

SUMMARY

ADDENDUM TO ENVIRONMENTAL AND SOCIAL SYSTEMS ASSESSMENT

EMERGENCY ACTIONS TO STRENGTHEN PERFORMANCE FOR INCLUSIVE AND RESPONSIVE EDUCATION (ASPIRE) PROJECT (P173399)

This addendum is made to the Environmental and Social Systems Assessment (ESSA) of the project 'Emergency Actions to Strengthen Performance for Inclusive and Responsive Education (ASPIRE) project for the changes made in different sections of the ESSA document, prepared in 2020, after project restructuring in 2023 and addition of two non-formal education departments of Punjab and Balochistan in the project. Following sections of the ESSA document with changes are given below:

EXECUTIVE SUMMARY

Introduction

The progress of the ASPIRE program was significantly hindered by the negative impact of the COVID-19 pandemic and the devastating floods that occurred in the summer of 2022. These events had adverse effects on the education system and caused a slowdown in the implementation of program activities. Furthermore, the political environment in 2022 underwent significant changes, leading to a high turnover and further impeding program activities. In order to ensure that the program continues to support the priorities of the Government of Pakistan (GoP) in this new context, it became necessary to restructure the program. The ASPIRE program underwent a restructuring in 2023, which involved several key changes:

1. The inclusion of Technical Assistance (TA) as an Investment Project Financing (IPF) component. This was done to cover the operational costs of the Program Coordination Unit (PCU), facilitate capacity building of federal and provincial education authorities, and support analytical work.
2. The alignment of select Results Framework targets to reflect the changed context in the education sector since the onset of the COVID-19 pandemic.
3. The revision of Delivery Indicator (DLI) 9 and DLI 10 to better align with government priorities.
4. The addition of non-formal education departments as implementing agencies for activities focused on out-of-school children (OOSC) and multimodal programs.

As part of the program restructuring, the existing ESSA was revised in 2023 to include two non-formal education departments from Punjab and Balochistan.

I. INTRODUCTION

A. Environmental and Social Systems Assessment: Purpose and Objectives

- 1. Restructuring of ASPIRE Program: The recent floods have created challenges for the Sector, requiring adjustments in the Program.** In the aftermath of the 2022 floods, it is estimated that from 1 million to 2.5 million additional children will drop out of school, that learning-adjusted years of education will decline by one-third to two-thirds of a school year, and that learning poverty has risen from 75 percent pre-pandemic to at least 79 percent post 2022 floods¹. To reduce the scale of impact of the crisis on the human capital accumulation in the country, MoFEPT highlighted the need to restructure the activities to focus on reversing those losses through accelerated learning programs. To reverse the losses and to fast-track learning, MoFEPT will heighten its focus on remediation programs for foundational literacy, under policy support, which will help students make rapid progress and get back on track academically. Similarly, teachers will require training on delivering foundational literacy programs in classrooms and thus ensure that remedial programs are effective. The Non-Formal Education (NFE) Departments of Balochistan and Punjab will be folded into the Program² so that the OOSC of these provinces can benefit from the funding of foundational literacy programs. The proposed approach is in line with the World Bank RAPID Framework³ and the Guide for Learning Recovery and Acceleration which emphasize five Policy Actions⁴ for rapid recovery: i) reach every child and keep them in school; ii) assess learning levels regularly; iii) prioritize teaching the fundamentals; iv) increase the efficiency of instruction; iv) develop psychosocial health and wellbeing.
- 2. The COVID-19 school disruptions along with the frequent changes in the provincial leadership affected MoFEPT's ability to effectively and timely coordinate with the provincial departments for ongoing critical technical work.** As a result, Y1 and Y2 targets slipped to subsequent years, and some will need to be adjusted given the shortened implementation period. Similarly, the country's tight fiscal space has resulted in the underfunding of ASPIRE in Y1 and Y2.

B. ESSA Methodology

The World Bank undertook the following actions as part of the assessment from May-June 2020 and then in January 2023 for the assessment of two additional departments which were included in the program as a result of ASPIRE restructuring: (a) a comprehensive review of federal and provincial government policies, legal frameworks and program documents, and other assessments of the implementing departments' environmental and social management systems (b) consultations were done with relevant experts and officials from Ministry of Federal Education and Professional Training, School Education Department-Punjab, School Education and Literacy Department-Sindh, Elementary and Secondary Education Department- Khyber Pakhtunkhwa, Secondary Education Department-Balochistan, Literacy and Non Formal Basic Education

¹ <https://documents1.worldbank.org/curated/en/099523112072218789/pdf/IDU09bc63666052fe041af08d8d0cbd7862b0c65.pdf>

² The two Non formal education departments in Punjab and Balochistan are not part of the primary and secondary education department.

