

Country coalition plan recommendations - Pakistan

One of our activities during COP#4 was to discuss and make recommendations regarding each cohort's coalition plans, guided by the following questions:

- *Do(es) the objective(s) seem clear?*
- *Are the strategies sufficient to lead to the objective(s)?*
- *Does the plan lead to systemic change?*

The recommendations for Pakistan were as follows:

- As interventions are done at the local level, it is especially important to reflect on how plans lead to systems change so as to achieve substantial results.
- It is necessary that work is also being done at the public policy level so that it sustains over time.
- An inclusive approach (including different stakeholders, such as parents, students, teachers, etc.) is required for systems change.
- Current strategies are responding to immediate issues, but have to consider long-term goals as the team sharpens their concept notes.
- Kenya has done a similar policy to the one Pakistan is structuring: village education committees. Make sure to include teachers, parents and other members as well as students throughout the entire implementation process.
- Develop new teacher's training modules to be added to the present modules, focused on improving/changing their mindsets.
- Develop a reward system similar to that of Brazil with a single objective during the pilot project;
- Develop an assessment system for literacy, to mitigate the country's learning poverty (more than 75% as reported by ASER) - this step would be transformational in nature and would yield results while improving the quality of education.
- Have more discussions related to baselines, interventions and end lines, documenting the processes carefully.
- Analyze the existing legal framework of the work to be done to ensure continuity