ECW Multi-Year Resilience Programme (MYRP)

Pakistan

2022 - 2024

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ECW Multi-Year Resilience Programme for Pakistan

Programme Title	Improving access to inclusive and equitable quality education for refugee, crisis-affected and otherwise vulnerable children and adolescents in Pakistan	
Duration	36 months (January 2022 - December 2024)	
Targeting	155,000 children and adolescents, including 60% girls and 12% children with disabilities	
Funding Overview	Total resources required	US$ 60,000,000
	Total allocated resources by ECW	US$ 13,200,000
	Unfunded budget	US$ 46,800,000

Programme Summary

The overarching goal of the ECW Multi-Year Resilience Programme (MYRP) for Pakistan is to sustainably improve access to inclusive and equitable quality education for at least 155,000 refugee, crisis-affected and otherwise vulnerable children and adolescents across the North and West of the country. With ECW support, in-country partners intend to reach at least 18,900 children through pre-primary education, 105,000 children through primary education, and 31,100 children through secondary education. Within each of these target groups, partners will aim to reach 60% girls and 12% children with disabilities, and at least 40% of the beneficiary population will be made up of refugees.

Pakistan has the second highest number of out-of-school children globally, with an estimated 22.8 million children aged 3-18 not attending school. Girls and boys living in the provinces of Balochistan and Khyber Pakhtunkhwa in particular face significant barriers to their education, especially those who have been forced to flee their homes in search of safety. As such, the MYRP is underpinned by a whole-of-child approach, aimed at advancing children's learning while also improving their protection and overall well-being. In addition, the programme aims to address some of the systemic barriers that prevent vulnerable children and adolescents from accessing inclusive and equitable quality education, including by providing sustained capacity development support at the national, provincial, community and school levels.

The MYRP will be implemented by three complementary consortia, based on a shared set of objectives and cross-cutting strategies to achieve six overarching outcomes. Firs, the MYRP will ensure improved access to quality education for the most vulnerable out-of-school girls and boys, including many Afghan refugees and other children affected by crisis. Second, the programme will ensure that target beneficiaries have access to interventions that improve both their mental and physical well-being and are better protected from harm. Third, the programme will improve learning environments by ensuring safety and inclusivity for all learners. Fourth, the MYRP partners will work with the national and provincial education authorities to make education systems more resilient. Fifth, the MYRP partners have dedicated a specific outcome to improving access and learning outcomes for girls, because of the specific and pronounced barriers to education that they face. Finally, sufficient resources will be mobilised to further scale up programme implementation.

Programme Outcomes

Outcome 1	The most vulnerable girls and boys including adolescents and those living with disabilities have access to inclusive, relevant, and quality learning
Outcome 2	The most vulnerable girls and boys including adolescents and those living with disabilities are better protected, and have improved mental and physical well-being
Outcome 3	Learning environments are safe, accessible, and conducive to learning for all learners starting with the most vulnerable girls and boys, and including adolescents and those living with disabilities

Outcome 4	Education systems in Pakistan are strengthened through sustained capacity development support at the national, provincial, community and school levels
Outcome 5	The educational outcomes of girls, including adolescent girls, are improved through targeted programming focused on enrolment, retention, and learning
Outcome 6	Sufficient resources are mobilised to scale implementation of the multi-year programme and to monitor programme quality

1. Situational and Institutional Analysis

1.1 Country Context

In recent years, the Islamic Republic of Pakistan has made steady progress towards achieving many of the Sustainable Development Goals (SDGs).[1] However, several remain seriously challenged by multiple emergent and ongoing emergencies. Complex shocks and regional political crises have had a profound impact on the country and are likely to continue to have an impact on the provision of basic services, including education.

Pakistan is a federal republic with four provinces and three territories. Within the provinces and territories are districts, including the newly merged districts of Khyber Pakhtunkhwa.[2] This merger extends constitutional rights and governance structures to almost five million of the poorest people in Pakistan.[3] Along with hosting the highest proportion of refugees, the provinces of Balochistan and Khyber Pakhtunkhwa are disproportionately affected by crisis. Both provinces are impacted by their geographic exposure to natural disasters, underlying demographic challenges and their proximity to the Afghan border. Balochistan is by far the poorest province in Pakistan[4] and the rural areas of both provinces are among the most affected by chronic food insecurity.[5]

As the country sharing the largest border with Afghanistan, Pakistan is also susceptible to the national and regional impacts of the crises faced by Afghanistan. The situation in Afghanistan impacts security in the wider region, with the potential for armed groups, violence, and crime to spill over into neighbouring countries like Pakistan. At its peak, crises in Afghanistan have led to between four and five million Afghan refugees fleeing to Pakistan for safety. It is estimated that around two million Afghans are still hosted by Pakistan today, including 1.4 million registered refugees and up to 600,000 unregistered people. While the Pakistani government has endeavoured to provide both protection and basic necessities - allowing for freedom of movement and access to public health and education systems - this significant population still draws on critically constrained resources. According to the Pakistan Poverty Alleviation Fund, more than half of the refugee population in Pakistan is categorised as extremely poor. The provinces of Balochistan and Khyber Pakhtunkhwa are particularly challenged, as they host 58 per cent and 23 per cent of refugees, respectively.[6]

Pakistan is the world's fifth most susceptible country to natural disasters, a trend that is exacerbated by the rapid and alarming effects of climate change. At various times and across different provinces and territories, Pakistanis face extreme cold and extreme heat, periodic drought and flooding, yearly monsoon, and severe earthquakes.[7] Drought conditions have persisted in Pakistan since 2018, with a significant impact on the province of Balochistan. In 2019 and 2020, extreme cold affected more than one million people and in 2020 the worst desert locust infestation in more than a quarter of a century was declared a national emergency.[8]

COVID-19 has created significant disruption across Pakistan since early 2020. According to the Ministry of National Health, more than 1.27 million cases and 28,000 deaths have been recorded since the beginning of the outbreak.[9] The

[1] https://dashboards.sdgindex.org/profiles/pakistan
[2] The newly merged districts were previously known as the Federally Administered Tribal Areas.
[3] https://www.pk.undp.org/content/pakistan/en/home/projects/fata-governance-project.html
[4] https://databank.worldbank.org/data/download/poverty/33EF03BB-9722-4AE2-ABC7-AA2972D68AFE/Archives-2019/Global_POVEQ_PAK.pdf
[5] Humanitarian Response Plan: Pakistan, 2021
[6] Ibid
[7] Ibid
[8] Ibid
[9] https://covid.gov.pk/stats/pakistan

country took various COVID-19 preventative measures including establishing safe physical distancing through lockdowns, closures of schools and other public places, quarantine measures, and mass communication on the use of face masks. The closure of schools started in March 2020 with the first wave of COVID-19 and has continued in some form through the fourth wave with partial closures of schools.

While Pakistan has made some progress in closing its gender gap, it still ranked 151 out of 153 countries in the 2020 World Economic Forum Gender Gap Index ranking. While Pakistan's score was higher in 2020 than the previous year, it fell in the rankings, pointing to slower improvement than in other countries. Indeed, economic opportunities for women are extremely limited in Pakistan. Only one-quarter of Pakistani women participate in the labour force compared with 85 per cent of men, and just 18 per cent of labour income goes to women, one of the lowest rates in the world. Women represent just 23 per cent of professional and technical workers in Pakistan, and just under five per cent of legislators, senior officials, and managers. Less than half of Pakistani women are literate. This disparity also has significant impact on health: the infant mortality rate in Pakistan currently stands at 140 out of 100,000, with just 69 per cent of births attended by skilled personnel and 52 per cent of women receiving sufficient antenatal care. It is further estimated that 13 per cent of girls will be married between the ages of 15 and 19, and that 85 per cent of Pakistani women will experience gender-based violence over their lifetime.[10]

Malnutrition is one of the most difficult challenges facing women and children in Pakistan. Almost 30 per cent of Pakistani children are estimated to be underweight. Further, it is estimated that 18 per cent of girls and boys are affected by wasting and that 40 per cent are stunted. The stunting rate is nearly double the global average and significantly higher than the South Asian average of 33 per cent. The highest prevalence of stunting is found in the newly merged districts formerly known as the Federally Administered Tribal Areas at 48 per cent of girls and boys, followed by Balochistan at 47 per cent.

1.2 Education Needs Overview

At the national level, education in Pakistan is guided by a Federal Ministry of Education and Professional Training. Due to the federal nature of the education system, each province has its own education sector plan. The Khyber Pakhtunkhwa Education Sector Plan (2020-2025) has been drafted and is in the final stages of completion. The education sector analysis conducted in Khyber Pakhtunkhwa structured its findings around three major priority areas: 1) improving access; 2) retention and equity and enhancing the quality and relevance of education; and 3) improving governance and management. The Balochistan Education Sector Plan (2020-2025) has also been drafted along with an education sector analysis and awaits approval. The plan also prioritises learning, access and participation as important policy areas. In addition, it identifies improved governance and management as well as better research and data as critical enablers for ensuring a more efficient and effective education system.

Pakistan is a relatively young country with 5 to 14-year-olds representing more than 27 per cent of the overall population. While some progress has been made, more than 22.8 million girls and boys are still out-of-school, the second highest number globally. Furthermore, the primary net attendance ratio of those who are in school is just 57 per cent. This number falls to 49 per cent at middle school level and to just 31 per cent at secondary level. There are several important reasons for these poor figures, both on the demand and supply sides. They include access-related issues like distance to schools which, in rural areas leads to higher rates of dropout and lower rates of girls' enrolment. Poverty levels in Pakistan force many families to make difficult decisions about household finances, decisions that often mean prioritising which of their children can attend school. This is particularly so in rural areas. Compounding these decisions are societal pressures that disproportionately keep adolescent girls out of education. High birth rates indicate that the demand-side pressure will only increase in the years to come.

On the supply side, the education budget is not commensurate with the need for new schools, which has led to a skewed ratio of primary to secondary schools. Currently, there are five primary schools for every two secondary schools, contributing to the dropout rate (see also Section 1.5). There is also a discrepancy in availability of schooling for girls in sex-segregated schools. In Balochistan, for instance, the School Education Department reports that at the middle school level, 43 per cent of schools are for girls and 57 per cent for boys. This discrepancy widens at the secondary level in

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[10] https://www3.weforum.org/docs/WEF_GGGR_2020.pdf

which only 36 per cent of schools are for girls.[11] The availability and attendance rate of teachers also represents a supply side constraint in some districts. The teacher-to-student ratio in government primary schools in Khyber Pakhtunkhwa is 1:41. Teacher attendance in Khyber Pakhtunkhwa is 87 per cent and even lower in Balochistan at 78 per cent.[12]

Gender inequities in Pakistan can be observed across multiple measures of education access and quality. It is estimated that there are 12.2 million girls out-of-school compared to 10.7 million boys out-of-school. Girls drop out at a much higher rate than boys, with 22 per cent of girls leaving school after the sixth grade. By secondary level, adolescent girls are severely underrepresented.[13] The gender parity index in Khyber Pakhtunkhwa for enrolment stands at 0.77, and falls to just 0.56 in the newly merged districts. The rate is 0.82 at the primary level but drops to 0.58 at the secondary level. Literacy rates - which are closely linked to poverty, health outcomes, and women's empowerment - reflect these huge disparities. In Balochistan, the province with the lowest overall literacy rate at 46 per cent, women make up just 29 per cent of the literate population.[14] This is at least in part because only 44 per cent of the population has ever attended school and just 29 per cent of those who have are women.[15]

Current gender-disaggregated learning outcomes further highlight gender inequity. Learning outcomes for girls are much lower than for boys. Just 27 per cent of girls could read a story in Urdu, 21 per cent could perform two-digit division, and 28 per cent could read English sentences. This compares to 31, 23 and 32 per cent respectively for boys. Similar trends are observed in reading across grades one to five. Worryingly, these gender disparities in learning outcomes have recently emerged due to COVID-19.[16]