³ RAPID stands for: Reach every child and keep them in school, Assess learning levels regularly, Prioritize teaching the fundamentals, Increase the efficiency of instruction including through catch-up learning, Develop psychosocial health and wellbeing

⁴ <https://thedocs.worldbank.org/en/doc/e52f55322528903b27f1b7e61238e416-0200022022/related/Guide-for-Learning-Recovery-and-Acceleration-06-23.pdf>

Department-Punjab (LNFBED), Social Welfare Department-Balochistan (SWD) and Environmental Protection Agencies/Departments of four provinces .

The ESSA review process seeks to describe and assess the systems for managing environmental and social effects of a proposed program. In between May-June 2020 and in January 2023, the World Bank drew on a wide range of data, sources, and inputs during the ESSA review process, including the following actions:

Consultations and interviews: Online consultations were done through webex and zoom meetings, and interviews were conducted through structure questionnaires with relevant experts and officials from Ministry of Federal Education and Professional Training (MoFEPT), School Education Department-Punjab (SED), School Education and Literary Department-Sindh (SELD), Elementary and Secondary Education Department-Khyber Pakhtunkhwa (ESED), Secondary Education Department-Balochistan (SEDB), Literacy and Non Formal Basic Education Department-Punjab (LNFBED), Social Welfare Department-Balochistan (SWD) and four provincial Environmental Protection Agencies/Department.

IV. DISCLOSURE AND CONSULTATIONS

Online and physical meetings were conducted with the two new non-formal education departments of Punjab and Balochistan in 2023 during ASPIRE restructuring and revision of ESSA. This ESSA addendum will be disclosed in-country and on the World Bank's external website.

V. ASSESSMENT FINDINGS AND ADDITIONAL INPUTS TO THE PROGRAM ACTION PLAN

There is a procedural gap in the planning and development of projects that specifically address the needs of vulnerable groups. Currently, the operational procedures of Education Departments do not mandate consultation with vulnerable groups such as the poor, landless, ethnic and religious minorities, disabled individuals, and women. This means that interventions designed and developed by these departments may not adequately consider the impact on these groups. The Social Welfare Department in Balochistan is the only department focusing on special education for disabled children and adults in the province.

In addition, there are no specific legal provisions for the management of electronic waste (e-waste). The country currently lacks regulations for e-waste management, and educational departments have no rules or procedures in place for the safe handling and disposal of end-of-life ICT equipment. E-waste is currently treated as general office solid waste, collected, stored, and auctioned according to government rules. E-waste recycling facilities operate in the informal sector without regulation. However, as part of the project, a Standard Operating Procedure (SOP) for e-waste management has been prepared and disseminated to the respective provinces.

It is recommended that the two non-formal education departments of Punjab and Balochistan adhere to all actions and requirements outlined in the project's Program Action Plan.

Table 1: Recommended Inputs for Program Action Plan

#	Action	Responsible Department	Timeline	Estimated Cost (US\$)	Progress Indicator	Output/Target values
1	EHSS Guidelines Development	MoFEPT, SELD, SED, ESED, SED, SWD, LNFBED, EPAs	First six months of program implementation	30,000	EHSS Guidelines	
2	EHSS Guidelines Training	MoFEPT, SELD, SED, ESED, SED, SWD, LNFBED, EPAs	Six to twelve months of the program implementation	25,000	Proceedings of trainings	
3	Social risk assessment of vulnerable and indigenous people	MoFEPT, SELD, SED, ESED, SED, SWD, LNFBED,	First six months of program implementation	10,000	Social risk assessment report	
4	Preparation of ICT SOPs + Training of the employees on ICT	MoFEPT, SELD, SED, ESED, SED, SWD, LNFBED,	First twelve months of the program implementation	30,000	Proceedings of the trainings	

ANNEX 1: DESCRIPTION OF ENVIRONMENTAL AND SOCIAL MANAGEMENT SYSTEM AND CAPACITY AND PERFORMANCE ASSESSMENT

Institutional Framework

Following institutions are involved in the management of environmental and social effects of the program activities:

