school safety standards, including measures for safe physical school infrastructure, first aid, evacuation drills for different types of hazards, teaching on hazards and risks, which are being demonstrated at provincial level across the country. This will be scaled up to ensure safe and secure learning environments, and minimize disruption of education.

At district level, UNICEF continued supporting 970 schools in 13 districts of KP, Sindh and Balochistan to develop and implement community-based DRR mechanisms, including School Safety Plans directly benefiting over 25,000 children (45 per cent girls), as a model for future

scale-up linked to the NDMA School Safety Framework currently being piloted with UNICEF support.

At provincial level, multi-hazard Emergency Preparedness and Response Plans were developed within the CCC framework and aligned with government's provincial and district plans.

Contingency stocks were allocated for a projected caseload of 100,000 people in response to a monsoon emergency and contingency agreements were signed as proactive arrangements for organized response.

Lessons learned

- At systems level, the importance of provincial sector planning in providing direction and focus for all development partners was validated through UNICEF's leading role as the GPE coordinating agency in Sindh and Balochistan. However, this exercise showed that further efforts are needed to address the disconnect between plans and budgets in order to ensure the achievement of targets.
- A key lesson from the SCR Programme was the importance of integrating risk analysis and risk-informed programming into education sector plans. Another was the key role SCR programming through education can play in increasing social cohesion among children and adolescents
- The Every Child in School Programme has shown that social mobilization combined with school-level improvements is an effective accountability strategy for all stakeholders – political, administrative, community – in ensuring that disadvantaged girls and boys enrol and stay in school. However, there is a need to strengthen ways to measure social and behavioural change in education.
- With regards to gender, there is a need for UNICEF to consistently follow through on gender mainstreaming and targeted interventions to ensure transition to post-primary education.
- Formative evaluations are imperative to produce evidence for course correction and ongoing advocacy for greater investment, more effective planning and implementation of education programmes, along with required accountability measures.
- Programming by UNICEF and other partners in ALPs and ECE that has been instrumental in formulating or improving provincial policies, strategies and plans shows the importance of field-level experimentation and accompanying the government in new initiatives (e.g. ALPs in madrassas) towards system-wide change.

Results Assessment Framework

Output 1	Indicators	Baseline	Target	Status of Indicator
<p>Research, policies, plans and alternative pathways create an enabling environment for early learning and ten years of education for the most disadvantaged children</p> <p>On-track</p>	Number of equity-focused research/evaluation recommendations incorporated into programmes/strategies	4	7 1 per province/area	<p>3</p> <p><i>Note: during this reporting period alone.</i></p> <ul style="list-style-type: none"> - KAP study finalized and draft communication strategy developed, aiming to create desirable behavioural change and underpinning future education programming. - Out of school children survey reports completed for PAK and GB. Findings will support effective localized responses to inequities in education access especially for girls. - Comprehensive review of Alternative Learning Programmes endorsed by the Federal Ministry of Education. - Balochistan Simulations for Equity in Education finalized, to inform education planning and programming. - With UNICEF support, Education Department conducted an impact study on cluster based procurement, to evaluate the impact of procurement at cluster level and its potential implications.
	Number of equity-focused, child-sensitive sector plans with budgetary allocations developed and operationalized for each province/area.	2 (KP and GB) plus 2 (Balochistan & Sindh)	Balochistan and Sindh District Plans in Balochistan; Sindh; Punjab and KP	<p>2</p> <ul style="list-style-type: none"> - Balochistan and Sindh completed District Education Plans. - KP/ FATA: Agency Development Plans for FATA are being formulated with UNICEF support. - Punjab: planning underway on Provincial Student Retention Strategy. Strategy under development to align existing Education Sector Plan with SDG4 and Mid Term Budgetary Framework.
	Number of policies, plans and strategies attending to inclusive education for marginalized children.	2	7	<p>5</p> <ul style="list-style-type: none"> - Sindh: ECCE Policy approved; Minimum Standards and Curriculum review are in progress. NFE policy under review; Curriculum and Teachers' Management Standards endorsed. - Balochistan: Balochistan Education Policy; Education Management Information System (EMIS) Policy, Policy on Cluster-Based Approach, Policy on Performance Based Management System through Real Time School Monitoring initiative; NFE Policy – all drafted and awaiting approval. - Punjab: Government commitment to mainstream ECE and contextualize Early Learning Development Standards. - KP: School level tracking and reporting mechanism established. - Federal: Pakistan strategy for SDG-4 prepared; strategy document to be completed in early 2017.
	Number of well-functioning education management information systems used for	Provincial EMIS exists	3 Improved NEMIS; EMIS in	<p>1</p> <p><i>Improved Balochistan EMIS established, with inputs provided to Sindh, Punjab</i></p>