Much of this disparity is due to social norms that favour the education of boys and devalue that of girls. Additionally, protection and safety risks play an important role. While official data is not available, there are increasing reports of the prevalence of sexual exploitation and abuse and their impact on girls' enrolment and dropout. In Khyber Pakhtunkhwa, 81 per cent of children aged 3 to 14 report being subject to at least one form of psychological or physical punishment and 25 per cent report being subjected to severe physical punishment, with higher rates of physical violence reported in rural areas. Violence is especially high among adolescent girls and young women, with 32 per cent between the age of 15 and 19 reporting they have been subjected to physical violence. Among those married between the same ages, 33 per cent experienced physical or sexual violence. The highest rates of violence against women are in the newly merged districts (56 per cent), Balochistan (48 per cent) and Khyber Pakhtunkhwa (43 per cent). Cross-border tensions and continued threats from militant groups have particularly threatened the protection of girls and boys in Balochistan and Khyber Pakhtunkhwa. Children have been killed and injured during armed clashes, and children have been recruited into armed groups. Schools themselves have been attacked, in some cases due to opposition to the provision of girls' education.[17]

Girls and boys living with disabilities face particularly high barriers to education, including the lack of appropriate infrastructure such as ramps and the lack of adaptive teaching and learning materials. Children with disabilities face stigma and their education is consistently deprioritised. The Teaching Effectively All Children survey found that only those with minor disabilities are likely to be enrolled, while those with moderate or more severe disabilities are likely to not be in school at all. The lack of coherent data on the number of girls and boys living with disabilities, or even a standardised definition of disability, represent a critical challenge to providing needed services. A 2019 Annual Status of Education Report found that only 20 per cent of schools reported children living with disabilities in their student population and, on average, that only 0.29 per cent of enrolled students were living with disabilities. This rate was highest in Khyber Pakhtunkhwa, at 0.53 per cent.[18]

The pre-primary gross enrolment rate in Pakistan has risen to 84 per cent, up 10 per cent since the 2015-2016 school year. This means that 9.8 million of the youngest girls and boys are enrolled in pre-primary classes, an impressive figure. However, while many young children have access to an informal space, most of these pre-primary classes are *katchi* or

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[11] Information sourced from the School Education Department, Balochistan, 2021.
[12] Ibid.
[13] UNICEF Pakistan, 'Situation Analysis Update: Children in Pakistan,' August 2020.
[14] Chapter 10, Economic Survey of Pakistan, 2021
[15] Pakistan Social and Living Standards Measurement (PSLMS), 2020
[16] Annual Status of Education Report: ASER Pakistan 2019, January 2020.
[17] National Institute of Population Studies, Pakistan Demographic and Health Survey (PDHS) 2012–13, NIPS, Islamabad, 2013.
[18] Annual Status of Education Report: ASER Pakistan 2019, January 2020.

unregulated classes and do not necessarily provide quality early childhood education. There is also a gender disparity in the pre-primary gross enrolment rate, with 78 per cent of girls enrolled compared to 89 per cent of boys.[19]

The provinces of Pakistan each contain significant diversity in terms of culture, ethnicity, religion and language. There are between 60-70 living languages spoken in Pakistan, while just around eight per cent of the population speaks the national language, Urdu. The languages of instruction are Urdu and English which means that around 91 per cent of the population of Pakistan speaks mother tongues that are not used in education.[20] This presents a challenge for girls and boys entering education without a background in either language of instruction. This is particularly damaging for school readiness when the youngest learners of early-childhood education age do not learn in their mother tongue.

Pakistan is the second most populous Muslim country in the world and 85 to 90 per cent of Muslims identify as Sunni with only 10 to 15 per cent Shia. The rest of the population includes Christians, Hindus, Ahmadis and smaller groups of Zoroastrians, Baha'is, Sikhs and Buddhists. Around 60 per cent of non-Muslim students report discrimination while 70 per cent of non-Muslim teachers experience discrimination based on their faith.[21] While national education officials have worked with religious minority representatives to remove insensitive material from curricula, there remains significant potential for exclusion based on religion at both the school and community level.

The 2018 Multiple Indicator Cluster Survey indicated that the incidence of child marriage in Pakistan is high at 14 per cent. In Khyber Pakhtunkhwa, it is estimated that 19 per cent of adolescent girls between 15-19 years old are married. The rate of early marriage in Khyber Pakhtunkhwa remains relatively constant across wealth quintiles and between rural and urban settings, demonstrating a pervasive norm. The association between education and child marriage is strong: girls and women with no education in Pakistan marry 6.2 years earlier than those with higher education.[22]

In Pakistan, the COVID-19 pandemic impacted over 42 million learners through school closures. This has exacerbated the challenges faced by the already overburdened education system, as the longer a child remains away from learning, the harder it is for them to catch-up, and the less likely it is that they will do so. These learning losses compound over time as those who fall behind will miss the vital foundational learning needed to build a long-term education. These effects will be particularly profound for the poorest students who cannot afford extra tutoring or at-home learning, leading to increased educational and therefore economic inequalities. In Pakistan, restrictions on movement and loss of income due to COVID-19 lockdowns have also increased the likelihood of physical, psychological, and sexual abuse at home. With an already high rate of gender-based violence, the situation of girls has become even more vulnerable due to isolation and increased stress. The combined effect of school dropouts and family loss of income is likely to lead to an increase in child marriage and child labour.

The 2020 Annual Status of Education Report was adapted to better understand the impacts of COVID-19 on education in Pakistan. It was found that national learning losses related to the pandemic were highest in Balochistan, followed by Khyber Pakhtunkhwa. Overall, girls experienced greater losses than boys, a result that was the same across nearly all competencies and classes. Disconcertingly, this reversed the longitudinal trend of improving learning outcomes for girls. During school closures, around 60 per cent of enrolled boys and girls spent less than an hour a day on their studies.[23]

As of 2021, the government-led response to COVID-19 has prioritised vaccination of teachers so that re-opened schools can operate safely, and student vaccination has also begun. Guidance and standard operating procedures for safe school re-opening and operations have been developed and rolled out, to support infection prevention and control measures in school. These measures include the provision of handwashing facilities, social distancing, the use of face masks, and extensive risk communication and community engagement targeting students, teachers and parents. As these efforts continue, they offer a foundation for continued COVID-19, and future emergency response.

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[19] UNICEF Pakistan, 'Situation Analysis Update: Children in Pakistan,' August 2020.
[20] Coleman, Hywel & Capstick, Tony. (2012). Language in Education in Pakistan: Recommendations for Policy and Practice. https://www.researchgate.net/publication/314237840_Language_in_Education_in_Pakistan_Recommendations_for_Policy_and_Practice
[21] Austrian Centre for Country of Origin & Asylum Research and Documentation, 'Pakistan: Religious Minorities,' March 2021. https://www.ecoi.net/en/file/local/2047750/ACCORD-Pakistan-Religious-Minorities-March-2021.pdf
[22] UNICEF Pakistan, 'Situation Analysis Update: Children in Pakistan,' August 2020.
[23] *Idara-e-Taleem-o-Aagahi*, 'Measuring the Impact of COVID-19 on Education in Pakistan,' 2021.

1.3 Aligned Strategies and Plans

Relevant Plans and Strategies	How the MYRP aligns
Humanitarian Response Plan (HRP)	The MYRP is aligned with the HRP sectoral objective of improving access and quality of education for the most vulnerable through Outcomes 1 and 3 which address the quality, inclusivity and relevance of learning, and the accessibility and safety of learning environments. Outcome 5 will focus on girls and adolescent girls who represent a particularly vulnerable group in the target provinces. The MYRP will also support the HRP sectoral objective of strengthening coordination through Outcome 4 by directly supporting coordination mechanisms with data and evidence capacity, and through support for district education plans.
Education Sector Plans of Balochistan and Khyber Pakhtunkhwa	The MYRP aligns directly to the objectives of the Baluchistan Education Sector Plan and the Balochistan and the Khyber Pakhtunkhwa Education Sector Plan. In particular, the MYRP supports objectives related to: access (through Outcome 1); quality and relevance (through Outcomes 1,2, and 5); and governance (through Outcome 5).
National Education Policy	The MYRP will contribute to the National Education Policy recommendations related to preparation for future emergencies and the development of rehabilitation and disaster management plans for resuming education.
Pakistan Schools Safety Framework	The MYRP will contribute to the roll-out of the School Safety Framework at the provincial level through support for planning, development, and implementation of school safety plans. In addition, the MYRP will support the provincial and district disaster management authorities in the planning, implementation, and monitoring of capacities for overall disaster risk management. Finally, the MYRP will work to strengthen the capacities of communities and young people to mitigate risks in and around schools, and to build school and community-level resilience to emergencies.
National Education Response and Resilience Plan for COVID-19	The MYRP will contribute to achieving the broader goals of the National Education Response and Resilience Plan for COVID-19 by supporting the continuity of learning, protecting the health and well-being of students, teachers, and educational staff, and strengthening the resilience of education systems to longer-term impacts and future crises.
Balochistan Persons with Disabilities Bill	The MYRP will aim to ensure that at least twelve per cent of the girls and boys reached are those living with disability. This will be accomplished through a cross-cutting strategy on disability, with all outcomes contributing to access to learning for those living with disabilities, inclusive teaching and educational practices, and the promotion of the rights of those living with disabilities.
Regional Refugee Response Plan	The MYRP is aligned with the education strategy of the (draft) Regional Refugee Response Plan. This is accomplished by taking a cross-cutting approach that contributes to ensuring refugees have access to safe, relevant, and quality learning in Pakistan.

The MYRP's Added-Value

Pakistan faces an enormous demand for education. While the population grows and children around the country seek learning opportunities, the poorest and most vulnerable are the most likely to be left behind. These girls and boys are also the most difficult to reach and retain. Failing to reach the most vulnerable risks compromising longer-term development plans as it compounds pressures at the system, school and community levels. The country's lack of a Humanitarian Response Plan in 2022 will also add challenges to delivery in the education sector. This means that the MYRP will fill a critical gap and will represent the primary education in emergencies strategy and resource mobilisation tool for Pakistan. The MYRP will establish a clear framework for identifying humanitarian education needs and advocating for stakeholders to respond. The MYRP will also deliver against these urgent needs through programming, resource mobilisation and further scale-up. While the MYRP is an important humanitarian-development coherence tool in all contexts, its added value in Pakistan is especially enhanced by the current urgent need for an education in emergencies framework.

The unique structure of the MYRP offers the opportunity to turn ECW seed funding into catalytic investments. By prioritising the delivery of foundational components of the broader MYRP strategy through seed funding, larger objectives

can be reached over the course of the programme and beyond. The MYRP's advocacy, resource mobilisation, and scale-up approaches will allow for immediate needs to be met. Simultaneously, partners will continue to campaign for programming resources that address medium and longer-term needs. The integration of the learning measurement approach will help to build an evidence base that underpins the MYRP's wider interventions and sets foundations for sustained change.

For the education systems of Balochistan and Khyber Pakhtunkhwa, the MYRP is intended to be catalytic for both humanitarian and development needs. It will help reach the most vulnerable in the short-term and, at the same time, give space to authorities to further develop schools and systems. Furthermore, the MYRP will help supply the evidence and capacity needed upon to develop long-term solutions. On the individual level, as a three-year programme, the MYRP will also effectively transition some of the most vulnerable learners from non-formal or accelerated education into formal schools.

Pakistan and the provinces of Balochistan and Khyber Pakhtunkhwa have strong data and information systems. However, given the complexity of the crises they face, nuanced evidence is lacking to inform all responses. For instance, there has been some inconsistency in how out-of-school children are counted and reported. The 2020-2021 Khyber Pakhtunkhwa Annual School Census Report has no out-of-school data. The 2017-2018 report shows more out-of-school boys compared to girls, data that does not reflect trends in the Pakistan Social and Living Standards Measurement, the Annual Status of Education Report, and the *Alif Alaan*-produced provincial education profiles.[24] In Balochistan, while good district reporting exists, education reports have not been updated since 2014.[25] The MYRP aims to fill some of these data gaps through targeted assessments and summative learning outcome assessments.

Finally, the MYRP is an opportunity to build critical capacities at all levels. Considering the protracted nature of the Afghan crisis and the cyclical natural emergencies that face Pakistan, the MYRP will help build the technical and institutional capacities of local authorities and organisations. Through a consortium approach, implementing partners will be able to learn from one another, developing technical knowhow and institutional approaches that make for a stronger civil society. The three consortia will establish a complementary approach that engages local organisations in leadership roles. This includes a women-led organisation that will help ensure that interventions are gender-responsive, and a local organisation acting as one of the grantees. Local organisations will also play leading roles on assessment and learning outcome measurement. Together, this provides an opportunity to further strengthen and expand the role of local organisations and allow for them to take on meaningful delivery and advisory roles now and in the future.