- Ministry of Federal Education and Professional Training
- School Education Department, Government of Punjab
- School Education and Literary Department, Government of Sindh
- Elementary and Secondary Education Department, Government of Khyber Pakhtunkhwa
- Secondary Education Department, Government of Balochistan

- Social Welfare Department, Government of Balochistan
- Literacy and Non Formal Basic Education Department, Government of Punjab
- Pakistan Environmental Protection Agency
- Environmental Protection Department, Government of Punjab
- Sindh Environmental Protection Agency, Government of Sindh
- Environmental Protection Agency, Government of Khyber Pakhtunkhwa
- Environmental Protection Agency, Government of Balochistan

Literacy and Non Formal Basic Education Department, Government of Punjab

Non formal education in Punjab is managed by Literacy and Non Formal Basic Education Department, Government of the Punjab (LNFBED)" led by a Minister and Secretary. Directorate General of LNFBED was established in 2020 as an attached department. The department has also fully equipped district offices where District Education Officer- DEO (Literacy) takes care and manages literacy and non formal education affairs. DEO (Literacy) is supported by a field team of Literacy Coordinators, District Trainers, Literacy Mobilizers and Monitors, who are supposed to regularly visit the field/non formal education centers and support non formal basic education and Adult Literacy Centers (ALCs) for improved teaching and learning. The field staff is equipped with android devices having customized digital applications for real time data collection.

LNFBED is endeavoring to impart literacy to all marginalized segments of the society at their doorsteps through a chain of non formal education schools to help actualize the goal of equitable quality education set under the Sustainable Development Goal (SDG-4) on education. The department is committed to provide free basic education and skills to all irrespective of age, gender, social status, and area.

Vision

LNFBED is committed to raise literacy rate to 100% by 2030 in the province.

Mission

LNFBED is working for a cause; millions of children and every illiterate adolescent and adult in Punjab be provided adequate access to basic literacy skills. The department has its interventions to provide access to education to the most under privileged segment of the population of Punjab.

Projects

LNFBED is executing following projects and providing non formal basic education to the children and adults and training to the non formal teachers. These projects are funded by Asian Development Bank (ADB):

Punjab Non Formal Education Project-Phase II: This is a 40 months project with a total cost of Rs. 5,530 million, covering 36 districts of Punjab. It will be completed in October 2023. Its objective is to establish 12,019 non formal basic education schools to target beneficiary group of more than 555,000 out of school children within the age of 4-16 years throughout Punjab. The main focus of the project beneficiaries is the female, poorest of the poor, labor class, destitute, orphans, children with special needs/physically disabled, children of minority groups, gypsies/nomads, children in the workforce, children in Masjid/Madaris, street children of brick

kiln workers, daily wage earners and other poor segments of society, children of internally displaced persons, children living in far-flung, difficult to access areas, children living in slums, and children of the disempowered neglected segments of society.

Taleem Sab Kay Liay (*Education for All*): This is a 36 months project with a total cost of Rs. 893 million, covering 36 districts of Punjab. The objective of the project is to i) establish and operate 1,800 non formal education feeder schools (existing 1,260 and new 540) for provision of basic education to 90,000 out of school children and 3,600 Adult Literacy Centers (ALCs) for provision of literacy and life skills to 72,000 youth illiterates, and ii) provide coordination to JICA funded AQAL (Advancing Quality Alternative Learning) project phase II to provide Accelerated Learning Program (ALP) primary education in madrassas for madrasa learners and literacy and basic education with skill in jails for jail prisoners/inmates.

Non Formal Education Monitoring and Evaluation Unit: It is a nine year project with a total cost of Rs. 339 million, covering 36 districts of Punjab. It will be completed in June 2024. Following are the objectives of the project:

- Monitoring of Non Formal Education Institutions (NFEIs) by deploying dedicated field staff equipped with IT gadgets.
- Improvement in online dashboard and applications to cater monitoring reports and data in COVID-19 scenario.
- Collection, consolidating, designing, analysis, interpretation and sharing of data with stakeholders (other projects/units & DEOs) to ensure better decision making and remedial measures.
- Monitoring and collection of data of activities as per objectives of projects/units of LNFBED, especially in COVID-19 scenario.
- Sharing of annual reports with LNFBED.
- Assessment and examination of non formal education learners to assure quality education, through summative assessment and formative assessment.
- Training Need Assessment (TNA) for non formal education teachers in collaboration with thematic project Human Resource Development Institute (HRDI) of LNFBED.
- Contribute towards achievement/realization of Sustainable Development Goals concerning primary education.
- Contribute towards realization of Punjab Non Formal Education Policy 2019.
- Project objectives are in consonance with sectorial objectives and in alignment with RISE Punjab Framework (Responsive Investment for Social Protection and Economic Stimulus).
- Any other task assigned by LNFBED, in line with these objectives.