	planning, monitoring, and reporting		Balochistan and Sindh	and KP EMIS.
	Number of provincial student assessment frameworks and/or mechanisms developed and implemented	Punjab Assessment System	3 NEAS; Punjab and Balochistan Assessment Systems	2 <i>BEAC in Balochistan; grade 5 and 8 examinations in Punjab</i>
Output 2	Indicators	Baseline	Target	Status of Indicator
By 2017, public duty bearers for education at provincial and district levels, with strengthened capacity, are delivering quality learning to the most disadvantaged children. On-track	Number of Alternative Learning Programmes and Social Cohesion initiatives piloted.	0	10	10 <i>Note: target achieved.</i>
	Number of children enrolled in ECE centres through Katchi Approach	0	50,000	17,388 (including 7,902 girls) <i>In Punjab UNICEF supported ECE in one district for 300 schools. Phase II was launched and will support 575 more schools, bringing the total to 42,688 children (60 per cent girls).</i>
	Number of institutions benefitting from CPD opportunities for improved skills in inclusive and equitable education for marginalized children	4	7	4 <i>CPD courses were provided through government training institutions in FATA, Punjab, Sindh and Balochistan. In Punjab, courses were conducted in 36 districts.</i>
	Number of education stakeholders trained on improving quality of learning and teaching at various levels	945	1,500	12,136 <ul style="list-style-type: none"> - <i>Sindh: Training provided to 725 education stakeholders on topics including data-based decision making, need-based planning, effective school leadership. Another 3,047 government and ALP teachers were trained on child friendly school approaches, life skills, social harmony, peacebuilding, rights, becoming change agents, DRR and school safety, orientation on district education plans, school improvement plan monitoring.</i> - <i>Balochistan: Training provided to 719 teachers (388 male, 331 female) education stakeholders on topics including child-friendly approaches, interactive teaching methodologies with a focus on equity and gender equality, capacity building on EMIS capacity, for 262 cluster hub head teachers (124 male, 138 female), 80 education officials and 45 monitoring associates (101 male, 24 female). 90 coders were trained as part of capacity building for Baluchistan Examination and Assessment Commission.</i> - <i>Punjab: Training provided to 687 ECE teachers (353 female), 525 ECE caregivers (476 female), 415 DTEs (93 female) 1,883 members of School Councils (826 female), 580 head teachers (341 female). Education stakeholders trained on topics including ECE, 2,000 teachers (60% female) trained on effective content delivery and student assessment for Grades 2–5 in English, Maths and Science; 47 master trainers were trained on ECE.</i>
	Percentage increase in children benefitting and participating in ALPs programs	70,000	80,000	31,801 <ul style="list-style-type: none"> - <i>KP/FATA: In FATA, 9,500 children (9–14 years) including 4,000 girls, an increase of almost 317 per cent since 2014–2015.</i>

				<ul style="list-style-type: none"> - <i>Balochistan: 11,161 out of school children (3,630 girls) enrolled in seven districts.</i> - <i>Sindh: 11,218 out of school children (6,823 girls) participated in three districts and three Karachi towns, with 3,616 children mainstreamed into government schools.</i>
Output 3	Indicators	Baseline	Target	Status of Indicator
Parents and other duty bearers understand the importance of early learning opportunities and continued education, and support their children, especially girls, to enrol, attend and succeed in their education. On-track	Number of provinces/areas regularly developing, improving and implementing an integrated communication for development strategy.	1 (Punjab)	7 (Punjab, Sindh, Baluchistan, KP and FATA, GB, AJK)	2 draft strategies completed; 2 in process <i>National communication for development strategy and Punjab universal primary/secondary education communication strategy drafted. Communication strategy for Sindh, KP/FATA is in progress.</i>
	Percentage increase in student enrolment, especially girls, in 50 focused districts	existing as per each province/district record	10% annually	100,000 additional out-of-school children enrolled in 50 districts, who would not have otherwise enrolled. These were among 565,124 children newly enrolled, including 255,077 girls. <i>Note: Percentage increase against the baseline will be available once the NEMIS 2015–2016 report is published.</i> <ul style="list-style-type: none"> - <i>Sindh: 50,591 (24,354 girls) enrolled in government schools and ALPs/NFE centres; 3,616 mainstreamed into government schools.</i> - <i>Punjab: 70,488 (33,687 girls) enrolled.</i> - <i>KP/FATA: 328,832 children (131,286 girls) enrolled.</i> - <i>Balochistan: 178,613 children (65,750 girls) enrolled.</i>
	# of right-holders and duty bearers reached with messages for behavioural change		10,000	Total not available as media reach is unavailable. <ul style="list-style-type: none"> - <i>Sindh: 50,591 children and youth (24,354 girls) reached through ALP/NFE embedded with sports/recreational and radio programmes in intervention districts.</i> - <i>Punjab: Advocacy seminars held in 10 districts by engaging local legislatures, youth, community leaders, other influencers. Community meetings in 900 villages and awareness campaigns in catchment areas of 2,000 low-performing schools.</i> - <i>KP/FATA: 6,234 PTC conducted. 2,312 volunteers, including 940 women trained and linked with schools. Three advocacy seminars held at provincial level with key officials. At district/ agency 14 seminars held with 560 participants (230 women).</i> - <i>Balochistan: cycle rallies and football matches, reached over 22,000 people.</i>
	Number of functional SMCs in focused districts	0	2000	585 SMCs were made functional; 17,184 functional SMCs were also supported. <ul style="list-style-type: none"> - <i>Sindh: 255 SMCs supported with 920 members trained on the CFS approach and School Improvement Plans; 140 SMCs engaged and trained on SCR, peacebuilding, youth involvement.</i> - <i>Punjab: 6,000 School Council members (60 per cent female) from 2,000 low-performing schools trained to meet enrolment targets.</i> - <i>KP/FATA: 10,280 PTCs/SMCs were oriented on reaching out of school</i>