1.4   Ensuring Humanitarian-Development Coherence

Pakistan has immense needs in education, as well as well-developed education systems. The MYRP's added value, therefore, comes in making catalytic investments that strengthen the links between humanitarian needs and development imperatives. The MYRP must first work to ensure that humanitarian needs are met, by reaching some of the most vulnerable and marginalised children and by supporting capacities and systems that can reach more of the most in need over the medium to long-term. These humanitarian interventions are needed in their own right, but also to lay a foundation upon which to build long-term change for learners and the education system.

As humanitarian needs are met, the MYRP must ensure that capacities at all levels continue to progress. From community members to teachers, administrators, and local organisations, building technical and institutional capacities can help strengthen the resilience of education systems and individual schools to mitigate against shocks. Over the course of the MYRP, a progressive approach will identify and address capacity development needs, setting plans for further efforts as needed following the completion of the programme. The inclusion of local organisations in each of the selected consortia allows for this longer-term planning.

The multi-year nature of the MYRP allows partners to immediately address humanitarian needs with assured seed funding and to further develop capacities and systems with additional pledged resources. This means there will be opportunities to immediately deliver access to education for the most marginalised out-of-school children, but also to help children

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[24] *Alif Alaan* closed operations in August 2018.
[25] Analysis of data trends by Pakistan Alliance for Girls Education

transition into formal education in the medium-to-long-term. This will also require engaging teachers in short term training and supporting their professional development as they move towards more advanced teaching skills and certifications. To meet this ambition, the MYRP will not only support local organisations to be part of the humanitarian response but also build their capacities to engage with and be successful in other funding opportunities.

The management and implementation arrangements themselves will improve the coherence of humanitarian and development education strategies. The MYRP Steering Committee will include representatives of government at the federal and provincial levels, as well as donors and organisations implementing education in emergencies support programmes. The Pakistan Education Sector Working Group was instrumental in the development of the MYRP and will continue to play an important role in the MYRP Steering Committee. The Steering Committee will also coordinate closely with the National Education Development Partner Group, thereby ensuring strong linkages between these coordinating entities and creating additional opportunities to better align humanitarian and development actions in education.

1.5   Funding Context and Funding Gaps for Education

Public expenditure on education in Pakistan has risen slightly over the past five years from 2.2 per cent of GDP in 2016-2017 to nearly 2.8 per cent today. The increase is encouraging, though it stands below the four per cent target set by the Education 2030 Framework for Action and is not commensurate with the increase in the number school-age children in Pakistan.[26] Of this budget, around 90 per cent is used to pay salaries, demonstrating a huge gap in funding for infrastructure and other capital expenses. This financial disparity results in daunting supply-side challenges, with far too few schools and classrooms, particularly at the secondary level. This disparity is likely to become even more pronounced in the coming years: it is estimated that Pakistan will need to expand its teaching cohort from 1.2 million to 1.7 million to achieve universal access to education.[27]

On the humanitarian side, only US$ 353,000 of the US$ 4 million required for the COVID-19 education response was funded in 2020. In 2019, only one per cent of the overall HRP for education was funded.[28] This huge gap means that more girls and boys will lose out and that it will become even more difficult for them to re-engage in learning as facilities deteriorate and as educators miss opportunities for professional development. With the Humanitarian Response Plan ending in 2021, new funding mechanisms like the MYRP must be established. The MYRP will therefore ensure that funding towards education in emergencies is mobilised around a coherent framework and that it can be tracked to understand progress to fill the vast funding gap.

Both Balochistan and Khyber Pakhtunkhwa have important institutional donors. The Global Partnership for Education (GPE) and the World Bank each have sizeable active investments in both provinces. Specifically, GPE supports the implementation of the sector plans and the World Bank also provides funding for education. The European Union has a significant investment in Balochistan. Global Affairs Canada specifically supports access to education for girls and the Japan International Cooperation Agency supports several accelerated learning programmes, with a focus on Khyber Pakhtunkhwa.

1.6   Stakeholder Consultation Process

The Pakistan Education Sector Working Group is a coherent and coordinated structure with extensive experience in developing large humanitarian education plans. It has an active Strategic Advisory Group which played an important role in the development of the MYRP, including by setting priorities and validating results. Leveraging these structures and experience, key members of the Working Group formed a MYRP Development Committee based upon their expertise and interest in the process. The Committee was also open to a broader group of education experts from across the sector. This resulted in the engagement of several women-led organisations, and a gender focal point engaged in the development of the MYRP was identified to support the grantee selection process.

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[26] https://unesdoc.unesco.org/ark:/48223/pf0000245656/PDF/245656eng.pdf.multi
[27] UNICEF Pakistan, 'Situation Analysis Update: Children in Pakistan,' August 2020.
[28] https://fts.unocha.org/appeals/991/summary

An ECW scoping mission, held virtually in late July 2021, set the foundation for the development of the MYRP. This mission involved various meetings with government bodies and educational partners and identified initial priorities. This included the selection of Balochistan and Khyber Pakhtunkhwa as the priority provinces for MYRP seed funding, based on evidence regarding the high levels of need in these provinces.

Following the virtual scoping mission, additional meetings were arranged with both the Balochistan and Khyber Pakhtunkhwa education sectors. Through government leadership, priorities in those target provinces were further established and refined.

Once provincial priorities were clarified and agreed upon, the MYRP Development Committee convened to draft the programme document. This broad group of stakeholders participated in three substantive consultation sessions during which input was sought on the various components of the MYRP. Using the priorities set during the scoping mission and the provincial consultations, these three meetings of the MYRP Development Committee began to add context, expertise, and refinement to the priorities. Several members were then responsible for collating inputs and drafting the different sections of the document. The Strategic Advisory Group was ultimately responsible for validating the MYRP and all its components.

MYRP Development Consultations:

- July 27th - August 2nd: ECW virtual scoping mission
- September 23rd: Discussion on Balochistan education sector priorities
- September 28th: Discussion on Khyber Pakhtunkhwa education sector priorities
- October 5th: Validation by the Strategic Advisory Group
- October 7th: Discussion on Section 1. Situational and Institutional Analysis
- October 21st: Discussion on Section 2. Programme Description, and Section 3. Leveraging Resources to Scale Up Results
- October 28th: Discussion on Section 4. Monitoring, Evaluation and Learning, and Section 5. Implementation Arrangements
- November 25th: Final validation of the programme by the Strategic Advisory Group and the MYRP Development Committee

On 9 December, the Strategic Advisory Group endorsed the MYRP at the country-level.

2. Programme Description

2.1 Theory of Change

Impact	The most vulnerable girls and boys of school-age, including those living with disability, have uninterrupted access to safe, protective and quality learning that is sustained through a strengthened education system and more resilient school communities

To-be-reached	Emergency and Disaster affected	Afghan Refugees	Most vulnerable Out-Of-School girls and boys

Outcomes	**1. The most vulnerable girls and boys including adolescents and those living with disabilities have access to inclusive, relevant, and quality learning**	**2. The most vulnerable girls and boys including adolescents and those living with disabilities are better protected, and have improved mental and physical well-being**	**3. Learning environments are safe, accessible, and conducive to learning for all learners starting with the most vulnerable girls and boys, and including adolescents and those living with disabilities**	**4. Education systems in Pakistan are strengthened through sustained capacity development support at the national, provincial, community and school levels**	**5. The educational outcomes of girls, including adolescent girls, are improved through targeted programming focused on enrolment, retention, and learning**
Outputs	1.1 The youngest girls and boys have increased access to early childhood education opportunities 1.2 The most vulnerable girls and boys who are unable to access the formal system gain access to non-formal education 1.3 Refugee girls and boys are supported to enrol in formal and nonformal education 1.4 Adolescents have access to technical and vocational training that improves their employability 1.5 Teachers' are better equipped to provide relevant learning for girls and boys of all ages, for children living with disabilities, and for learners who have experienced crisis	2.1 The most vulnerable girls and boys have access to mental health and psychosocial support in their learning spaces including through clubs and recreational and cultural programming 2.2 School health programmes provide girls and boys, including adolescents, with learning that helps improve their physical wellbeing, including through referrals to health and nutrition service providers 2.3 Teachers are provided learning that helps them to identify learners who need psychosocial support, provide psychological first aid, and to refer learners to specialized mental health providers	3.1 The most vulnerable girls and boys have access to safe water and gender appropriate sanitation and hygiene spaces in their learning space 3.2 The most vulnerable girls and boys, including adolescents, are provided relevant risk awareness education 3.3 Learning spaces are made accessible and conducive to learning for girls and boys living with disability through improved infrastructure and supplies 3.4 Girls and boys, including adolescents, have access to life skills instruction and/or school clubs that address bullying and issues of exclusion	4.1 Districts are supported to develop education strategy that aligns to and strengthens provincial and national education sector planning, and which helps improve learning continuity at the school level 4.2 Teachers receive professional development support that helps them to improve their wellbeing and their ability to deliver quality teaching 4.3 Schools are more resilient and provide more relevant support to learners through the establishment and support of PTA/SMCs and their engagement of the community 4.4 Data and evidence for decision-making is strengthened through improved monitoring, assessment and analysis	5.1 Girls and adolescent girls who cannot otherwise safely access their learning space are provided transportation support 5.2 Cash-based assistance helps the most vulnerable girls to overcome financial barriers to education 5.3 Schools, administrators and teachers are trained on GBV risks and supported to implement a Code of Conduct that makes learning spaces safer and more conducive to learning for all girls 5.4 Girls and adolescent girls are provided with menstrual health and hygiene products that keep them safe and comfortable in school and at home, helping them to enrol in and remain in learning

6. Resource Mobilization: Sufficient resources are mobilised to scale implementation of the multi-year programme and to monitor programme quality

2.2   Programmatic Outcomes

The MYRP is based on a comprehensive approach to refugee and host community education. The programme will support all children's access to both formal and non-formal education, quality learning, adequate protection and (access to) mental health and psychosocial support (MHPSS) and will also deliver teacher training that supports inclusivity in the classroom. Furthermore, an integrated approach to COVID-19 and educational continuity will include infrastructure improvements, risk-awareness teaching and the rollout of remote learning approaches. The MYRP will work at the school, district, provincial and federal levels to ensure strategies are in place to keep girls and boys safe, to ensure they have access to MHPSS services, and to maintain their access to learning during emergencies.

The programme will also ensure that the most marginalised girls and boys have access to safe and protective educational opportunities, and that those opportunities are delivered with methodologies that cater to the learning needs of all. In particular, the MYRP will consider:

- *Gender*, which will be accounted for across the entire MYRP, beyond just Outcome 5 which focuses specifically on girls and adolescent girls. Indeed, the MYRP will consider the individualised needs of girls and boys under each outcome, ensuring gender responsiveness through continued gender analysis and the deployment of a gender focal point to support each grantee.
- *Girls and boys living with disabilities* will be reached through each outcome. The programme will deliver teacher training to ensure inclusive teaching practices, and infrastructure improvements to guarantee physical access and safety, and transportation to help those living with disabilities attend and remain in education.
- *Other marginalised groups* including religious and linguistic minorities will be identified and engaged in each targeted district. Language will be considered in the development and delivery of all trainings to ensure that education is delivered in mother tongue wherever possible and appropriate.

Outcome 1: The most vulnerable girls and boys including adolescents and those living with disabilities have access to inclusive, relevant and quality learning	*ECW Thematic Priorities: Access, Equity and Gender Equality, Protection, Quality*

The design of the MYRP considers the various vulnerabilities faced by girls and boys in Balochistan and Khyber Pakhtunkhwa, including adolescents and those living with disabilities. These girls and boys will need a wide array of educational options to match their living situation and their vulnerabilities. Therefore, the programme will ensure that: firstly, children of all ages have access to quality learning opportunities; and, secondly, that within those age groups, there are multiple educational opportunities. By parsing needs in this way, the MYRP will provide tailored support that improves the learning outcomes of the youngest learners (Output 1.1), girls and boys who require access to non-formal education (Output 1.2), refugee children (Output 1.3) and adolescents (Output 1.4). Together, and with a fifth outcome on teacher training (Output 1.5), these interventions will help to ensure that learning is both available and relevant to girls and boys with individualised needs. The interplay of these approaches will improve learning outcomes in the short, medium, and long term by addressing gaps in school readiness, teacher capacity, classroom management, and classroom composition. These interventions will ensure that girls and boys have access to the learning opportunity that best matches their learning level.