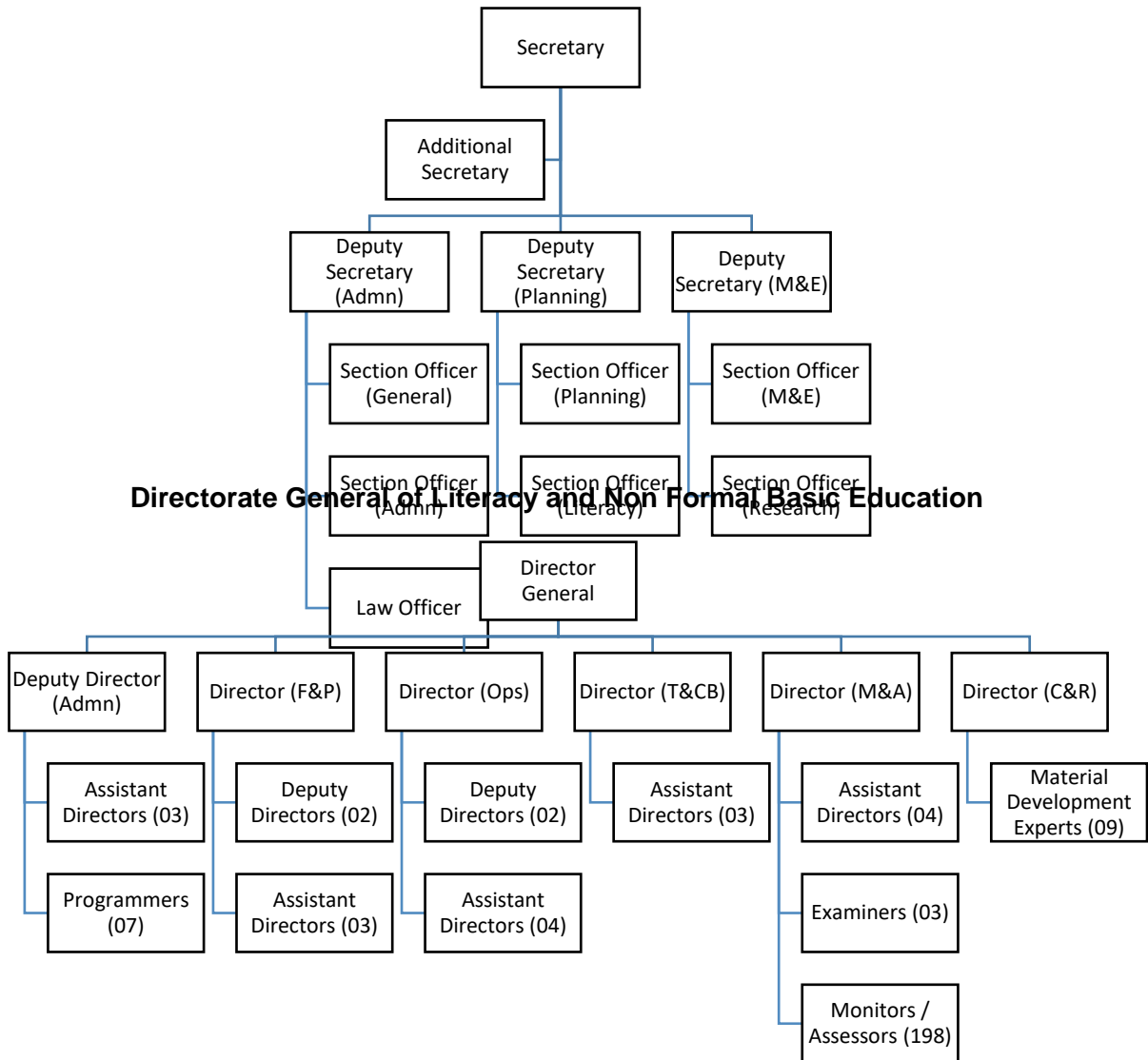
Non Formal Education Human Resource Development Institute: This is 40 months project with a total cost of Rs. 84 million, covering 36 units of Punjab and Project Management Unit Lahore. It will be completed in October 2023. Its objective is to provide training/capacity building of non formal education teachers, non formal education district field staff, and LNFBED/Directorate staff.