				<p>children and increasing retention children.</p> <ul style="list-style-type: none"> - Balochistan: 585 SMCs formed or reactivated with 2,925 (438 women) members; 64 Local Education Councils with 1,039 members formed and members of 19 trained.
Output 4	Indicators	Baseline	Target	Status of Indicator
By 2017, children's right to education achieved through improved disaster risk management, emergency preparedness and response mechanisms in education.	EPRPs updated at provincial level and aligned with government's district based contingency plans based on multi hazard, multi sectoral risk assessment.	4	5	<p>4</p> <p>Provincial Emergency Preparedness and Response Plans (EPRPs) developed for KP, Sindh, Balochistan, and Punjab. Contingency partnership agreements were developed in all provinces. EPRPs were aligned at the district level with government contingency plans.</p> <p>A multi-hazard, multi-sectoral risk assessment is in process to guide the overall response and further refine EPRPs.</p>
On-track	Number of schools and communities developing and implementing DRR measures/plans	395	600	<p>970 School Safety Plans and DRR measures developed in 10 disaster-prone districts of Sindh, KP, and Balochistan (cumulative).</p> <ul style="list-style-type: none"> - KP/FATA: Four district-level School Safety Forums established in four of five targeted disaster-prone districts with 128 government officials and 685 community members (274 women) trained on emergency preparedness, DRR and school safety. A total of 702 school safety plans developed. - Balochistan: 221 additional School Safety Action Plans developed in two districts in 2016, with 45 Education Department officials trained on School Based Risk Management. - Sindh: 47 School Safety Action Plans developed in 2016, with 19 under development, in four districts. A DRR working group was notified by Education Department to develop DRR and Education in Emergencies operational modalities which integrate school safety action planning.
	Number of functional education clusters established with effective leadership and coordination	1	5	<p>1 (KP/FATA)</p> <p>Note: clusters are activated in case of major emergencies and at the request of the government. In 2016, they were only required in one province.</p> <ul style="list-style-type: none"> - KP/FATA: Education Cluster is functional with strong coordination with government counterparts in emergency response. - Punjab: Provincial Disaster Risk Reduction Working Group was activated.
	Percentage of boys and girls including adolescents accessing formal and non-formal basic education in emergency situations.	47,286	100% annually	<p>89% children covered in hosting areas.</p> <ul style="list-style-type: none"> - Continuation of education supported for over 110,000 children (49,500 girls) in hosting communities, areas of return and camps schools in KP/FATA up to December 2016. This represents an increase of over 43,000 students enrolled. - Education supported through PDMA for 1,339 children (853 girls) in Jaloza Camp until April 2016. With the closure of the camps, New Durrani and Togh Sarai camp schools were also closed down in April-June 2016. - 2,680 teachers (1,399 female) trained on providing psychosocial support to children in schools.

Case Study

Accelerated Learning Programmes: opportunities to learn for children in insecure environments

Top Level Results: In 2016, UNICEF Pakistan supported the continuation of Accelerated Learning Programmes (ALPs) for the most vulnerable boys and girls, benefiting 22,379 out of school children, including 10,453 girls (47 per cent) and 11,926 boys living in insecure areas of Sindh and Balochistan province. In line with provincial Education Sector Plans, these ALP models brought out of school children into education, provided an evidence base for scale-up and a pathway for excluded children to be mainstreamed into regular schooling. This validated the theory of change that marginalized children and youth can equitably benefit from education, and that ones' sense of belonging, trust, and respect of others broadens through education and opportunities to interact with others from different backgrounds.



ALP students at a madrassah in Quetta, Balochistan

Background: Pakistan hosts one of the world's largest populations of out of school children. Disparities based on gender, socioeconomic status, and geography are significant; in rural Sindh, 65 per cent of the poorest children never attend school, and in Balochistan, 75 per cent of girls are out of school.

Despite significant effort and investment, bringing children into education has proven challenging, particularly for those belonging to marginalized communities and living in insecure environments where traditional bonds of social cohesion have unravelled. Social exclusion and instability are amongst the key challenges to realizing the right to education for all children as envisioned under Article 25-A of the Constitution of Pakistan.

Rationale: Reducing out of school children is a UNICEF national and regional priority. Key to achieving this is to integrate ALPs and NFE into education policies and sector plans, so as to ensure that children who did not, for some reason, otherwise access mainstream education, are not excluded for life.

The Social Cohesion and Resilience (SCR) programme was launched in 2012 and increased access to education and co-curricular opportunities for over 133,000 children from diverse backgrounds living in insecure environments. The programme concluded in June 2016, and was evaluated to show that supporting alternative routes to education can reach marginalized out of school children whilst simultaneously building social cohesion.

Building on this success, there was a recognised and immediate need for continuity and consolidation of ALP sites in the programme. UNICEF used flexible funds to integrate the best practices from the SCR Programme into its education programme, ensuring timely transition to government ownership and sustainability of ALPs and other successful interventions.

Strategy: ALPs were adopted by UNICEF as a core strategy to provide out of school children with access to quality education, reduce gender disparities, and reach marginalized groups from remote geographic locations and deprived households. The target population were children and youth aged 5–18 years, particularly out of school children, girls and marginalized populations in areas at risk of, currently experiencing, or recovering from, instability. Accordingly, UNICEF worked with government departments to institutionalize ALPs through province-specific ALP strategies.

In Sindh, UNICEF supported ALPs, government schools, and community schools in three urban slums of Karachi and three districts of Sindh; bringing 11,218 out of school children (6,823 girls and 4,395 boys) aged 5–15 years into education. Of these, 3,616 have already been successfully mainstreamed into formal government schools. Furthermore a total of 530 government, ALP and community school teachers were trained.

In Balochistan, UNICEF contributed to the development of a provincial ALP strategy in collaboration with the Directorate of Schools in 2015–2016. UNICEF supported the establishment of 162 ALP classes in existing government schools, private schools, and madrassas of seven districts in Balochistan, including conflict-prone districts; benefiting a total of 11,161 children (3,630 girls and 7,531 boys).

Resources: Staff who supported the ALP programme as part of their responsibilities were: a P4 Education Specialist and a P2 Education and M&E Officer in the Islamabad Country Office, with three national Education Officers in Balochistan and Sindh provinces. Out of US\$905,000 the thematic contribution was funded to the level of US\$466,000. It supported the continuation of field activities and technical and financial support to ensure sustainability and handover to governments.