In reaching the most vulnerable, the MYRP will strive to reach the youngest learners, with particular attention to the youngest girls, in areas where the enrolment rate are the lowest. This will mean scaling up pre-primary options, while also ensuring that the classes offered provide quality school-readiness interventions. This will require ensuring that facilities are available for pre-primary education, and that teachers receive training that helps them work with the youngest learners. It will be important to ensure that these trainings are designed and implemented in the mother tongue of these youngest girls and boys.

Several donors are currently supporting the provincial education authorities in Balochistan and Khyber Pakhtunkhwa to strengthen their non-formal basic education systems, which are designed to reach out-of-school girls and boys. Work is ongoing to improve both their reach and cost-effectiveness, an approach that will be supported by the MYRP. In Balochistan and Khyber Pakhtunkhwa, there were over 108,000 learners enrolled in non-formal basic education in 2016-

2017.[29] Considering that there are nearly 4.3 million out-of-school children in the two priority provinces, these efforts need to be scaled up. Furthermore, as part of the MYRP's integrated approach to learning continuity, girls and boys who have lost out on learning due to COVID-19 or other emergencies will require support to return to school at the right level and to catch up on lost learning. The MYRP will help to re-enrol the most vulnerable out-of-school children and adolescents by making available age-appropriate, relevant non-formal education opportunities.

Considering the significant presence of Afghan refugees in both Balochistan and Khyber Pakhtunkhwa, it is important that the MYRP caters to the specific needs of these refugee children. In addition to the trauma of displacement, many of these children have experienced schooling through a different curriculum, missed out on considerable time in the classroom, and lost critical documentation to support their enrolment. All of these factors warrant specific initiatives to enrol and educate Afghan girls and boys. Most of these refugee learners can be accommodated in government schools, while some of the more vulnerable learners will be reached through non-formal means. Refugees will be reached through the delivery of education at all levels, from pre-primary level to secondary, including technical and vocational training. Reaching the current refugee populations will be a priority of the ECW seed-funded portion of the programme, while the MYRP resource mobilisation and scale-up strategy will help to address any future refugee arrivals.

In working towards improved learning outcomes, the single most important input is the teacher. The MYRP will support the rollout of existing and approved curricula through the provision of teacher trainings that most effectively promote inclusive classrooms. Teachers will also be given the opportunity to improve their qualifications through advanced professional development support (see Outcome 4). Balochistan and Khyber Pakhtunkhwa present a diverse set of needs and backgrounds including different linguistic and religious groups, the presence of refugees, girls and boys who have experienced violence and conflict, and a wide range of educational experiences. Thus, training that leads to inclusive teaching approaches will need to be contextualised based upon the district in which it is provided.

The Rural Support Programmes Network (RSPN)-led consortium in Balochistan and the UNICEF-led consortium in Khyber Pakhtunkhwa will work closely with their partners and local education authorities to ensure teacher training is fit for purpose in their contexts. The Voluntary Services Overseas (VSO)-led consortium will provide additional expertise to further strengthen these trainings, particularly around gender, and to act as a bridge between contexts. This will allow for the sharing of lessons learned between provinces for population groups with similar needs and backgrounds. Depending on the needs, partners may decide to combine inclusive education trainings with lessons focused on protection and MHPSS (see Outcome 2) and code-of-conduct training to ensure safer and more gender-responsive classrooms for girls and boys (see Outcome 5).

The engagement of communities will be critical to ensuring access to learning for those who may be otherwise excluded. Community outreach is particularly important when it comes to addressing gender disparity and to addressing the social norms that keep girls out of school (see Outcome 5). It is also important to identify the most vulnerable children within a community and to ensure that they can access relevant and inclusive education. With significant linguistic, religious, and ethnic diversity across the targeted provinces, outreach to community leaders will help to identify the need for specific language instruction. It may also help to identify minority groups who are not actively enrolling their children in formal or non-formal education and to collaborate on solutions to encourage participation. In addition, outreach as a regular component of most activities and interventions will help the consortia to design better and more inclusive education programming, such as teacher training that responds to the needs of minorities.

Outcome 2: The most vulnerable girls and boys including adolescents and those living with disabilities are better protected and have improved mental and physical well-being	*ECW Thematic Priorities: Access, Equity and Gender Equality, Quality, Protection*

The specific vulnerabilities facing girls and boys in Pakistan, including adolescents and those living with disabilities, include protection and health-related issues that threaten their well-being as well as their education. As part of a holistic approach, the MYRP will support the whole of child approach, inclusive of physical and mental well-being. This not only helps fulfil the humanitarian imperative by reaching girls and boys with lifesaving interventions, but also preserves educational objectives by keeping them safe, healthy and in school.

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[29] National Education Management Information System, 'Pakistan Education Statistics 2016-2017', http://library.aepam.edu.pk/Books/Pakistan%20Education%20Statistics%202016-17.pdf.

Goal-oriented MHPSS will be a core component of the MYRP. MHPSS programming will aim to support children dealing with trauma and stress related to violence in the home and school environments, including corporal punishment and gender-based violence. The design and delivery of MHPSS services will recognise the impact of conflict and displacement for Afghan refugees. It will also address the impact of COVID-19, including loss of life, prolonged illness, and disruption to livelihoods and education. The three consortia will structure MHPSS programming based upon the availability of services in their target communities, including the presence of counsellors in learning spaces and child protection services at the community level. Programmes will be designed for both formal and non-formal education, thereby supporting girls and boys from a wide set of backgrounds and experience.

The consortia leads (RSPN, VSO and UNICEF) will work together to set clear goals for MHPSS provision. Grantees will tailor their support based upon the needs in the districts and communities in which they operate. However, there will be commonalities in the delivery of MHPSS across the MYRP. Firstly, and most importantly, teachers will be trained in psychological first aid so that they can identify and better respond to learners in need. An important part of this approach will be training on positive discipline and how to ensure that learners participate without fear of physical or abusive verbal punishment. As part of the approach to inclusive teaching outlined in Outcome 1, teachers and administrators will need to ensure that learners are both protected and welcomed in a way that helps them participate meaningfully in learning.

Considering that many learners will have experienced the trauma of crisis, teachers will also need skills to identify those experiencing mental and psychosocial distress and provide a learning space that helps them feel at ease. Teachers must also be trained in how to refer those with the most serious needs to appropriate services. Teachers will receive specific training in how, and to whom, to refer those girls and boys in need of more specialised mental health support. Referrals will be based upon the availability of additional services in the locality. The consortium leads will work with protection and child protection actors to increase availability of services, including school counsellors and community-level mental health services, where needed most. As these needs are identified, they can be worked into advocacy, scale-up, and resource mobilisation approaches. Extra-curricular cultural and recreational activities supported by the programme will also provide a healthy outlet for those experiencing stress, as well as help build confidence, relationship skills, and community engagement.

Schools are ideal entry points for the delivery of important healthcare for girls and boys, including adolescents and those living with disabilities. Schools provide the opportunity to: 1) identify health concerns and refer children to the most relevant available services; 2) provide messages that improve well-being and save lives; and, 3) deliver health-related interventions where facilities and staffing are available. Messaging through teachers and administrators form a core component of the MYRP's integrated approach to COVID-19. Lessons in schools can help prevent transmission among students and to provide skills for limiting spread in the community and at home.

The MYRP will include close collaboration with child protection actors, both as implementing partners and as external partners. This will ensure that child protective actions are fully integrated in both formal and non-formal settings, and that referral mechanisms are established so that children in need can access specialised services. UNICEF will capitalise on the extensive collaboration between its education and child protection sections to identify and train leads on MHPSS within the different education departments. Making these resources available to the other consortia will help to bring further standardisation to practice.

Outcome 3: Learning environments are safe, accessible, and conducive to learning for all learners starting with the most vulnerable girls and boys, and including adolescents and those living with disabilities	*ECW Thematic Priorities: Access, Continuity, Equity and Gender Equality, Protection*

Safe access to a conducive learning environment is a prerequisite for achieving all other outcomes. As such, all efforts will be taken to ensure safety and accessibility. In considering the multiple avenues for infrastructure improvements, there will be careful attention to what is essential as an immediate intervention, where cross-sectoral collaboration is possible (for instance with WASH partners), and how the resource mobilisation and scale-up strategy can help generate additional resources for infrastructure work.

As the lack of appropriate WASH facilities is a major barrier to girls' access and retention in school, it is essential that the seed funding provided by ECW is used to address immediate WASH needs, while scale-up and partnership approaches address wider needs. This will require a clear mapping of WASH needs as well as a prioritisation exercise conducted by

the grantees in partnership with WASH partners. Once the most in-need schools are identified, improved sanitation will be delivered through safe, accessible, and adequate latrines and handwashing stations.

For those living with physical disabilities, it is imperative that school infrastructure is itself accessible. This means the installation of ramps and handrails for those with mobility challenges. Proper signage with locally appropriate iconography may be needed to ensure those with sight or learning disabilities can find their way around schools, safely and with ease. Tactile learning materials will also be necessary to support the visually impaired both in accessing schools and making them a conducive place for their learning. RSPN estimates that fifteen per cent of those living with disability will require hearing and/or learning aids, so resources will be set aside to ensure that these are available across all supported schools. Each of these interventions must also be accompanied by teachers and administrators who can identify disabilities and, if need be, refer the most severely disabled to specialised services and schools.

Learning supported by the MYRP will itself be lifesaving, in that it will deliver messages on the risks that girls and boys face, in some cases, daily. Teaching and training on risk awareness will be contextualized based on the risks in the local area. Risk awareness may be focused on, for example, recognising and preventing gender-based violence, proper nutrition, natural and climate-based risks, and the hazards of unexploded ordinance and mines. The awareness and mitigation skills that come with these lessons will make the classroom a safer space, help learners keep themselves and their classmates safe, and even contribute to safer communities and families.

Infrastructure, supplies, and learning on the risks that face children in and on their way to and from school are essential to making schools accessible. However, protection and psychosocial skills and well-being are also a crucial factor in ensuring attendance and learning. Bullying and issues of exclusion must be addressed by teachers who are trained in inclusive teaching techniques. Students must also be provided with support to tackle bullying, and peer-to-peer support could be a valuable strategy in addressing mental well-being. When that support is accompanied by structured activities that contribute to the development of healthy relationships, decision-making skills, and self-confidence, the effect can be more resilient girls and boys, communities and schools. Therefore, the MYRP will also support the establishment of school clubs as well as the provision of extra-curricular cultural and recreational activities. This will provide a healthy outlet for learners outside of school hours and help girls and boys to engage in more meaningful decision-making in their schools.

Outcome 4: Education systems in Pakistan are strengthened through sustained capacity development support at the national, provincial, community and school levels	ECW Thematic Priority: Access, Continuity, Equity and Gender Equality, Quality, Protection

ECW and its partners recognise that for the MYRP to be successful, requisite systems must be in place to sustain implementation. These systems must provide and cultivate capacities at all levels to support and strengthen the provision of education. Both Balochistan and Khyber Pakhtunkhwa have strong and established educational systems including for data and evidence generation. Therefore, the MYRP will not seek to duplicate the systems that already exist but will help to fill gaps in the systems that can ultimately lead to more resilience in the education system.

Local education authorities will receive support through the MYRP to develop education strategies that are relevant locally but also align with provincial and federal sector plans. These strategies will help to identify further areas for improvement that can be addressed through funding and programming that is aligned with the MYRP. They will help to guide the work of education departments, but also local and international organisations as they seek to implement relevant programming. With programming aligned between the local level and the national level, communications of needs will become clearer and more systematized, leading to sustained and improved responses for all girls and boys.

In consideration of the well-documented loss of learning due to the COVID-19 pandemic, education continuity forms a critical part of education planning. The MYRP consortia will work with the education authorities at the district and provincial level to design continuity plans that work best for the girls and boys in those communities. This will mean aligning with and supporting the rollout of remote teaching methodologies developed by the Federal Ministry of Education and Professional Training. Partners will ensure that methodologies are fit for purpose in the most vulnerable marginalised communities. This means using technology that is relevant and widely available, while also ensuring that teachers receive the training needed to effectively use these methodologies.

While teachers will receive training to help them deliver higher-quality, more inclusive and relevant teaching for girls and boys, they also require support in terms of broader teacher professional development. The MYRP partners will work with the education authorities in their province and district to identify opportunities for teachers to improve their qualifications. This may mean access to MYRP-supported training as outlined in Outcomes 1, 2 and 5, or to other government-supported teacher training. Where possible, the MYRP consortia will support teachers and administrators to attend training, thereby improving the delivery of education and ultimately, learning outcomes. Partners will also work with local education authorities to identify opportunities to recruit and train more female educators, including administrators.