Scheme for Basic Education Community Schools (BECS) and National Commission for Human Development (NCHD): It is a two year project with a total cost of Rs. 1,304 million, covering 36 districts of Punjab. It will be completed in June 2023. Under this project, 6,176 BECS and NCHD were adapted and operated across Punjab.

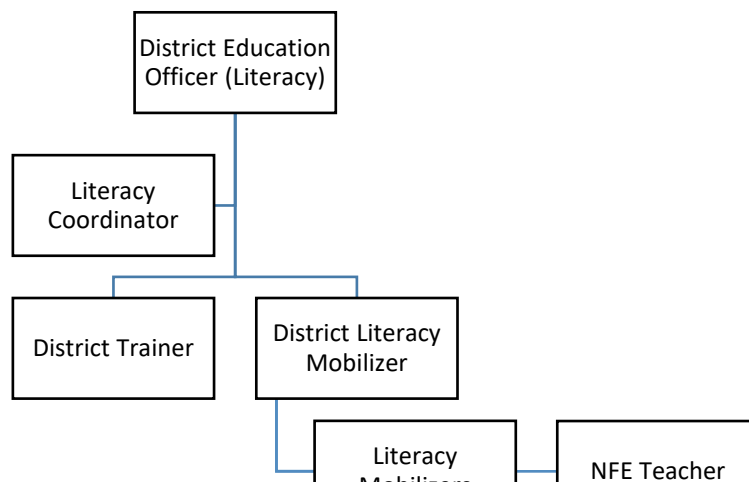
Organogram

The organogram of the department is as under:

Secretariat of Literacy and Non Formal Basic Education



District Setup of Literacy and Non Formal Basic Education



Social Welfare Department, Government of Balochistan

The Social Welfare Department (SWD) aims at providing better social environment by helping the neglected, handicapped and socially disadvantaged people. This objective is achieved through use of techniques and methods which are designed to enable individuals, groups and communities to solve their problems and felt needs through cooperative actions relying on their own resources.

SWD is fully committed, determined and engaged in addressing and resolving the problems of vulnerable, marginalized, and voice less people of the province through an institutionalized mechanism. The focused classes of vulnerable, marginalized, and voice less people consisting of children, person with disabilities, drug addicts, old age /elderly people, ill population, trans genders, poverties-stricken people, human rights victims, un employed population, beggars and homeless people, minorities / women, females affected by family and other violence etc.

Note: Non formal education is provided under Directorate of Literacy and Non Formal Education, functioning under SWD. This directorate was established in 1991.

Mission

Department: Supplement to attain the ultimate objective of a welfare state according to the collective social and ethical aspirations of the people.

Directorate: To eliminate the literacy gap of emerging 2nd graders who are functionally illiterate

Vision

Department: To foresee a neutral society with enhanced socio-economic status and minimum social disparities.

Directorate: i) To remove the impediments of illiteracy from the lives of our most vulnerable children with the help of teachers, volunteers, mentors and role models, and ii) strive to foster in our children the life long love of reading for it is doorway to learning and achieving their desired dreams.

Objectives

Following are the objectives of the department:

- To create social awareness among groups and communities about their problems and felt needs

- Registration, strengthening, monitoring and financial assistance of voluntary social welfare organizations
- Socioeconomic empowerment of masses (especially women)
- Eradication of social problems like drugs, beggary, child abuse etc.
- Provision of services in calamities and emergencies
- Provision of services to the neglected segments of the society i.e. widows, orphans, disabled and elderly people
- Coordination with Line Departments, NGOs and civil society

Services

Department provides following services:

- Orthopedic, prosthetic and physiotherapy center, Quetta.
- Complex for special education.
- Balochistan Aawami Endowment Fund.
- Balochistan Charities Registration and Regulation Authority.
- Working women hostel.
- Dar-UI-Aman.
- Provincial commission for child welfare and development.
- Urban community centers.
- Rural community centers.
- Training and rehabilitation centers.
- Treatment and rehabilitation centers for drug addicts (district level).
- Baby day care centers.
- Medical services project.
- Prison welfare project.
- Directorate of literacy and non formal education.
- Child protection centers.
- Human right cases.