Progress and Results: An end-line study of the SCR programme found that students enrolled in ALPs had higher social cohesion scores compared to non-participating groups, meaning that ALPs helped students not only to learn basic literacy and numeracy skills, but also contributed to higher confidence in 'oneself' and 'vision' for the future. The study validated the Theory of Change, that marginalized children and youth can equitably benefit from education and that educational settings can be entry points for social cohesion in Pakistan.

In Sindh, UNICEF advocated with the Department of Education to integrate ALPs and mainstream of beneficiaries into the government schooling system. An NFE policy is being developed for budgetary allocation in the government system with UNICEF supporting the consultative process. For instance, UNICEF facilitated visits to ALP centres for donors (USAID and JICA) to demonstrate the role of ALPs in enhancing the formal system. The Directorate of Literacy & Non-Formal Education agreed to take over ALPs established by UNICEF, and is mainstreaming beneficiaries and teachers, and including them in its EMIS.

In Balochistan, evidence showed that in conservative neighbourhoods, ALPs established in madrassas bridged gaps between different education systems. The programme offered clear lessons on how these activities can be incorporated into UNICEF and government programming in education.

Lessons Learned: Alternative delivery of basic education, including accelerated learning programmes, is an effective way to provide equitable access to education, especially in conservative and insecure environments. Sociocultural norms constraining girls remained a key barrier causing low enrolment and retention. Broader thinking is required to recognize the larger system in which young people live, particularly the adults who hold influence, and to address gender divides. Continuous efforts are also needed to increase the number of female ALP teachers and improve the conditions of schools for girls' participation.

Moving Forward: In order to ensure sustainability, UNICEF is working with government departments to institutionalize ALP models and use them as demonstration models for scaling up

and informing NFE policy. As UNICEF develops its new Country Programme the lessons learned are being incorporated into education programming and will be used to deliver education for marginalised children not reached by the formal system accompanied by social cohesion results, and develop resources for education sector planning and delivery.

Financial Analysis

Total resources planned for regular activities for 2016 were US\$ 21,934,300 – Regular Resources (RR) US\$ 6,348,000 and Other Resources – Regular (ORR) US\$ 12,325,300, with Other Resources – Emergency (ORE) amounting to US\$ 3,261,000 (Table 1). Expenditures in 2016 amounted to US\$ 16,331,451 (Table 3) which is 74 per cent of the total planned amount for the year. Additionally, unspent commitments of US\$ 2,312,704 were entered into in 2016 but rolled over to 2017 for expenditure.

Total expenditure of thematic funds for education was US\$ 1,323,347 (Table 4). The flexibility of thematic funding, and the simplified reporting was critical to delivery of results as it enabled resources to be deployed where they were most needed to support longer-term planning and sustainability of programmes. For example, thematic funding enabled UNICEF to implement ALP programmes and demonstrate results to the point of successful handover to governments, thereby ensuring their sustainability (see case study). The predictability of flexible thematic funding is also critical in strengthening the enabling environment for education in the context of Pakistan's devolved administrations.

UNICEF ensured value for money through an emphasis on sustainability, e.g. strengthening School Management Committees to improve the learning environment and ensure that children, especially girls, stay in school; and developing a school-community-education system accountability mechanism in KP to prevent/address drop-out.

UNICEF's work plan for 2017 has a planned budget of US\$ 20.9 million, of which 64 per cent is currently funded (Table 6). Funding shortfalls are particularly acute in Output 4 related to children in emergencies (US\$ 4.3 million, 64 per cent shortfall) and Output 3 which aims to improve demand for education amongst parents, children and communities amongst the most marginalized populations (US\$ 1.9 million, 73 per cent shortfall). Additionally, there are significant shortfalls for Output 1 (US\$ 1 million, 82 per cent) which addresses the need for sustainable achievements in terms of strengthening the enabling environment and fostering commitment and capacity for education across Pakistan's federal and devolved administrations.

Table 1: Planned amounts for the country programme 2016 (US\$)
Outcome area 5: Education – UNICEF Pakistan

Intermediate Results	Funding Type*	Planned Budget†
05-02 Equity focus on girls and inclusive education	RR	-
	ORR	35,100
	ORE	15,000
05-03 Learning and child-friendly schools	RR	2,018,000
	ORR	3,191,400
	ORE	390,000
05-04 Education in emergencies	RR	2,130,000
	ORR	5,699,600
	ORE	2,589,000
05-05 Education – General	RR	2,200,000
	ORR	3,399,200
	ORE	267,000
Total Budget		21,934,300

* Planned budget for ORR and ORE do not include estimated recovery cost.

† ORR and ORE funded amount exclude cost recovery (only programmable amounts).

Table 2: Country-level thematic contributions to outcome area received in 2016 (US\$)
Outcome area 5: Education – UNICEF Pakistan

Donors	Grant Number	Contribution Amount	Programmable Amount
Norwegian Committee for UNICEF	SC1499050462	24,592.77	23,422.15
Total		24,592.77	23,422.15

Table 3: Expenditures in 2016 by key results areas (US\$)
Outcome area 5: Education – UNICEF Pakistan

Organizational Targets	Expenditure Amount			
	Other Resources – Emergency	Other Resources – Regular	Regular Resources	All Programme Accounts
05-02 Equity focus on girls and inclusive education	982	17,830	-	18,812
05-03 Learning and child-friendly schools	260,720	2,099,483	1,732,288	4,092,491
05-04 Education in emergencies	1,183,293	5,172,318	1,931,368	8,286,978
05-05 Education – General	66,542	1,789,524	2,077,103	3,933,170
Total Expenditure	1,511,537	9,079,155	5,740,759	16,331,451

Figure 1: Expenditures in 2016 by key results areas (%)
Outcome area 5: Education – UNICEF Pakistan

