



# Program Information Document (PID)

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Concept Stage | Date Prepared/Updated: 28-Apr-2020 | Report No: PIDC221817



**BASIC INFORMATION**

**A. Basic Program Data**

Country Pakistan	Project ID P173399	Parent Project ID (if any)	Program Name PK: National Equitable Education Project
Region SOUTH ASIA	Estimated Appraisal Date 30-Oct-2020	Estimated Board Date 16-Dec-2020	Does this operation have an IPF component? No
Financing Instrument Program-for-Results Financing	Borrower(s) Government of Pakistan	Implementing Agency Ministry of Federal Education and Professional Training	Practice Area (Lead) Education

**Proposed Program Development Objective(s)**

To strengthen federal and provincial governments' institutions, policies, and coordination for: (i) reducing the impact of external shocks on the education system; and (ii) increasing access to quality education in disadvantaged districts.

**COST & FINANCING**

**SUMMARY (USD Millions)**

<b>Government program Cost</b>	200.00
<b>Total Operation Cost</b>	200.00
Total Program Cost	200.00
<b>Total Financing</b>	200.00
<b>Financing Gap</b>	0.00

**FINANCING (USD Millions)**

<b>Total World Bank Group Financing</b>	200.00
World Bank Lending	200.00

**Concept Review Decision**

The review did authorize the preparation to continue



## B. Introduction and Context

### Country Context

**Pakistan has made significant strides in poverty reduction, but the COVID-19 pandemic is expected to negate some of those gains.** Poverty declined from 64.3 percent in 2001 to 24.3 percent in 2015,<sup>1</sup> lifting more than 23 million people out of poverty in the past 15 years. However, the challenges of poverty reduction are exacerbated by the current COVID-19 pandemic. The global decline in economic activity, closure of local business and stay-at-home orders, will likely affect the majority of the poor, especially those operating in informal sectors, who have lower chances to protect themselves against economic shocks.

**Pakistan faces significant challenges with human capital formation, which the ongoing COVID-19 pandemic will only exacerbate.** According to estimates for Human Capital formation pre-pandemic, a child entering school in Pakistan this year will only be expected to benefit from 40 percent of the total potential human capital benefit, at the current quality and level of access to health and education services. This places Pakistan at 134 out of 157 countries in the world on the HCI.<sup>2</sup> Moreover, learning poverty is high with 75 percent of Pakistani children not being able to read and understand a short age-appropriate text by age 10. The COVID-19 pandemic has already caused massive school closure and socio-economic disruption to families that would impact education outcomes in the future.

### Sectoral (or multi-sectoral) and Institutional Context of the Program

**Even before the COVID-19 pandemic, the education system in Pakistan faced substantial challenges that will only be exacerbated further during and after the pandemic.** The disruption of education services during the COVID-19 pandemic will disproportionately affect disadvantaged and unreached children, including girls and young women. It is expected that the pandemic will reduce both the demand and supply of education through at least three channels: (i) a negative shock to household income that would make children in those households less likely to attend school; (ii) a negative effect on households perceptions and attitudes towards sending children to school due to fears of contagion; and (iii) a negative impact to the supply of education via low-fee private schools that may permanently close due to the pandemic episode. All these will impact both access and learning opportunities.

**The proposed Program would focus on Response, Recovery, and Resilience, while disrupting the sector for better coordination and innovative alternatives for out-of-school children.** The proposed Program **Responds** to the current crisis, building on the activities under the education sub-component in Pandemic Response Effectiveness in Pakistan (PREP) Project (P173796) to set up distance learning and create platforms for collaboration with provinces and private sector. The Program would also help with the **Recovery** by supporting activities to get children, teachers, and administrators back to school in a safe way, including initiatives to bring back to school those children that are more likely to dropout from school given the socio-economic effects of the COVID-19 pandemic. The Program will enhance the **Resilience** of the sector by incorporating better planning for emergencies, better coordination, and better alignment between federal and provincial governments. Finally, the Program would **Disrupt** the pre-COVI-19 status quo by setting up new systems for collaboration and coordination, and new approaches to support out-of-school children.

### Relationship to CAS/CPF

<sup>1</sup> World Bank. 2018. *From Poverty to Equity - Pakistan at 100*. Washington, DC: World Bank.