Projects

Directorate of non formal education is executing JAICA funded following project:

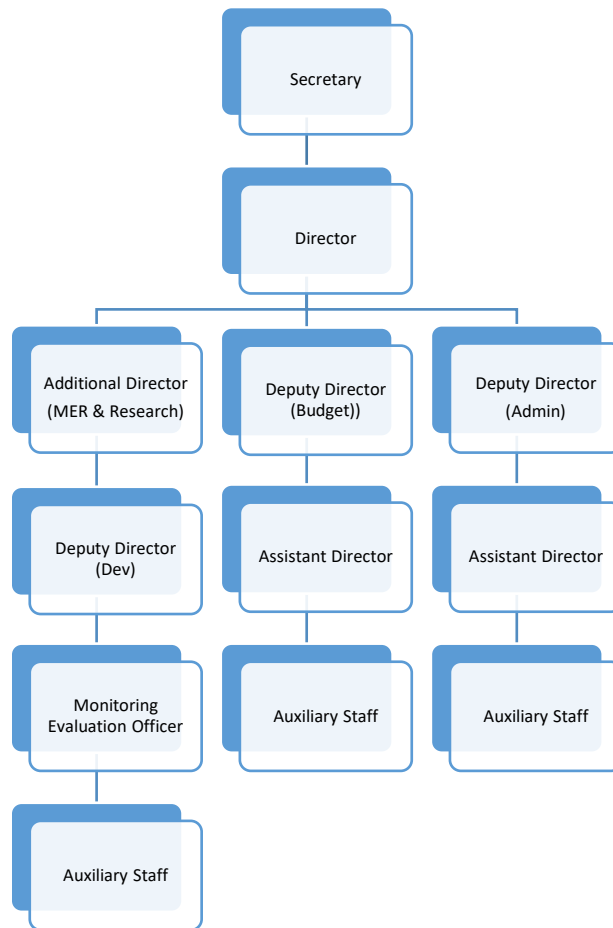
The Advancing Quality Alternative Learning (AQAL) Phase II: AQAL project is a non-formal learning program that aims to provide alternative education opportunities for socially vulnerable and disadvantaged people in Pakistan, especially women. It does so by promoting and utilizing the connections between literacy, life skills and vocational education. The AQAL project offers children, young people and adults with low or no literacy skills an opportunity to acquire basic reading and writing skills as well as life skills by participating in non-formal basic education and literacy classes. The program's curriculum is designed to improve their knowledge of Urdu and English as well as to enhance their mathematics and daily life skills. Phase I of the project was completed during 2015-2021 and Phase II duration is 2023-2025.

Directorate of Literacy and Non Formal Education has achieved the following progress under AQAL Phase II:

- **Non formal education policy implementation and strategic planning:** Non formal policy implementation is underway. Process of strategic planning to implement the policy with full spirit is also started.
- **Legislation in non formal education:** Non formal education act (Bill) is drafted with active support of all stakeholders and law department. This will help in uplifting non formal education in Balochistan and help in reducing out of school children and improve adult literacy.
- **Alignment of Accelerated Learning Program (ALP) with National Curriculum 2020-21:** Already developed ALP was aligned with National Curriculum 2020-21 and curriculum and textbooks were improved as per new curriculum guidelines in 2022 with Bureau of Curriculum (BOC).
- **Improvement of adult literacy program:** The already developed adult literacy curriculum is improved by engaging stakeholders and vocational skills are being integrated to develop a range of “Integrated Literacy & Skill programs” (ILS) to make youth/ adults literate and skilled.
- **ALP (Middle and Middle-Tech):** The process of ALP (Middle & Middle-Tech) development is initiated with BOC and B-TEVTA. This is 18 months ALP, which will offer general middle level education and vocational skills at the same time. This will help in reducing out of school children significantly and develop skilled work force.
- **Improvement in training system/manuals:** Training manuals of ALP and adult literacy program are being improved by aligning with National Curriculum guidelines.
- **M&E system improvement:** The M&E system has also been improved with active participation of NGOs and non formal education providers. The system is much improved and helps all non formal education providers to monitor and improve implementation processes.
- **Strengthening Non Formal Education Management Information System (NFEMIS):** NFEMIS is being strengthened by improving coverage and data quality. The non formal education data are being shared with provincial EMIS and national EMIS for annual reporting in non formal education.
- **Social mobilization in non formal education:** Social mobilization guidelines and manuals have been developed and non formal education providers are using it to enhance community participation in non formal education.
- **Implementation of ALP and Adult Literacy:** ALP and adult literacy programs were implemented successfully by the directorate and other NGOs/ non formal education providers across the province. Directorate provided curriculum, textbooks, training and monitoring support to all NGOs.
- **Provincial non formal education forum (coordination among non formal education stakeholders):** The provincial forum is holding quarterly progress sharing meetings regularly. Non formal education providers’ enhanced coordination has helped a lot in program expansion and quality delivery.
- **Professional development and system strengthening:** New staff members are being hired for various functions, and their trainings are also being organized. The directorate is shifting itself to a function based organization.
- **Resource mobilization and expansion:** Directorate is implementing ASPIRE project in targeted districts. The directorate is aiming to expand in more districts.
- **Advocacy and promotion of non formal education:** International Literacy Day (ILD) were organized regularly to promote non formal education and raise awareness. ILD 2021 and 2022 were successfully commemorated.