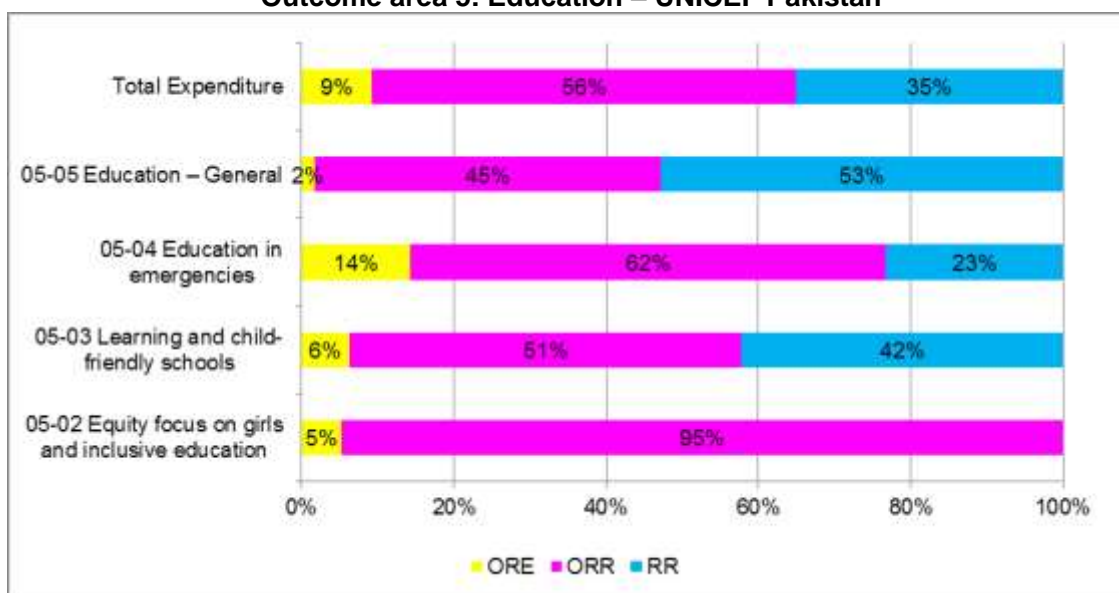


Table 4: Thematic expenditures by programme area (US\$)
Outcome area 5: Education – UNICEF Pakistan

Organizational Targets	Expenditure Amount
Other Resources – Regular	
05-02 Equity focus on girls and inclusive education	6,582
05-03 Learning and child-friendly schools	215,994
05-04 Education in emergencies	542,801
05-05 Education – General	557,970
Other Resources – Emergency	
05-02 Equity focus on girls and inclusive education	986
Total Expenditure	1,324,333

Figure 2: Thematic expenditures by programme area (%)
Outcome area 5: Education – UNICEF Pakistan

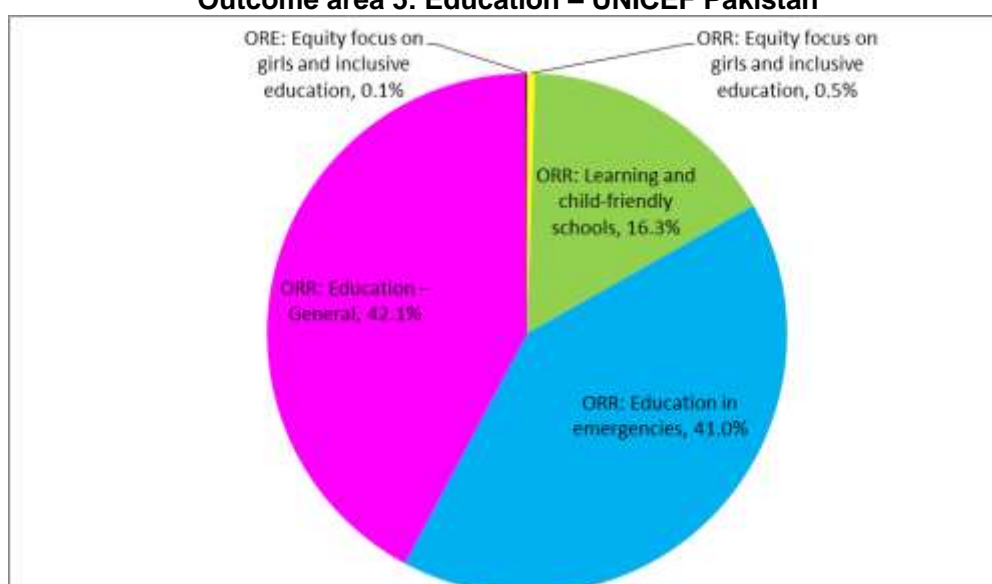


Table 5: Expenditures by specific intervention codes (US\$)
Outcome area 5: Education – UNICEF Pakistan

Specific Intervention Code	Expenditure Amount
05-03-01 Education materials for learning and teaching including classroom technology	3,386,617
05-04-01 Risk assessments and risk informed programming (DRR and CCA)	3,183,153
05-04-02 Peacebuilding education	4,014,722
05-05-01 Education -Systems	1,961,766
05-05-05 Education sector plans (incl. coordinating role)	1,153,471
08-01-01 Country programme process	121,910
08-02-03 MICS - General	112,288
08-02-10 Humanitarian performance monitoring	16,163
08-06-01 Building evaluation capacity in UNICEF and the UN system	61,289
08-09-06 Other non-classifiable cross-sectoral activities	1,650,024
09-02-05 CO Programme coordination	419,567
2051 Girls basic education	17,261
2061 Support to PRS/MTEF and Education sector plans	13,508
2071 Child-friendly Schools including Safety in schools	99,774
6901 Staff costs (includes specialists, managers, TAs and consultancies) for multiple Focus Areas of the MTSP	1
7921 Operations financial and administration	119,931
7971 Communication (DOC)	7
Total Expenditure	16,331,451