Professional development support delivered through the MYRP will also help teachers to better provide for their own psychological and physical well-being, a humanitarian imperative in and of itself, and one that contributes to a stronger overall education system. Teacher groups will be established to connect teachers to one another so that they can exchange learnings and lessons that make them better educators. Peer-to-peer support through these groups will also help teachers address stress and other challenges. In the same way that MYRP partners will seek out MHPSS services in the community for the referral of students, teachers will also be provided access to such services when and where available. Taken together, these interventions can contribute positively to the mental and psychosocial well-being of teachers. Female teachers will be prioritised for all such support, including through the establishment of female-only teacher groups. As female teachers become more resilient and gain more confidence and skills as professional educators, the systems in which they work will be strengthened, while girls will receive more inclusive education and have stronger role models.

Schools are often focal points for community engagement. The MYRP will therefore support efforts that help communities to take stronger ownership of their schools. The establishment and support of Parent-Teacher Associations (PTAs) will create local support structures managed by the people who understand their children's needs the best. Functioning PTAs can help develop school improvement plans that identify local needs, providing a platform through which district and provincial authorities, as well as local and international organisations, can more accurately respond to educational needs. As PTAs take on more ownership, more local solutions may be found to local challenges. PTAs offer the opportunity for parents to provide support to one another in dealing with common challenges. Further, PTAs may also be a valuable resource for identifying community services that support parents' well-being.

While strong data and information systems exist within the Pakistani education system, gaps remain. The MYRP will seek to identify strategic investments that improve the overall strength of data and evidence. These include links within and between information systems that could be strengthened, as well as data points that are not yet collected. For example, in terms of improving linkages, work may be done to better harmonise how out-of-school figures are reported and presented. When it comes to missing data, the link between safety and security and girls' enrolment and retention may present opportunities for further study, assessment, and analysis. The MYRP Steering Committee will work closely with the grantees to determine which opportunities represent the best use of seed funds, while additional data and information needs will be incorporated in advocacy, resource mobilisation and scale-up strategies.

Outcome 5: The educational outcomes of girls, including adolescent girls, are improved through targeted programming focused on enrolment, retention and learning	ECW Thematic Priorities: Access, Continuity, Equity & Gender Equality, Protection

Girls' enrolment in Balochistan and Khyber Pakhtunkhwa, across nearly every level of education, is considerably lower than the national average. This lack of enrolment and retention leaves fewer girls, including adolescents, prepared to enter the labour market and deprives them of life skills that can help them live healthy and productive lives. Girls are also more likely to be the victims of violence. The MYRP has a dedicated outcome to improving learning outcomes for girls, including adolescent girls, based on a comprehensive approach that supports access, retention and gender-responsive teaching techniques in the classroom.

Stigma and a lack of safety combine as a powerful deterrent to sending girls to school. One way to ensure that girls feel safe on their way to or from school is to provide transportation. Ensuring that girls do not have to walk to and from school will reduce their exposure to potential or perceived violence. The MYRP will provide support around transportation to the most vulnerable girls and will work with authorities and partners to ensure the effort is scaled up and institutionalised. Cash or voucher assistance will allow girls, including adolescent girls, to utilise public transportation, reducing the time they need to get to and from school, as well as their exposure to potential sources of harm or exploitation. As girls and their families feel more comfortable accessing school, they will be more likely to enrol and remain in education.

Financial barriers also keep a significant number of girls out of school. Both the secondary costs (e.g., school uniforms) and the opportunity costs (e.g., labour at home) may restrict a family's ability to send their children to school. Financial burdens combined with social norms that favour the education of males will more likely lead to girls missing out on school than their brothers. Cash-based assistance can help to alleviate both the secondary and opportunity costs, making the choice to send girls to school easier for families.

The school grounds themselves must be a safe place for girls if they are to enrol and remain in school and learn. In addition to the safety and access measures listed under Outcome 2, the MYRP will also pursue training for teachers and administrators that helps to make the classroom a safer place and a place that better caters to the learning needs of girls. Training will be designed to improve social and emotional outcomes for girls, but also for boys, to ensure that they understand the rights of girls and can be active in promoting and defending them. These trainings will also provide teachers and administrators with the opportunity and know-how to establish school-level codes of conduct. The process of developing a code of conduct will help educators and administrators to identify potential sources of harm and exploitation in their school. In addressing those concerns, it will also create a fit-for-purpose accountability tool for preventing sexual exploitation and abuse. Through work with child protection actors and education administrators, each school will develop a confidential reporting mechanism that addresses concerns at the proper level in each province.

Considering the challenges facing girls in Balochistan and Khyber Pakhtunkhwa, MHPSS will be critical to helping girls manage stress, develop confidence, and deal with hardship. MHPSS and health service referrals will be identified through protection, health, and child protection actors for any victims of gender-based violence. These services will then be linked to the school-level code of conduct training so that educators can help victims find the services they need. In the classroom, educators will receive training on psychological first aid, with a focus on identifying and responding to gender-specific challenges. School clubs will provide further opportunity for girls to express themselves, to develop positive life skills, and to get support from their peers on shared challenges.

The stigma associated with menstruation can often be enough to keep adolescent girls out of school. Considering the high levels of dropout of older girls in secondary school in Pakistan, this is a critical barrier that must be addressed. The construction and maintenance of girls-only latrines (Outcome 3) is crucial to giving girls the privacy and comfort needed to manage these concerns. Along with adequate WASH facilities, the provision of menstrual health and hygiene products can provide girls with the tools they need to manage their personal hygiene while in school and at home. Ultimately, this can reduce time missed in the classroom and potentially reduce the risk of longer-term absence or dropout.

2.3 Gender Equity and Inclusion

The Pakistan MYRP sets out to establish gender equity and educational inclusion through targeted support for those facing the highest barriers to education. Prominent in the needs analysis that underpinned the MYRP development process were the challenges that girls, including adolescent girls, and children living with disabilities face. From the outset, the development of the MYRP was guided by gender expertise. A gender focal point was an integral member of the MYRP Development Committee and played an important role in reviewing expressions of interest and applications during the grantee selection process. The MYRP has institutionalised this support through the selection of a gender lead organisation.

With support and leadership from both VSO and the Pakistan Alliance for Girls Education, the MYRP will strive to ensure that all actions - outcomes, outputs, activities, analyses, monitoring - are gender-responsive. This began with the MYRP application and grantee selection process itself, during which time a gender focal point reviewed all inputs and grantee applications. This has helped to ensure that the MYRP will start with a clear focus on gender-responsive programming.

The MYRP has dedicated a separate outcome to girls, including adolescent girls. While all programming will be gender-responsive, including to the needs of boys, this outcome allows the MYRP to dedicate resources to one of the most marginalised groups in Pakistan. It will further allow for the consortia to mobilise resources specifically for a gender-related outcome, drawing much-needed attention to the challenge of delivering equitable education services. Further, the MYRP deploys a cross-cutting strategy, ensuring each outcome provides tangible results towards gender equality. Having both a dedicated outcome and a gender strategy that cuts across all the other outcomes will help guarantee the MYRP is gender-responsive and provide the opportunity for the MYRP to be gender-transformative.

The MYRP also deploys a specific cross-cutting strategy for girls and boys living with disabilities. This strategy begins with analysis, using the Washington Group Tool/UNICEF Child Functioning Module as a diagnostic tool. This will help clarify: a) the true number of those living with disability in schools; b) the number of those with severe disability who may need more specialised support; and, c) the number of those who may need assistive devices, thereby requiring additional budget. The strategy will then work to ensure tailored responses to each of these issues. This will include infrastructural improvements to keep all children safe and in school, teacher trainings to ensure teachers have the support they need to provide inclusive teaching for all, referrals that create access to specialised services, and assistive devices as and when available.

2.4 Prioritising the Most Disadvantaged

The MYRP establishes a framework that can begin to tie together humanitarian and development strategies that collectively strive to reach all girls and boys in Pakistan. To do so, the MYRP must first identify the most disadvantaged, particularly considering limited humanitarian funding over recent years (see Section 1.5). This cannot be accomplished through a singular prioritisation exercise but must be built into the ongoing analysis of the local context.

To begin, the MYRP has identified refugee, crisis-affected and other vulnerable children and adolescents as those most in need of education assistance. While still large categories, these set parameters for the establishment of MYRP outcomes and outputs. This prioritisation has also helped guide the budgeting process, with a humanitarian-need index and an out-of-school count used to prioritise target districts for implementation. Based upon the three target groups, the country team identified two provinces with some of the greatest concentration of in-need girls and boys. In focusing on Balochistan and Khyber Pakhtunkhwa, the MYRP will target the location of 4.3 million out-of-school girls and boys, including Afghan school-age refugees and many others who have been affected by crisis. This includes the newly-merged districts formally known as the Federally Administered Tribal Areas that have some of the direst indicators of need including high prevalence of gender-based violence, child marriage, and malnutrition. With groups and locations established, several strategies that cut across the different outcomes and outputs of the MYRP were designed to reach the most disadvantaged, including refugees, girls and adolescent girls, and children with disabilities.

3. Leveraging Resources to Scale-Up MYRP Results

3.1 Resource Mobilisation and Advocacy

Resource Mobilisation

The MYRP will utilise the ECW seed funding for strategic and catalytic investments. These include equity-focused investments in developing capacity, data and evidence. Together, they will provide the foundation upon which the full MYRP can be constructed. The US$ 13.2 million seed funding investment by ECW is geared towards building a significantly larger US $60 million programme and will help create enabling factors necessary to scale up implementation. For instance, investments in capacity strengthening will allow for more and better education programming beyond the initial year of the programme. This capacity will be essential to absorbing and implementing further funding. The top-up funding will be used to expand the scope and reach of the programme, both in reaching more girls and boys and in further strengthening systems to oversee long-term education sector success.

The absence of a Humanitarian Response Plan from 2022 makes the MYRP a critical new framework around which to mobilise resources for education in emergencies and protracted crises. It also provides further opportunities for coordinated approaches in education sector advocacy. As highlighted in Sections 1.1 and 1.2, the proximity of Afghanistan and the history of Afghan refugees fleeing to Pakistan make it essential that the MYRP recognises the possibility of further influxes. This has the potential to disrupt educational provision, including ongoing MYRP implementation and the implementation of aligned strategies and plans. Therefore, should another influx of refugees occur, the consortia will closely coordinate their advocacy and resource mobilisation efforts. This joined-up approach will help to resource the education response to such an influx, and in so doing, protect the continued implementation of planned MYRP activities, and those of aligned strategies and plans.

As the MYRP is instituted and as it becomes a stronger framework for the education response, the MYRP Steering Committee and the lead grantees will work with existing donors to align funding. With the MYRP already aligned in many ways to the sector plans of Balochistan and Khyber Pakhtunkhwa, seed funding is also aligned with existing GPE support. As the MYRP progresses, ECW will seek out opportunities with GPE to align future funding. The same approach will be taken with the World Bank, a critical development partner whose close work with education authorities can be a complement to the MYRP. Other donors in Pakistan have been actively engaged in the development of the MYRP including the European Union, Japan, the United States and the United Kingdom. This creates an early opportunity for alignment and establishes understanding that can be leveraged into future collaboration. This is further institutionalised through the inclusion of donors in the MYRP Steering Committee.

The RSPN, VSO and UNICEF-led consortia each represent a complementary group of grantees. They will utilise their strengths and contribute to the resource mobilisation approach in line with their comparative value. This means establishing messaging and communications at global, national, and provincial levels that match each partner's level of influence. The partners will coordinate closely to avoid duplication of efforts, particularly when communicating with donors, including aligned messaging and ensuring the widest possible reach.

Resource mobilization goes beyond financing. As the MYRP is implemented, grantees will use governance arrangements to identify and respond to gaps in institutional and human resources. For instance, should there be a gap in capacity around any of the cross-cutting strategies, the MYRP grantees and sub-grantees, with the support of ECW, will seek out experts and expert organisations to boost those capacities.

A central objective of the MYRP will be to engage a more diverse range of partners at the country level. This has already been achieved in part through the engagement of at least one national non-governmental organisation in each of the three consortia. These lead organisations will expand their capacities through the implementation of the MYRP. This expansion of local capacity represents a critical resource for continued improvement in the education sector. It may also open the door for future local partnerships, which is likely to improve the quality and cost-effectiveness of education programming in Pakistan.