<sup>2</sup> That participated in the Human Capital Project.



The proposed project is fully aligned with the World Bank Group’s Country Partnership Strategy (CPS) for FY2015–FY2020. The project contributes directly to two of the four Strategic Pillars of the CPS. It directly supports Results Areas, RA III – Inclusion: Reaching Out to the Underserved, Neglected and Poor, and its sub-outcome 3.2 of reducing vulnerability for groups at risk by increasing girls’ gross primary education enrollment; and RA IV – Service Delivery: Accelerating Improvements in Services, and its sub-outcome 4.3 of increased school enrollment and adoption of education quality assessment through increased access for out-of-schools children, innovative education methodologies and improved assessment practices and tracking of learning outcomes.

#### Rationale for Bank Engagement and Choice of Financing Instrument

**Rationale for use of a Program for Results.** The PforR instrument would add value as it would support the Government of Pakistan (GoP) to improve the design and implementation of its education reform agenda at the provincial and federal levels, and its short- to medium-term response to COVID-19, by creating incentives and focus on results.

### C. Program Development Objective(s) (PDO) and PDO Level Results Indicators

#### Program Development Objective(s)

To strengthen federal and provincial governments’ institutions, policies, and coordination for: (i) reducing the impact of external shocks on the education system; and (ii) increasing access to quality education in disadvantaged districts.

#### PDO Level Results Indicators

Progress toward achieving the PDO will be measured by the following indicators:

- Emergency strategies and procedures approved and agreed with Provinces through improved platforms for coordination
- Implementation of international assessment, results analyzed, disseminated and recommendation for teaching practices published
- Increased/maintained access to education in disadvantaged districts, disaggregated by sex
- Improved teacher behavior in the classroom in disadvantaged districts

### D. Program Description

#### PforR Program Boundary

The Project would support the government program through the following 3 Results Areas: (1) *Response, Recovery and Resilience: Enhanced and targeted COVID-19 education response*; (2) *Improved opportunities for learning for OOSC and at-risk students* ; and (3) *Stronger federal-provincial coordination and management*. The results areas are focused on supporting mitigation strategies that would reduce the socio-economic impacts of COVID-19 and support continued learning with the aim of restoring human capital formation and welfare in the medium and long-term. The Project would specifically target areas with lagging outcomes in learning, gender equity, number of out-of-school children, socio-economic factors, and negative effects of COVID-19 on the demographic population.

**Results Area 1. Response, Recovery and Resilience: Enhanced and targeted COVID-19 education response**—This Results Area would support the GoP preserve existing human capital accumulation by expanding access to quality



distance learning and streamlining crisis response strategies to strengthen institutional resilience. As part of the response strategy, this Results Area would support a more cohesive education approach to the COVID-19 pandemic.

**Results Area 2. Improved opportunities for learning for OOSC and at-risk students**—This Results Area would focus on the medium-to-long term response to expanding quality learning to OOSC and at risk-students (both demand and supply). The Project would expand quality learning opportunities by supporting lagging areas to make education services, that are critical for the recovery and return phases, more inclusive and targeted towards student needs.

**Results Area 3. Stronger federal-provincial coordination and management**—This Results Area would also support improved institutional resilience and coordination between Federal and Provincial governments. The Project will support the government’s capacity to analyze, plan, and prepare system-level strategies and policies, including those responding to the pandemic. With improved analysis and planning capabilities, support from local partners, the private sector and development partners the GoP will be better positioned to responds, prepare, disrupt, and return education.

**Technical assistance (TA) to strengthen implementation capacity:** The Project would provide TA that could strengthen institutional capacity to plan, implement and monitor progress towards achievement of outcomes.

**E. Initial Environmental and Social Screening**

**The program is not expected to have any significant adverse environmental impacts.** An Environmental and Social Systems Assessment (ESSA) would be prepared, which would assess the client’s capacity to achieve environment and social objectives against the range of environmental and social impacts that may be associated with Program activities. The timeframe for launching the ESSA, including consultations, would be after approval of Concept Note provided agreement from the client.

**CONTACT POINT**

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**Borrower/Client/Recipient**

Borrower :	Government of Pakistan	Title :	
Contact :			



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**Implementing Agencies**

Implementing Agency :	Ministry of Federal Education and Professional Training		
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