Table 6: Planned budget and available resources for 2017 (US\$)
Outcome area 5: Education – UNICEF Pakistan

Output	Funding Type	Planned Budget*	Funded Budget ¹	Shortfall†
Strengthened political commitment and national capacity to legislate, plan and budget for children	RR	1,165,500	1,165,500	-
	ORR	1,226,636	226,106	1,000,530
	ORE	-	-	-
Increased national capacity to ensure availability of, and access to, services and to strengthen systems	RR	590,000	590,000	-
	ORR	4,844,850	4,600,723	244,127
	ORE	-	-	-
Enhanced support for children, families and communities to promote knowledge, behaviour change, demand for services and	RR	1,225,000	1,225,000	-
	ORR	2,682,165	725,722	1,956,443
	ORE	-	-	-

Output	Funding Type	Planned Budget*	Funded Budget ¹	Shortfall†
opportunities for participation.				
Increased country capacity and delivery of services to protect and provide for children in disaster risk reduction and humanitarian setting	RR	138,717	138,717	-
	ORR	4,290,250	2,008,632	2,281,618
	ORE	4,764,674	2,685,103	2,079,571
Sub-total Regular Resources		3,119,217	3,119,217	-
Sub-total Other Resources – Regular		13,043,901	7,561,182	5,482,719
Sub-total Other Resources – Emergency		4,764,674	2,685,103	2,079,571
Total for 2017		20,927,792	13,365,502	7,562,290

* Planned and funded budget for ORR and ORE excluding recovery cost. RR plan is based on total RR approved for the Country Programme duration.

† Other Resources shortfall represents ORR funding required for the achievements of results in 2017.

Future Work Plan

UNICEF's 2017 work plan for education focuses on the consolidation of policy initiatives and programmatic interventions to address inequities in education, including gender. Priority actions are aligned with the Country Programme Document 2013–2017 and integrate priorities from the UNICEF Strategic Plan 2014–2017. The future work plan will continue to focus on strengthening policies and planning processes, capacity building for quality learning and equity based education systems through continuation of existing programmes at national and provincial level.

UNICEF is currently developing a new Country Programme 2018–2022 with a proposed focus on early learning and out-of-school girls and boys, and components to strengthen the enabling environment to achieve more equitable education systems. This builds on experiences and lessons learned from the current Country Programme, and aligns with priorities in the new UNICEF Strategic Plan and Pakistan's priorities in light of SDG4.

Inadequate government resources and planning limit coverage of services for the most marginalized children, especially girls. For this reason, limited education resources and efficient resource management for basic education is emerging as a new priority area for UNICEF upstream advocacy and institutional development.

The following are the highlights of our focus during 2017, which will be carried over into 2018:

Strengthening policy evidence and advocacy

- Building on provincial SDG4 consultations in 2015–2016, support alignment of national and provincial education strategies with SDG4 goals and targets, in collaboration with UNESCO.
- Promote education sector dialogue through UNICEF's role as GPE Coordinating Agency on progress in sector reform and ESP implementation in Sindh and Balochistan; potential new engagement with GPE in Punjab on sector plan development; in collaboration with the provincial education departments, the World Bank, and Local Education Groups.
- Capitalize on evidence generated from studies on SCR, ALPs and out of school children for policy advocacy, to promote cost-effective strategies and models to reach out-of-school children, and children under-served by the education system, based on equity markers such as gender, poverty, and location.
- Conduct an out-of-school children trend analysis for Pakistan, and conduct research on equity-based financing in education linked with policy advocacy.

Capacity building for decentralized equity planning, monitoring and responding and improved learning quality

- Support government scale up of early childhood education in Punjab based on the ECE model developed by UNICEF to an additional 2,000 schools in low-performing districts;
- Continue support to reform of governance and quality in Balochistan, including data systems (EMIS, real-time school monitoring), provincial capacity for examinations and assessment, and CPD for teachers;

- Provide technical support to the National Education Assessment System to complete 2016–2017 system assessment of learning outcomes in Grades 4 and 8 as a basis for policy debate and reform to improve learning.
- Support activities with proven positive impacts on SCR, including ALPs in areas affected by insecurity, mainstreaming sports for development in five districts of KP, and bringing madrassa and government school students together through co-curricular activities.

Equitable access especially for out of school girls and vulnerable children

- Maintain a focus on community mobilization and awareness-raising initiatives to encourage timely enrolment and retention for the most marginalized girls and boys, working with political, education and community stakeholders in under-performing districts.
- Strengthen SMCs to improve school functioning so they are better able to attract and retain children, and effect behaviour change in parental decision making related to sending and keeping children in school, particularly girls.

Mainstreaming disaster risk reduction/education recovery

- Implement DRR/school safety plans at school level in risk-prone areas to ensure that children, schools and communities are resilient and well prepared to protect schools and children during emergencies, with increased focus on consolidating lessons and institutionalisation in collaboration with provincial school education departments, and the NDMA and provincial disaster management authorities.
- Support education recovery in FATA through service delivery, system strengthening and strategies to make schools functional again.

Funding requirements for 2017 are provided in Table 6. The budget for the new Country Programme is under development, but it is expected that the education budget will be similar to the current budget.

A key constraint is that donor grants are provided for programmes that are theme- or province-specific. Strategies used to mitigate constraints include:

- Province-wise prioritization: As Balochistan receives considerable donor funding, other provinces receive larger shares of flexible OR funding.
- Prioritization of interventions: for example, in Punjab province, flexible resources will be allocated to the scaling up of ECE as the key provincial priority, at the expense of expanding DRR and training teachers.
- Upstream work: It is more difficult to mobilise donor funding for upstream work. In Sindh province, flexible funding will be allocated to maintain UNICEF's key role in ongoing system reform and policy dialogue as the GPE coordinating agency.