Advocacy

A joined-up advocacy strategy for the MYRP will support resource mobilisation and be closely aligned to the scale-up strategy. As needs emerge through the course of the MYRP, the three consortium leads will work with the MYRP Steering Committee to establish messaging and identify entry points for advocacy. ECW will be called upon to raise these messages at the global level through the Secretariat and through Executive Committee member organisations. The presence of the provincial and federal education authorities in the MYRP Steering Committee will help ensure that advocacy is aligned with government priorities, thereby helping to amplify both humanitarian and development messages. To the extent possible, the MYRP partners will work together to design collective campaign approaches that best utilise their comparative advantage and reach. Advocacy events will be conducted virtually and in Pakistan while global events will be identified for participation of MYRP stakeholders.

Specific advocacy points and policy priorities will be identified through the ongoing work of partners in learning spaces and communities, through data collection and needs assessment activities and through the MYRP-supported learning outcome measurement. The primary objective of the advocacy around the MYRP will be in support of resource mobilisation to fully fund the MYRP. Considering the vast needs, advocacy will be deployed to expand the programming prioritised for seed funding. Advocacy will be critical to the scaling up of particularly cost-intensive investments (see Section 3.2 below).

3.2 ECW Seed Fund Scale-up Strategy

The ECW seed funding represents 22 per cent of the overall MYRP budget. This makes it essential that investments through the seed funds fall into at least one of three categories that ensure value for money:

- Investments that meet acute and immediate humanitarian needs;
- Strategic investments that ECW is uniquely positioned to fulfil due to ECW's strategic priorities and technical expertise;

- Capacity strengthening investments that increase the absorption capacity of MYRP partners.

Therefore, while the scale-up strategy will look to continue and expand many of these initial investments, it is largely targeted at identified needs that will not be immediately met through seed funding.

Continued humanitarian response

The MYRP has been developed with a full understanding of the immense needs facing girls and boys, and the education system in Pakistan. Focusing on two of the provinces with the most vulnerable populations, Balochistan and Khyber Pakhtunkhwa, the MYRP creates a framework around which to mobilise further resources. Additional resources mobilised will be used to reach those not met through seed funding, and to respond to any future crisis. This is particularly important in the case of an Afghan refugee influx, which will make new resource mobilisation approaches necessary. Including this as a part of the scale-up strategy allows for a focus on the existing caseload of refugees and other emergency and disaster-affected girls and boys in Pakistan.

Scaling of particular and cost-intensive investments

- Infrastructure: The establishment of safe, accessible, and conducive learning spaces is an essential component of any education approach. While infrastructure improvements may be cost-intensive, they are also critically important. Not only is more space necessary to accommodate millions more out-of-school learners, but infrastructure must also be improved to ensure climate resilience as a key protection measure. Some seed funding will be used to make the most essential of these investments, including WASH improvements in the most deprived learning spaces and retrofitting of schools to ensure accessibility for children with disabilities. Larger infrastructural investments like refurbishment and climate adaptive measures will therefore be a key component of the scale-up strategy.

- School meals: The link between nutrition and educational retention is well established. Considering the significant rates of stunting in Balochistan and Khyber Pakhtunkhwa, and especially in the newly merged districts, it will be critical to work with partners like the World Food Programme to deliver nutritional support to those who need it most. In-school meals and take-home rations will help the most vulnerable, including girls and those living with disabilities, to maintain their well-being, to relieve food expenses for their families, and to promote access to education. Considering the costs associated with these interventions and the cross-sectoral opportunities to fundraise, it is important that nutrition is a key component of the scale-up strategy.

- Specialised MHPSS services: Seed funding will be used to ensure teachers have requisite skills to provide psychological first aid and to refer learners to specialised care where and when available. However, to ensure that more specialised services become available, the MYRP partners will work with child protection and health actors to increase the availability of counsellors in schools and mental health services in the community.

Extension of activities to next most in-need districts

The humanitarian imperative drives the initial focus of the MYRP. However, it is also important that seed funding helps develop the platform for continued successes. Therefore, the seed funding targets only the most in-need districts leaving the next most deprived to be reached through the scale-up strategy.

Continued capacity strengthening

The scale-up strategy is also complementary to the resource mobilisation approach. To absorb additional resources, greater capacity must be established among the MYRP partners, and the education authorities in Balochistan and Khyber Pakhtunkhwa. This requires that the scale-up approach includes a continued focus on capacity strengthening. Additional strategic investments through the seed funding, including in assessment and analysis capacity, will further strengthen the foundation for further implementation as more resources are mobilised.

4. Monitoring, Evaluation and Learning

4.1 Monitoring, Evaluation and Joint Reporting

A robust, results-based Monitoring, Evaluation, Accountability and Learning (MEAL) framework will be critical to ensure that programme delivery is guided by up-to-date evidence and data. Indeed, the MEAL framework is intended to provide 'real-time' feedback on the quality and relevance of the interventions while also providing information for evaluation, adaptation, and improvement. Hence, the MEAL approach will be critical to the scale-up and resource mobilisation approach, providing the evidence needed to design (and advocate for) subsequent programming.

The results framework was developed in a consultative manner by the MYRP Development Committee and the Pakistan Education Sector Working Group. It was then validated and refined by the selected grantees to ensure compatibility with their ways of working. The grantees will collect data from their implementing partners, verify information through field visits and other sources, and report progress under each output indicator. Depending on the requirements of the programme, specific tools will be designed to facilitate data collection, analysis, and reporting. The results framework is responsive to IASC Gender with Age Maker standards and will be reviewed periodically to ensure results are meeting those objectives. The gender lead organisation will play a key role in ensuring that results are used to determine gender responsiveness and that course correction is taken as needed to improve programming.[30]

The MEAL framework and corresponding data collection procedures and tools will be updated during the inception phase by grantees and implementing partners, and in accordance with the results framework. The MEAL framework will then be revisited periodically by the MYRP Steering Committee to ensure its continued effectiveness and relevance. The Steering Committee, along with other relevant stakeholders, will conduct lessons learned exercises to ensure good practices are shared between Balochistan and Khyber Pakhtunkhwa and that any challenges are addressed in a collaborative and consultative manner.

Monitoring and evaluation will be conducted through regular tracking by implementing partners using their own internal systems. For instance, the VSO-led consortium will adopt and adapt a Measuring Impact for Learning and Empowerment (MILE) approach. MILE is a proven approach to adaptive management. It merges rigorous and robust data and triangulates it with primary actors or programme participants. The results are intended to inform innovation, allow for iteration, and increase impact. The grantees will also participate in periodic monitoring and evaluation through the following collective means:

- Six-month review of progress against output-level indicators to track MYRP progress. This will include systematic collection of quantitative and qualitative data to track progress on activities, ensuring disaggregation by sex, disability, and migratory status.
- Regular programme assessments will inform relevant stakeholders of progress and challenges and will systematically identify opportunities for improvements. They will include joint field level monitoring visits with education authorities, implementing partners and other relevant stakeholders, including beneficiaries. These visits will help identify issues at an early stage along with data received through feedback mechanisms.
- Mid-term evaluation will evaluate the progress towards MYRP outcomes, outline issues in the MYRP design and in implementation methods and identify good practices that can be shared and scaled.
- Joint monitoring visits with provincial and district level authorities will be useful for learning, decision-making, resource mobilisation efforts and to ensure long-term ownership of programme actions by the government.

Data collection will rely on: 1) existing data systems present in the federal and provincial education authorities; 2) specific data collected through assessments and evaluations; and, 3) individualised partner reporting. To supplement the existing data collection mechanisms, participatory and child-centred data collection methods will be utilised along with structured focus group discussions, standardised surveys and key informant interviews. To ensure the quality of programme delivery as well as data management, the grantees will ensure data quality based on USAID's quality standards of validity, integrity, precision, reliability, and timeliness.[31] To this end, the data quality assessment will be integrated into all MEAL

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[30] IASC Gender with Age Marker https://www.iascgenderwithagemarker.com/en/home/
[31] USAID Improve Data Quality and Program Monitoring - ADS 203.3.5.1 - ADS 203.3.5.3.b

activities to understand the strengths and weaknesses of the data collection tools and the extent to which the data integrity can be trusted. [32]

Accountability and learning

Effective accountability mechanisms will be another crucial pillar of the MYRP, including transparent and effective ways of sharing information about MYRP objectives and results with stakeholders and beneficiaries. These mechanisms, developed at the community level by grantees, will manage feedback and complaints from the communities to ensure corrective action is taken when feedback is received. Indeed, all MEAL activities will be aligned with the IASC Commitments to Accountability to Affected Populations,[33] the Core Humanitarian Standard on Quality and Accountability,[34] the IASC Best Practice Guide Inter-Agency Community Based Complaint Mechanism Protection against Sexual Exploitation and Abuse,[35] and the IASC Six Core Principles Relating to Sexual Exploitation and Abuse.[36]

Implementing partners are fully committed to ensuring accountability to the communities they serve, using their positions responsibly. To this end, implementing partners will ensure that there is continuous dialogue with the communities at all stages of programme implementation, and that activities reflect the needs and the priorities of the communities. Implementing partners will consider communities´ preferred ways of communication, offering them inclusive, gender sensitive, child-friendly and culturally appropriate opportunities that allow for engagement without fear of retaliation. It will be important to diversify communication methods to ensure all girls and boys, including minorities and those living with disability, can participate and share feedback related to their specific needs.

Focus group discussions will ensure the equal representation of girls, boys, men and women, and minorities. Separate groups will be held so that girls feel comfortable talking about their interests and needs. Different forms of communication and dialogue will be used in consideration of distancing measures taken to limit the spread of COVID-19.

Accountability and learning activities will include:

- The establishment of feedback mechanisms starting with kick-off meetings with communities and local education authorities to identify their preferred method of communication. Ongoing feedback mechanisms such as hotlines and focus group discussions with children and other beneficiaries will use participatory, gender-sensitive, and child-centred methods.
- Yearly dissemination of best practices will be conducted through workshops and lessons learned webinars to promote continuous improvement and learning opportunities for all stakeholders. This will include organising yearly workshops, webinars, and production of lessons learned documents based on case studies. Focus will be given to sharing lessons between education authorities and partners in the two target provinces.

4.2 Learning Outcome Measurement

Pakistan has regular learning outcome measurement activities at the federal and the provincial levels. This effort is led by the National Education Assessment System (NEAS), which includes decentralised provincial and area assessment centres. The NEAS conducts periodic large-scale assessments known as the National Achievement Test (NAT). The NAT is conducted at grade 4 and grade 8 levels in mathematics, science, social studies, and reading and writing in Urdu, English, and Sindhi. In addition, Pakistan develops a regular Annual Status of Education Report (ASER), a citizen-led, household-based initiative that aims to provide reliable estimates on the schooling status of children aged 3-16 years residing in all rural and some urban districts of Pakistan. The ASER is conducted by *Idara-e-Taleem-o-Aagaahi*, or ITA, a member of the VSO-led consortium. Recently, ITA adapted the ASER approach to better understand the impact of COVID-19 on education and published the Measuring the Impact of COVID-19 on Education in Pakistan report.

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[32] USAID Recommended Data Quality Assessment Checklist: https://usaidlearninglab.org/library/data-quality-assessment-checklist-dqa
[33] IASC Task Force on Accountability to Affected People: https://interagencystandingcommittee.org/iasc-task-force-on-accountability-to-affected-people-closed
[34] The Core Humanitarian Standard on Quality and Accountability
[35] IASC Best Practice Guide Inter-Agency Community-Based Complaints Mechanisms (2016): https://interagencystandingcommittee.org/accountability-affected-populations-including-protection-sexual-exploitation-and-abuse/documents-50
[36] IASC Six Core Principles Relating to Sexual Exploitation and Abuse (2019): https://interagencystandingcommittee.org/inter-agency-standing-committee/iasc-six-core-principles-relating-sexual-exploitation-and-abuse

The complementary nature of the MYRP consortia establishes a strong platform from which to conduct important and robust learning outcome measurement. The provincial focus, with leadership from RSPN and UNICEF in Balochistan and Khyber Pakhtunkhwa respectively, allows for detailed and specific contextual understanding. This will help to ensure a nuanced approach to learning outcome measurement. Furthermore, the presence of ITA in the VSO-led consortium, provides expertise on learning outcome measurement with considerable experience in implementing such evaluations in Pakistan. Additionally, the Pakistan Alliance for Girls Education as a girls-focused organisation can provide important insight on how to conduct gender-responsive assessments, and how to derive findings that contribute to the achievement of Outcome 5.