Organogram

The organogram of the Directorate Literacy and Non Formal Education is as under:



Social and Environmental Systems and Capacity Assessment of Non Formal Education Departments

There is no formal system (policies, standards, operational procedures) established in these departments for the assessment and management of social and environmental aspects of the departmental and project activities. However, social and environmental aspects are somehow addressed and managed by the departments as and where required. There is no designated staff for it.

Social

Departments are executing different projects, supported by the Asian Development Bank and JAICA in the provinces. There are no formal environmental and social safeguard requirements under these projects. However, the social dimension of the projects i.e. community mobilization, community engagement and designing and executing different campaigns in the communities to motivate and convince them to enroll their children in the non formal schools for education, is focused.

Community Engagement: Community mobilization and engagement is addressed under 'Punjab Literacy and Non Formal Basic Education Policy 2019' to provide community the

awareness and access to the education. LNFBED has developed ‘Community Mobilization Guide’ which is used under all the projects to i) engage communities for educational matters, ii) identify place for establishing non formal school, iii) identify students and teachers of the community, and iv) selection of the teachers. Community based committees and school management committees are established in each community which support the department for establishing and operating schools in their respective communities and monitoring the performance of these schools as well.

SWD has developed ‘Social Mobilization Guide’ and ‘Social Mobilization Training manual’ to mobilize and engage communities and train their field staff to motivate communities to enroll their children for non formal education. The guide addresses different aspects of social mobilization for education purpose such as formation of community education committees, conducting literacy and community surveys, community education planning and its execution, community engagement in the planning, and monitoring and follow ups.

Community Based Campaigns: Awareness campaigns are developed and organized in the communities for parents in vulnerable, far flung areas, river belts and tribal areas explaining the importance and value of education and mobilizing them to enroll their children in the non formal schools.

Disadvantaged communities and marginalized segments of the societies are first identified through conducting filed surveys under district offices by the literacy mobilizers and then these communities are contacted, mobilized and engaged in the educational activities.

Grievance Redress Mechanism: There is no formal grievance redress mechanism in the departments. The community based grievances are redressed under community committee and School Management Committees meetings which are regularly conducted between the respective community and the departments. There are some provincial and federal level complaints registration platforms available such as ‘Pakistan Citizen’s Portal’ and ‘Chief Minister Complaint Center’ where anybody can register his/her complaints on any matter. The employees of the department can access their management and lodge their complaints. The employees have also the right to go to court for their complaints in case their resentments are not addressed internally by the department. SWD is in the process of developing its own grievance redress mechanism to address grievances of their own employees, communities and project affected persons. As per government rules, ‘Grievance Committee’ is established for procurement and for recruitment where people can lodge their complaints and resentments for the procurement and recruiting processes.

Training and Capacity Building: Most of the employees of the departments are well versed with the IT knowledge and use of ICTs and effectively managing routine IT related activities. However, the capacity building and trainings are regularly conducted by the departments either internally or through different training providing institutions such as by PITE (Provincial Institute of Teachers Education) and HRD (Human Resource Development) in Balochistan and PITB (Punjab Information Technology Borad) and P&D (Planning and Development) Borad in Punjab. Employees of low IT knowledge and skills are not excluded from the mainstream operations but their capacity is enhanced as per the need and the introduction of new technologies, ICTs and digitization in their departments. These departments also provide training to their field staff and teachers on ICTs and new digital systems. There is a separate training wing in LNFBED where teachers’ capacity is enhanced, and field staff and monitors are trained. SWD is planning to establish an independent training wing in its department to train teachers, office and field staff on different topics.