Expression of Thanks

UNICEF takes this opportunity to thank all its partners and donors who provide generous contributions, technical expertise and personnel to help achieve the results envisaged by UNICEF Education Programme in Pakistan. Without such valuable assistance, many of the achievements realized would not have been possible. In particular, UNICEF acknowledges the flexibility of thematic support, which was crucial in achieving results in 2016 and looks forward to continued partnerships to ensure vital support to the children of Pakistan.

Annex: Human Interest Stories

UNICEF gives marginalized out-of-school children a chance at education

A. Sami Malik

Bahawalpur district Punjab – “When I started working at the barber shop three years ago, I could not imagine that going to school was still possible for me,” says twelve-year-old Mohammad Shahzad of Basti Katpal, a small village in Bahawalpur district of southern Punjab. “I was always attracted to school but my parents could not afford sending me to one. They said that they didn’t have money to buy me books and uniform. They also said that I should start earning some money and contribute to the family’s day to day living. But I wanted to study.”



*UNICEF/Pakistan 2016/Mobeen Ansari
Mohammad Shahzad (12) had never been to school until he was enrolled in a UNICEF-supported Non Formal Centre.*

Shahzad’s father, who never went to school himself, works in the nearby town of Ahmedpur East, as a labourer on a daily wage. With no regular source of income, the family struggles financially. Due to the intergenerational poverty that most families in rural communities suffer from, there is a tendency to put young children to work instead of sending them to school.

At an early age of nine, Shahzad’s father took him to an owner of a barber shop in the main bazaar of Ahmedpur East to work as an apprentice. He reached an arrangement with the owner for his son to assist with simple tasks in the shop and in return, a senior barber would teach him how to cut hair. During his apprenticeship Shahzad would not be paid. In about a year or so, he learned enough to begin getting paid for each haircut.



*UNICEF/Pakistan 2016/Mobeen Ansari
After attending his classes in the morning at the NFC Basti Katpal, Shahzad (12) works at a barber shop.*

Shahzad’s life changed for the better when UNICEF received a grant from the Norwegian National Committee to establish 30 Non-Formal Centres (NFCs) to provide primary level education to out of school children in a flexible manner so that they could be mainstreamed into regular schools. Thirty NFCs were established, with ten in each of the districts of Bahawalpur, DG Khan and Rajanpur of southern Punjab. These districts are considered to have the highest number of out of school children in the province.

With her Intermediate degree, Rafia Bibi (32) is one of the few educated women in Basti Katpal. When the assessment of out of school children and identification of facilitators who could serve



UNICEF/Pakistan 2016/Mobeen Ansari
Shahzad (12) writes on the black board while his teacher Rafia (32) looks on in one of the classrooms of NFC Katpal.

as teachers in the NFCs was carried out, Rafia was selected as a teacher. Accepting the job happily, she started going from house to house to persuade parents to send their children to school.

“In the beginning, it was very difficult to convince parents to send their children to the centre,” says Rafia Bibi. “They had no awareness about the importance of education. During the mobilization for out of school children, I told parents that this centre has been set up, and that it would not cost anything to send their children to school; moreover, their children would continue to work after school hours. Most parents agreed, and Shahzad’s parents

were also among them. I told parents that if they sent their children to the centre, these children would acquire new skills, and would be better prepared for opportunities for work in the future.”

There are 67 students now enrolled in the NFC Katpal and Shahzad is one of them. After being enrolled for about 30 months, he is now in grade 5, preparing to appear for the exams conducted by the Bahawalpur board which would qualify him to join grade 6 in a regular public school.

“The advantage of these centres is that children who had missed out on education by not enrolling earlier on, or had dropped out at any stage of the primary education, could be made part of the non- formal sector which offers flexibility, whether at the age of enrolment, or the timings for when the school is open. These children can be mainstreamed into the formal education system with the School Education Department, in Punjab from Grade 6 onwards,” says Rafia Bibi.

An estimated 25 million children of primary and secondary age group (5-16 years) are out-of-school in Pakistan – the highest proportion in South Asia. Access to education and the high dropout rates, especially amongst girls is a major issue. There are limited opportunities for alternative learning and the recurrent disasters such as floods in Southern Punjab have aggravated the situation.

Another student enrolled at NFC Katpal, is the seven-year-old Muskan. She belongs to a poor family in Basti Katpal and has nine siblings. Her family members do odd jobs during most of the year but the entire family works in cotton fields during the harvest season.

Muskan joined NFC Katpal, last year but dropped out during the cotton harvesting season as her family was expected to go to the fields every day and work for long hours picking cotton. This is the time when most of the families in her village work in the cotton fields to make extra income.

Muskan has now enrolled in the non-formal basic education school again, and the credit goes to Mian Khalid Farooq, the chairman of the Village Education Committee (VEC) in Basti Katpal. Mian Khalid works in the Department of Health and is a strong supporter of children’s education. Besides chairing the VEC, he has



UNICEF/Pakistan 2016/Mobeen Ansari
Muskan (7) started attending NFC Katpal last year but dropped out to work in the fields during the cotton harvest. She is now back at school.

provided the space for the NFC in his own home. His family, wife and two children have moved to one room and given the other two rooms and the courtyard to the centre.

“As a health worker, I believe that we cannot improve health standards without educating our children,” says Mian Khalid. “When UNICEF and the Education Department told us about their plans of setting up a centre for children, I volunteered my house and services for social mobilization to get a maximum number of out of school children enrolled. My own children are also enrolled here and I teach in this school voluntarily after my office hours.”