Considering the strong systems already in place for learning outcome measurement in Pakistan, as well as the contextual assessment conducted by ITA on the impact of COVID-19, it is important that the MYRP pursues measurement that does not duplicate existing efforts and adds value. For this reason, the measurement will focus on the impact of MYRP activities on particularly marginalised populations, including refugees and host communities. The result framework identifies baseline values for the target population and allows for grantees and subgrantees to monitor interventions for the most in-need. Subsequent end-line measurements will provide the data needed for advocacy for the continuation and scale-up of successful activities.

5. Implementation Arrangements

5.1 Governance Structure

The Pakistan Education Sector Working Group is an open forum that brings together a broad range of education and education in emergencies practitioners. Together with the Strategic Advisory Group, it played a critical role in the development of the MYRP. The Pakistan Education Sector Working Group will continue to monitor the MYRP during implementation and form a basis for consultation and course correction. However, for purposes of management and decision-making, a MYRP Steering Committee will be established which will act as the in-country strategic leadership and consultative decision-making body for the MYRP. It will ensure transparency and rigor of decision-making throughout the implementation of the programme.

The Steering Committee will work with the consortium leads and other implementing partners to ensure that the programme adheres to agreed standards including those of ECW, the SPHERE Core Humanitarian Standards, and the Inter-agency Network for Education in Emergencies (INEE) minimum standards. The MYRP Steering Committee will also be responsible for providing timely feedback for corrective action, lessons learned, and best practices that will support MYRP resource mobilisation.

The Steering Committee will be comprised of representatives from the consortium leads, the educational authorities of Balochistan and Khyber Pakhtunkhwa, the Federal Ministry of Education and Professional Training, the Strategic Advisory Group, and the Pakistan Alliance for Girls Education. It will be chaired by the Federal Ministry of Education and Professional Training with secretariat support from the Pakistan Education Sector Working Group. The MYRP Steering Committee will attempt to have an equal number of men and women representatives.

The VSO-led consortium will act as the lead accountable for gender, with the Pakistan Alliance for Girls Education acting as the technical gender lead organisation. As such, it will be responsible for further strengthening capacity around gender and advising all MYRP partners on how to implement gender-responsive and, where possible, gender transformative programming. The Pakistan Alliance for Girls Education will therefore play an important role in the Steering Committee, ensuring that all reviews, evaluations, and programming discussions include proper gender oversight.

The MYRP Steering Committee will meet every quarter to discuss progress and challenges related to all aspects of the programme. Participation of government authorities will ensure continuous government support and better coordination between the government and other members. Along with continued collaboration with the Pakistan Education Sector Working Group, the MYRP Steering Committee will coordinate closely with the National Education Development Partner Group (NEDPG). Coordination with the NEDPG, as a forum for education donors and development partners, represents a crucial link between the education in emergencies approaches and relevant development priorities. Through regular

exchange of information, further coherence will be established between humanitarian action and development imperatives.

Consortium leads

The grantee selection committee selected a diverse group of grantees to lead a consortia approach in Pakistan. Each of the three were selected not only based on their capacity to manage large and complex programmes, but also for the experience and comparative advantage brought by their consortium partners.

The ultimate selection of Rural Support Programmes Network (RSPN), Volunteer Service Overseas (VSO) and UNICEF as grantees and consortium leads creates unique and diverse leadership for the Pakistan MYRP. This means that a local Pakistani organisation (RSPN), an international NGO (VSO) and a UN agency will share leadership. Together, the consortia complement one another both in technical knowhow and regional experience.

RSPN is the largest development network in Pakistan, with nearly 40 years of experience across the country. RSPN implements programmes with UN organisations, international development partners (USAID, FCDO, EU etc.), local Pakistani agencies, and international NGOs. It has direct outreach to over 54 million rural Pakistanis. RSPN will serve as the lead organisation for Balochistan, operating with and through its consortium partner, the Balochistan Rural Support Programme (BRSP). BRSP is the largest organisation working in Balochistan on community mobilisation and poverty reduction related programmes. RSPN will be responsible for implementing US$ 4 million of ECW seed funding. The leadership of RSPN will help ensure a localised approach to the MYRP, with their engagement not only in Balochistan, but in the MYRP Steering Committee as well.

VSO's global mandate is to work through volunteers and partners, thus bringing significant experience in developing collaborative partnerships that promote innovation, growth, and impact. VSO will become a first-time grantee of ECW, acting as a consortium lead for a group of highly complementary and specialised partners, working in both Balochistan and Khyber Pakhtunkhwa. VSO's technical partners include the Pakistan Alliance for Girls Education, a women-led organisation; *Idara-e-Taleem-o-Aagaahi* (ITA), a critical contributor to education policy and planning in Pakistan through their expertise in learning assessment as demonstrated by their Annual Status of Education Report (ASER); *Taraqee Foundation* (TF) - an experienced education in emergencies implementing agency in Balochistan; and Participatory Rural Development Society (PDRS) - an experienced education in emergencies and refugee education implementing agency in Khyber Pakhtunkhwa. VSO will be responsible for implementing US$ 3.7 million of ECW seed funding.

UNICEF has had a basic cooperation agreement with the Government of Pakistan since 1995. Since then, it has supported and implemented education programming across the country. UNICEF will act as the lead organisation in Khyber Pakhtunkhwa, working closely with the Sarhad Rural Support Programme (SRSP), the largest NGO working to alleviate poverty in the province. As such, UNICEF will be responsible for implementing US$ 5.5 million of ECW seed funding.

The detailed list of responsibilities and accountabilities of the consortium leads is shown here:
https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:883409df-7baf-46cb-b3be-8f9027b3fa33

Implementing partners

Selected implementing partners will assume full programmatic and financial accountability for funds disbursed by the respective grantees. They will directly implement activities, as defined under the partnership agreements signed with the grantees and contribute to the achievement of common targets within the multi-year programme. Implementing partners are also expected to contribute towards advocacy and resource mobilisation efforts.

The implementing partners will conduct field-level monitoring and provide reports as stipulated by the respective cooperation agreements and based on the agreed results and monitoring and evaluation frameworks. They will be responsible for child safeguarding measures and protection against sexual exploitation and abuse and sexual harassment. Implementing partners will also be responsible for implementing risk mitigation measures as outlined by the grantee in their respective risk matrix.

Joined-up programming

The MYRP is a collective approach to coordinated and collaborative programming. As such, the grantees and subgrantees will work together to establish, review, and revise agreed ways of working through the course of the MYRP. The MYRP Steering Committee will provide a platform for such discussions but partners are also expected to communicate outside the Steering Committee meetings. As a collective, the MYRP partners will align their implementation and programming approaches towards standardisation and to the degree allowed by context. Since grantees have specific roles in specific provinces, some contextualisation will be necessary. However, alignment will be sought in all possible actions to ensure replicability, coherence, and to work towards equitable responses for girls and boys in Pakistan.

5.2 Grantee Selection Process

The selection of grantees was based on an open, fair and transparent process that was guided and overseen by a grantee selection committee. The committee was chaired by a representative of the Federal Ministry of Education and included representatives of the education authorities of Balochistan and Khyber Pakhtunkhwa, the donor community (JICA and USAID), and a gender specialist from OCHA. The gender specialist reviewed the gender responsiveness of the applications. The process was conducted in two phases:

- Expression of interest, through which eligibility was determined based upon strict criteria on access and registration, and on satisfactory experience and capacity.

- Application, through which organisations were ranked based upon experience, capacity, and adherence to the MYRP priorities as demonstrated through the theory of change.

For each phase, the selection committee was asked to develop and endorse a set of objective criteria. This determined to what extent an organisation was able to implement the programme, and how effective they would be as a consortium lead. The selection criteria were both based on technical ability and institutional capacity to receive funding and manage sub-grantees.

As part of the call for applications, partners were encouraged to form consortia for the application phase. This would allow lower-scoring partners to join with organisations whose strengths could complement their gaps. The consortium approach helps engage a more diverse group of organisations in the design and implementation of the MYRP. By doing so at the earliest possible stage, these sub-grantee partners would have the opportunity to contribute meaningfully to the design of the programme and add their unique capacities and experience to the MYRP implementation.

As outlined in Section 5.1, the grantee selection process resulted in the selection of a national NGO, an international NGO and a UN agency as grantees and consortium leads. Each consortium contains at least one national organisation as an implementing partner. The selection of RSPN, VSO and UNICEF help diversity ECW grantees with two first-time ECW grantees, VSO as an international NGO with a focus on local partnerships, and RSPN as one of the first-ever local organisations selected as an ECW MYRP grantee.

5.3 Child Safeguarding & PSEA/PSH

The MYRP Steering Committee and all MYRP partners are fully committed to child safe programming, ensuring that children who come into contact with MYRP activities are not deliberately or inadvertently harmed. Child safeguarding measures have been duly incorporated across all programme components. Furthermore, each of the grantees has robust child safeguarding policies and procedures in place, applicable to their staff and their associates, and these requirements will also be included in their agreements with implementing partners and their contracts with consultants and suppliers.

RSPN, VSO and UNICEF are responsible for ensuring that their respective implementing partners have the capacity and mechanisms in place to implement these measures. This means ensuring that all staff as well as anyone else associated or involved with the programme completes child safeguarding training. They will maintain full accountability for ensuring

that all implementing partners have and implement robust safeguarding policies and procedures through the course of the programme. Grantees will also assure their partners have adequate human capacity to ensure child safeguarding and to provide further training should gaps be identified.

As part of the MYRP development process, the grantees have established risk matrices that lay out their individual risk mitigation measures. An overall risk matrix has also been developed to ensure a harmonised approach to, and understanding of, the child safeguarding demands. As part of these mitigation measures, grantees will request evidence of child safeguarding policies and procedures from their sub-grantees before signing grant agreements. These policies must include safe recruitment practices, codes of conduct for child safeguarding and PSEA/PSH, and reporting, referral, and disciplinary procedures. Grantees will ensure that risk mitigation measures are used by implementing partners to safeguard girls and boys living with disabilities, including through activity and site-specific protocol as necessary.

The grantees and implementing partners will establish a child safeguarding referral policy with focal points to be identified within each agency for confidential referrals and follow ups. Accessible reporting mechanisms will be established by the consortium leads in each province, i.e. RSPN in Balochistan and UNICEF in Khyber Pakhtunkhwa. Communities will be involved in the design of these mechanisms and informed as to how they can report their grievances.