Monitoring and Evaluation: Monitoring and evaluation of the project activities are carried out in both the departments to evaluate progress of the non formal schools and teachers against set objectives and targets. There is a separate wing of monitoring and assessment in LNFBED which monitors the performance of all the projects being executed under the department in all 36 districts of Punjab. There is separate section of 'MER and Research' under Directorate of Literacy and Non Formal Education of SWD where monitoring, evaluation, and research is carried out and database is managed. SWD has established schools monitoring system where schools' performance and physical condition/facilities are monitored, evaluated and actions are taken.

Coordination among Other Departments: Both departments effectively coordinate with different provincial and federal educational, capacity building and IT based departments. Both departments have developed their own independent Non Formal Education Information Management System (NFEIMS) to upload data pertaining to non formal education, progress reports, monitoring and evaluation etc. These systems are also embedded with provincial and national EMIS for data driven management of non formal education programs, informed decision making and reporting of SDG-4 targets and indicators. There are frequent inter departmental meetings where educational and other operational matters are discussed, managed and future actions are planned. Inter Provincial Coordination Department, Balochistan also plays very important role in increasing federal-provincial interaction.

Environment

e-Waste Management: ICTs are used in both the departments. ICTs will be procured, used and disposed of under ASPIRE project as well. The use of ICTs for education purpose is also mentioned in the 'Punjab Literacy and Non Formal Education Policy 2019'. This policy emphasizes that i) the tablets and/or other such instruments shall be provided to non formal education teachers for sharing student learning material and teacher support material, and monitoring of the non formal education institutions' working, and ii) literacy and non formal basic education departments shall increase use of ICT in their management and program delivery through: a) Linking with electronic (television and radio) and print media, cellular phones, and worldwide web; and b) Utilization of available public private resources like academic institutions, museums and libraries. *There is no system of e-waste management in both the departments. E-waste is treated as general office solid waste and disposed of as per government rules.*

Generally, the solid waste or scrap of government departments is auctioned as per the Provincial Procurement Rules. The auction notice is advertised at the websites of Punjab Procurement Regulatory Authority (PPRA) and Balochistan Public Procurement Regulatory Authority (BPPRA) and national newspapers. The interested parties submit the prescribed bid documents along with the required bid security money to the concerned department or procuring agency. The bid documents of all the bidders are opened publicly in the presence of all the bidders or their representatives. All the bid documents are evaluated as per the set evaluation criteria. The party fulfilling all the requirements of the tender procedure and quoting highest amount for the solid waste is selected by the auction committee. The selected party pays the required amount and takes the said waste in his custody. The auction process is executed under the supervision of the nominated auction committee by the concerned department. *It is assessed that there is need to build capacity of both the departments regarding e-waste management so that e-waste could be managed separately rather than considering it to be the general solid waste and disposing of in the traditional unsafe manner.*

Construction of Schools: Environmental concerns arise from construction activities of schools. Construction of schools is not the mandate of any of these two departments. These

departments do not own any school. Already existing building/rooms/house/madrassa etc. are used for non formal school establishment in the specific communities and mostly the teachers provide their own houses or rooms for the schools. *It is assessed that there is no need for any system to be in place in these departments for managing environmental and social aspects of the construction activities.*

School WASH: School WASH is cursorily addressed in the non formal education schools. There is no focused attention on this aspect by both the departments. The WASH facilities are covered during school inspection by these departments. SWD uses schools monitoring checklist in which these facilities are also checked and their conditions are mentioned (safe drinking water and clean toilets only). WASH is considered to be the responsibility of the owner or the provider of the school space (generally schools are operated in houses so house owner is responsible to provide WASH facilities but it is not formalized). SWD provides water coolers to the schools. LNFBED operates many non formal schools and centers which are under UNICEF grant. UNICEF focus is very strong on WASH aspect and therefore it provides WASH kits to the children in these schools. *It is assessed that there is need to build capacity of both the departments regarding school WASH so that school WASH could be improved and treated to be the important element of increasing non formal education access and its quality.*