*UNICEF/Pakistan 2016/Mobeen Ansari
Mian Khalid, is the chairman of the Village Education Committee and a voluntary teacher at NFC Katpal. He convinced Muskan's parents to re-enrol her.*

Communities in southern Punjab face poverty, unemployment, child labour, drug use and exploitation by the landlords who own the cotton farms. To break the shackles of poverty and illiteracy, it is imperative that all children, especially girls, get an education. The accelerated non-formal basic education is helping vulnerable out of school children get an opportunity to learn, just like the other children in mainstream formal education, thereby supporting the vision of the government of Pakistan towards achieving universal primary education for all children.

As a direct result of the project interventions, 8,892 children and adolescents (girls 6,147; boys 2,745) from the most marginalized families have been enrolled in flexible and child friendly learning environments in 120 schools, including 90 formal schools and 30 NFCs.

“In close coordination with the government, efforts were made to identify the most marginalized out-of- school children, especially girls, in the three project *tehsils* [administrative unit],” says Sehr Qizilbash, UNICEF Education Officer. “It is heartening to know that most of the children that were identified to be out-of-school are now enrolled in the NFCs and are actively learning. The challenge now is to ensure that these children remain in schools and complete their education. This, however, will not be possible without the commitment from the community.”

Inclusive education opportunities change lives of children from fishermen communities in Sindh

Midhat Ali Zaidi

Karachi, Sindh – “Inclusiveness of the education programmes by engaging children from varied ethnicities as well as those with special needs and disabilities can pave the way for a peaceful world and sustainable development,” says Phillippe Cori, Deputy Regional Director, UNICEF Regional Office for South Asia. He is visiting a project of the UNICEF Social Cohesion and Resilience (SCR) programme in Karachi, the capital of Sindh province in Pakistan. The SCR programme engages children, adolescents and communities to promote social cohesion and resilience, in urban slums of Karachi as well as Badin and Jacobabad, Sindh, whilst also advocating at the provincial level.



*UNICEF/Pakistan 2016/ Wahaj Alley
UNICEF Deputy Regional Director for South Asia Phillippe Cori visits the UNICEF-supported ALP in Ibrahim Hyderi, Karachi, which has given out of school children a chance to learn.*

With their life and livelihoods tied to the ocean, the fishing community of Ibrahim Hyderi in Karachi is situated alongside a jetty on the Arabian Sea. The urban slum hosts a population of nearly 150,000, most of which is involved with the fisheries trade. For anyone entering the area, the stench of rotting fish wafting off the sea breeze may be somewhat unpleasant but not for the children of Ibrahim Hyderi, who grow up cleaning and processing the days' catch brought in by their family members.

“Most of the children here work at home to help their families prepare the sea-food items to be sold in the market,” says Rafiq Channa, project manager Pakistan Fisherfolk Forum (PFF), pointing to the prevalence of out-of-school children in Ibrahim Hyderi. PFF is an NGO working to advance the goal of social, economic, cultural and political rights of small indigenous fishing communities, and is working with UNICEF on implementing the SCR programme.

UNICEF's SCR programme works to empower communities by building trust and lasting bonds between people in target districts through education and recreation. In addition to providing opportunities to learn together for all children, including the most marginalized, the programme brings children and youth from diverse backgrounds to participate in sport, theatres, youth festivals and thematic days.

With limited or no facilities for people with disabilities in the area, growing up with a hearing and speech impairment was a challenge for Sameena. It comes as no surprise that her family never thought of sending her to school, as they imagined her not to be able to learn through regular instruction techniques. All this changed when UNICEF launched its alternate learning pathway (ALP) in Ibrahim Hyderi, to facilitate the entry of out of school children into mainstream education.

“When she first came to the ALP centre, Sameena had only limited communication ability,” says Nagma, the teacher running the Gharib Nawaz Para ALP. She has worked very hard to help her student overcome the barrier created by her disability. “No one could ever expect Sameena to be able to learn and to do so well in her studies. That she was among the highest scorers in the final examination for 7th grade in her class has brought us great pride and joy.”

Sameena was one of hundreds of students studying at ALP centres established in neighbourhoods around the jetty. She has successfully been mainstreamed into a formal government school, where she surprised her teachers and classmates with her ability to comprehend lessons and perform well in exams. Sameena's disability has not hindered her quest to acquire an education. Her teacher tells visitors that Sameena endeavours to become a teacher and help children like herself in achieving their dreams.

"It is very encouraging, even energizing to meet children who became true agents of change within their community," says Philippe Cori after meeting Sameena. "Empowered communities, particularly children are the best chance towards attaining the sustainable development goals. They truly stand for the 'S' of SDGs."

Annex: Donor Feedback Form

UNICEF is working to improve the quality of our reports and would highly appreciate your feedback. Kindly answer the questions below for the Pakistan Education Thematic Report 2016. Thank you!

Please return the completed form to UNICEF by email to:

Name: Cris Munduate, Deputy Representative, UNICEF Pakistan
Email: cmunduate@unicef.org

SCORING: 5 indicates “highest level of satisfaction” while
0 indicates “complete dissatisfaction”

1. To what extent did the narrative content of the report conform to your reporting expectations?
(For example, the overall analysis and identification of challenges and solutions)

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

2. To what extent did the fund utilization part of the report meet your reporting expectations?

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

3. To what extent does the report meet your expectations in regard to the analysis provided, including identification of difficulties and shortcomings as well as remedies to these?

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what we could do better next time?

4. To what extent does the report meet your expectations with regard to reporting on results?

5

4

3

2

1

0

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

5. Please provide us with your suggestions on how this report could be improved to meet your expectations.

6. Are there any other comments that you would like to share with us?

Thank you for filling this form!