Child safeguarding concerns will be investigated in a timely, confidential, and safe manner. All reports will be recorded in accordance with data privacy best practices and monitored to track trends and identify opportunities to improve the organisational practices of grantees and/or implementing partners. All information will be used to strengthen programme implementation to ensure that children and youth are safeguarded under the MYRP.
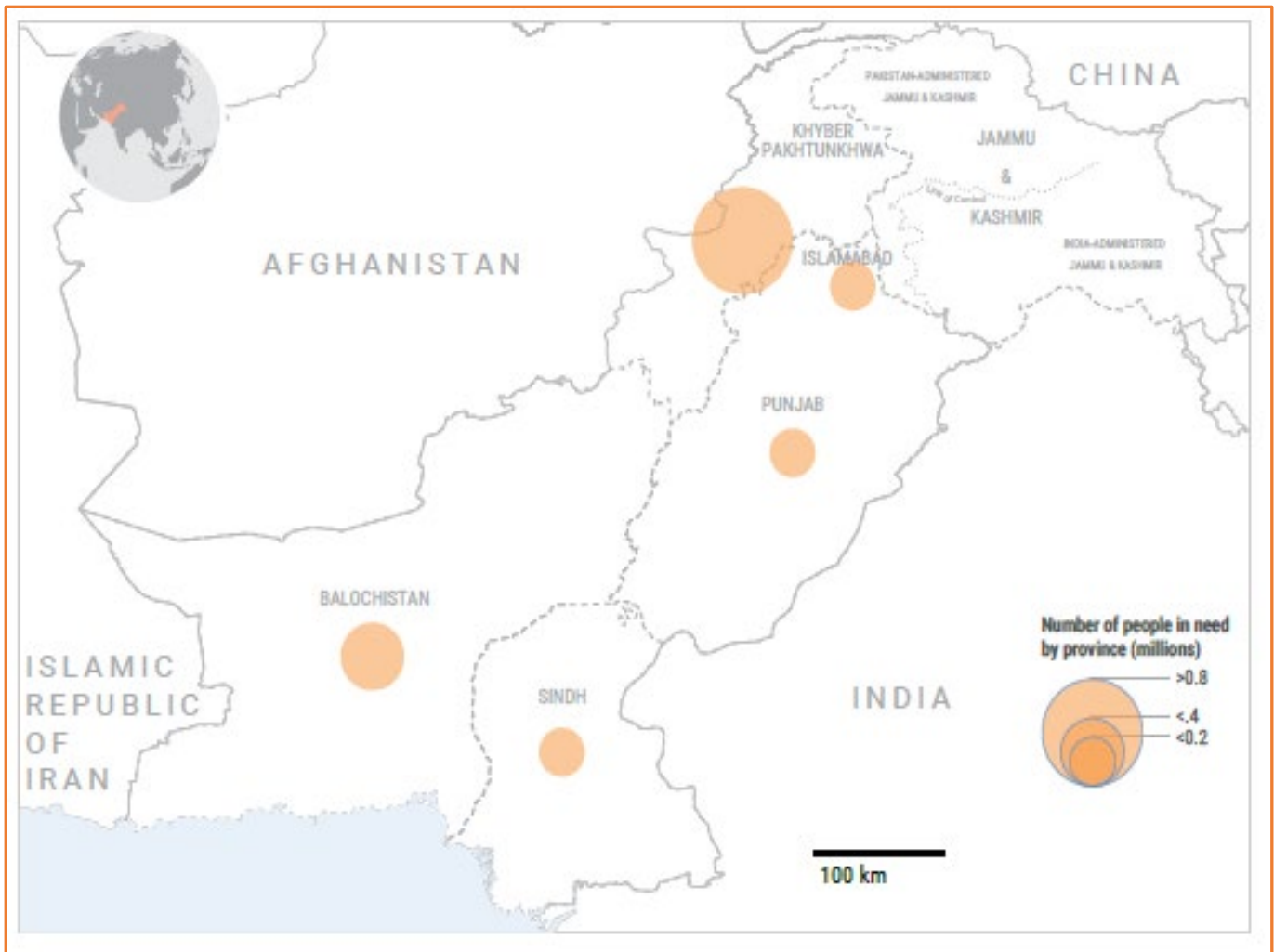
Protection from sexual exploitation and abuse and sexual harassment

Each grantee has robust strategies, policies, and procedures in place to ensure protection from sexual exploitation and abuse, and sexual harassment of girls and boys of all ages, as well as adults involved with or in contact with the MYRP. The grantees will follow the same approach as with child safeguarding, ensuring that all implementing partners have and implement similarly strong strategies, policies, and procedures to protect against sexual exploitation, abuse, and harassment. Grantees will work with implementing partners to address any capacity gaps in implementing these procedures and to assign additional mitigation measures. This includes ensuring mechanisms are in place so that victims/survivors have proper access to MHPSS and health services.

Additional care will be taken to protect communities from unnecessary exposure via programme communications. All external communications will be vetted by grantees and their agency-level communications experts to ensure that beneficiaries and their communities are not unnecessarily exposed. Furthermore, each implementing agency will be required to put in places strict data security measures including backing up critical information in safe storage locations and encrypting any information that may put beneficiaries or their communities at risk.

6. Annexes

Annex A: Map

Annex B: Budgets

	MYRP OVERALL BUDGET				
	Pakistan				
		2022	*2023*	*2024*	*TOTAL*
	PROGRAMME COSTS				
OUTCOME 1	The most vulnerable girls and boys including adolescents and those living with disabilities have access to inclusive, relevant, and quality learning	$ 7,600,000	$ 9,000,000	$ 6,860,000	$ 23,460,000
OUTCOME 2	The most vulnerable girls and boys including adolescents and those living with disabilities are better protected, and have improved mental and physical well-being	$ 1,780,000	$ 2,045,000	$ 1,385,000	$ 5,210,000
OUTCOME 3	Learning environments are safe, accessible, and conducive to learning for all learners starting with the most vulnerable girls and boys, and including adolescents and those living with disabilities	$ 1,965,000	$ 2,340,000	$ 1,335,000	$ 5,640,000
OUTCOME 4	Education systems in Pakistan are strengthened through sustained capacity development support at the national, provincial, community and school levels	$ 1,870,000	$ 1,825,000	$ 1,430,000	$ 5,125,000
OUTCOME 5	The educational outcomes of girls, including adolescent girls, are improved through targeted programming focused on enrolment, retention, and learning	$ 2,030,000	$ 2,695,000	$ 1,785,000	$ 6,510,000
OUTCOME 6	Sufficient resources are mobilised to scale implementation of the multi-year programme and to monitor programme quality	$ 645,000	$ 920,000	$ 565,000	$ 2,130,000
Sub-total for Programme Costs		$15,890,000	$ 18,825,000	$ 13,360,000	$ 48,075,000
	OPERATIONAL COSTS				
Sub-total for Operational Costs		$ 2,600,000	$ 2,700,000	$ 2,700,000	$ 8,000,000
Total for Programme and Operational Costs		$18,490,000	$ 21,525,000	$ 16,060,000	$ 56,075,000
Progamme Support Costs (@7%)		$ 1,294,300	$ 1,506,500	$ 1,124,200	$ 3,925,000
GRAND TOTAL		$19,784,300	$ 23,031,500	$ 17,184,200	$ 60,000,000

	ECW SEED FUNDING BUDGET								
	Pakistan								
		2022		*2023*		*2024*		*TOTAL*	
	PROGRAMME COSTS								
Outcome 1	**The most vulnerable girls and boys including adolescents and those living with disability have access to inclusive, relevant and quality learning**	$	**1,775,400**	$	**1,958,300**	$	**1,164,000**	$	**4,897,700**
Output 1.1	The youngest girls and boys have increased access to early childhood education opportunities	$	206,800	$	395,500	$	166,900	$	769,200
Output 1.2	The most vulnerable girls and boys who are unable to access the formal system gain access to non-formal education	$	1,020,900	$	862,500	$	597,500	$	2,480,900
Output 1.3	Refugee girls and boys are supported to enrol in formal and nonformal education	$	403,800	$	435,200	$	287,000	$	1,126,000
Output 1.4	Adolescents have access to technical and vocational training that improves their employability	$	80,600	$	188,200	$	65,100	$	333,900
Output 1.5	Teachers' are better equipped to provide relevant learning for girls and boys of all ages, for children living with disabilities, and for learners who have experienced crisis	$	63,300	$	76,900	$	47,500	$	187,700
Outcome 2	**The most vulnerable girls and boys including adolescents and those living with disabilities are better protected, and have improved mental and physical well-being**	$	**369,000**	$	**389,900**	$	**254,600**	$	**1,013,500**
Output 2.1	The most vulnerable girls and boys have access to mental health and psychosocial support through learning spaces including recreational and cultural programmes	$	220,000	$	238,200	$	153,000	$	611,200
Output 2.2	School health programmes provide girls and boys, including adolescents, with learning that helps improve their physical wellbeing, including through referrals to health and nutrition service providers	$	93,800	$	92,900	$	60,800	$	247,500
Output 2.3	Teachers are provided learning that helps them to identify learners who need psychosocial support, provide psychological first aid, and to refer learners to specialized mental health providers	$	55,200	$	58,800	$	40,800	$	154,800
Outcome 3	**Learning environments are safe, accessible, and conducive to learning for all learners starting with the most vulnerable girls and boys, and including adolescents and those living with disabilities**	$	**438,000**	$	**578,200**	$	**258,400**	$	**1,274,600**
Output 3.1	The most vulnerable girls and boys have access to safe water and gender appropriate sanitation and hygiene spaces in their learning space	$	201,000	$	308,600	$	143,300	$	652,900
Output 3.2	The most vulnerable girls and boys, including adolescents, are provided relevant risk awareness education	$	110,500	$	123,000	$	76,200	$	309,700
Output 3.3	Learning spaces are made accessible and conducive to learning for girls and boys living with disability through improved infrastructure and supplies	$	77,500	$	95,600	$	24,900	$	198,000
Output 3.4	Girls and boys, including adolescents, have access to life skills instruction and/or school clubs that address bullying and issues of exclusion	$	49,000	$	51,000	$	14,000	$	114,000
Outcome 4	**Education systems in Pakistan are strengthened through sustained capacity development support at the national, provincial, community and school levels**	$	**413,400**	$	**441,500**	$	**300,900**	$	**1,155,800**
Output 4.1	Districts are supported to develop education strategy that aligns to and strengthens provincial and national education sector planning, and which helps improve learning continuity at the school level	$	137,000	$	143,500	$	95,000	$	375,500
Output 4.2	Teachers receive professional development support that helps them to improve their wellbeing and their ability to deliver quality teaching	$	25,000	$	26,000	$	15,000	$	66,000
Output 4.3	Schools are more resilient and provide more relevant support to learners through the establishment and support of PTA/SMCs and their engagement of the community	$	205,600	$	233,000	$	158,000	$	596,600
Output 4.4	Data and evidence for decision-making is strengthened through improved monitoring, assessment and analysis	$	45,800	$	39,000	$	32,900	$	117,700
Outcome 5	**The educational outcomes of girls, including adolescent girls, are improved through targeted programming focused on enrolment, retention, and learning**	$	**443,100**	$	**599,700**	$	**378,900**	$	**1,421,700**
Output 5.1	Girls and adolescent girls who cannot otherwise safely access their learning space are provided transportation support	$	35,000	$	64,700	$	33,300	$	133,000
Output 5.2	Cash-based assistance helps the most vulnerable girls to overcome financial barriers to education	$	24,700	$	60,000	$	26,500	$	111,200
Output 5.3	Schools, administrators and teachers are trained on GBV risks and supported to implement a Code of Conduct that makes learning spaces safer and more conducive to learning for all girls	$	44,900	$	58,800	$	37,300	$	141,000
Output 5.4	Girls and adolescent girls are provided with menstrual health and hygiene products that keep them safe and comfortable in school and at home, helping them to enrol in and remain in learning	$	338,500	$	416,200	$	281,800	$	1,036,500
Outcome 6	**Sufficient resources are mobilised to scale implementation of the multi-year programme and to monitor programme quality**	$	**171,200**	$	**165,500**	$	**198,100**	$	**534,800**
Output 6.1	MYRP Resource Mobilization and Advocacy strategy	$	13,000	$	39,700	$	29,800	$	82,500
Output 6.2	MYRP learning and assessment costs (Studies, assessments, baseline/end line/external evaluation)	$	122,500	$	90,100	$	132,600	$	345,200
Output 6.3	Grantees and implementing partners are provided capacity strengthening opportunities on gender	$	35,700	$	35,700	$	35,700	$	107,100
Sub-total for Programme Costs		$	3,610,100	$	4,133,100	$	2,554,900	$	10,298,100
	OPERATIONAL COSTS								
Sub-total for Operational Costs		$	660,600	$	686,700	$	691,000	$	2,038,300
Total for Programme and Operational Costs		$	4,270,700	$	4,819,800	$	3,245,900	$	12,336,400
Progamme Support Costs (@7%)		$	299,000	$	337,390	$	227,210	$	863,600
GRAND TOTAL		$	**4,569,700**	$	**5,157,190**	$	**3,473,110**	$	**13,200,000**

Grantee Allocations	
UNICEF	$ 5,500,000
VSO	$ 3,700,000
RSPN	$ 4,000,000

Annex C: Results Framework

To access the Results Framework, please click on the following link:

https://shared-assets.adobe.com/link/740c54de-b318-4e57-5821-893c2bae1646

To access the number of children and adolescents reached, please click on the following link:

https://shared-assets.adobe.com/link/ae169d6f-213a-425a-6808-32fd8d094fc5

Annex D: Gender with Age Marker report

To access the IASC Gender with Age report, please click the following link:

https://shared-assets.adobe.com/link/4afa2d34-6226-48a2-7531-e5eb32e98631

Annex E: Risk Assessment Matrix

To access the risk assessment matrix for the MYRP and each grantee, please click on the following links:

Full MYRP:

https://shared-assets.adobe.com/link/527d5f18-f198-40f4-6e28-253ea1319830

UNICEF:

https://shared-assets.adobe.com/link/abe3dcaa-f5aa-49bc-7386-a2b49c55b519

VSO:

https://shared-assets.adobe.com/link/c1f84148-c791-492a-66e7-31fe14856a9b

RSPN:

https://shared-assets.adobe.com/link/7622ea56-1ef0-45aa-480a-619826b4fc5e