

# Transformation in Access, Learning, Equity and Education Management (TALEEM)

Programme Document  
The Education Sector Programme Implementation Grant  
(ESPIG) for Punjab, Pakistan



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## Abbreviations

AdLC	Adult Literacy Centre
ADU	Academic Development Unit
AEO	Assistant Education Officer
AGP	Auditor General of Pakistan
AGPR	Accountant General of Pakistan Revenue
ALC	Accelerated Learning Camp
ALP	Accelerated Learning Programme
AoLC	Adolescent Literacy Centre
ASC	Annual School Census
ASER	Annual Status of Education Report
ASP	Afternoon School Programme
BER	Budget Execution Report
CA	Coordinating Agency
Capex	Capital Expenditures
CBR	Community Based Rehabilitation
CEO	Chief Executive Officer
COP	Communities of Practice
COT	Classroom Observation Tool
CPDP	Continuous Professional Development Programme
CSO	Civil Society Organization
DEA	District Education Authority
DEO	District Education Officer
DLI	Disbursement Linked Indicator
DMO	District Monitoring Officer
EAD	Economic Affairs Division
ECE	Early Childhood Education
ECOP	Environmental Code of Practice
ESA	Education Sector Analysis
ESP	Education Sector Plan
ESPIG	Education Sector Plan Implementation Grant
FCDO	Foreign, Commonwealth and Development Office
FGD	Focus Group Discussion
FMIS	Financial Management Information System
FMS	Finance Management Specialist
GA	Grant Agent
GER	Gross Enrolment Ratio
GoPb	Government of Punjab
GPE	Global Partnership for Education

HRDI	Human Resource Development Institute
HRMIS	Human Resource Management Information System
IMIS	Integrated Management Information System
I-SAPS	Institute of Social and Policy Sciences
IUFR	Interim Unaudited Financial Reports
KPIs	Key Performance Indicators
L&NFBED	Literacy and Non-Formal Basic Education Department
LM	Local Mobiliser
LND	Literacy and Numeracy Drive
M&E	Monitoring and Evaluation
MCA	Maximum Country Allocation
MEA	Monitoring & Evaluation Assistant
MICS	Multiple Indicator Cluster Survey
MM	Monthly Monitoring
MTs	Master Trainers
NCB	National Competitive Bidding
NER	Net Enrolment Rate
NFBE	Non-Formal Basic Education
NFEI	Non-Formal Education Institute
NSB	Non-Salary Budget
OOSC	Out of school children
Opex	Operational Expenditures
P&D	Planning and Development
PBS	Pakistan Bureau of Statistics
PCK	Pedagogic Content Knowledge
PCTB	Punjab Curriculum and Textbook Board
PD	Professional Development
PEC	Punjab Examination Commission
PEDPG	Punjab Education Development Partners Group
PEF	Punjab Education Foundation
PEIMA	Punjab Education Initiative Management Authority
PEMIS	Punjab Education Management Information System
PESP	Punjab Education Sector Plan
PESP2	Punjab Education Sector Programme 2
PESP3	Punjab Education Sector Programme 3
PIEP	Punjab Inclusive Education Project
PIFRA	Project to Improve Financial Reporting and Auditing
PITB	Punjab Information Technology Board
PLGA	Punjab Local Government Act
PMIU	Programme Monitoring and Implementation Unit

PMS	Procurement Management Specialist
PSES	Punjab School Education Survey
PSC	Private School Census
PSLMS	Pakistan Social and Living Standards Measurement Survey
PWD	Persons with Disabilities
QAED	Quaid-e-Azam Academy for Educational Development
SCRP	School Construction and Rehabilitation Programme
SCs	School Councils
SDGs	Sustainable Development Goals
SED	School Education Department
SIS	School Information System
SLOs	Student Learning Objectives
SMF	Social Management Framework (SMF)
SORT	Systematic Operations Risk-rating Tool
SpED	Special Education Department
TEVTA	Training Education and Vocational Training Authority
TG	Technical Group
TPV	Third Party Validation
ToC	Theory of Change
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

## Programme Summary

<b>Title</b>	<b>Transformation in Access, Learning, Equity and Education Management</b>
<b>Location / Country</b>	<b>Punjab Province / Pakistan</b>
<b>Grant Agent</b>	<b>UNICEF</b>
<b>Total Duration</b>	<b>Five Years (2021 – 2026)</b>
<b>Total Amount</b>	<b>USD 50,625,000.00</b>
<i>Fixed Part (70%)</i>	<i>USD 35,437,500.00</i>
<i>Variable Part (30%)</i>	<i>USD 15,187,500.00</i>

<b>Overall Programme Objective &amp; Indicators</b>	<p><b>Programme Objective:</b> To improve access to inclusive and quality education in the province.</p> <ul style="list-style-type: none"> <li>Percentage of primary school teachers completing CPD modules.</li> <li>Increase in participation rate for children of age 5-9 years in the selected 12 low-performing districts.</li> <li>Cumulative number of out of school children enrolled at primary level in the selected 12 low performing districts.</li> <li>Percentage of children with mild disabilities provided assistive devices and retained in schools in the 2 selected districts.</li> <li>Percentage of children enrolled in special education institutions assessed and provided with need-based assistive devices.</li> <li>Percentage reduction in middle level out of school children (Age 10-14) in 14 districts.</li> </ul>
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<b>Programme Components &amp; Intermediate Results</b>	<p><b>Component 1:</b> Improving Access and Learning at Primary Level.</p> <ul style="list-style-type: none"> <li>Intermediate Result 1.1: Improved classroom teaching and learning at primary level through development and implementation of a province wide continuous professional development and mentoring Programme for all primary schools.</li> <li>Intermediate Result 1.2: Improved access and provision of quality primary education opportunities for marginalized children in remote districts through focusing on improving Foundational Literacy and Numeracy (FLN).</li> <li>Intermediate Result 1.3: Enhanced access to primary level education for the most marginalized and disadvantaged children, especially girls in remote areas through institutionalized Accelerated Education Programme (AEP).</li> </ul> <p><b>Component 2:</b> Improving Equity and Inclusive Education.</p> <ul style="list-style-type: none"> <li>Intermediate Result 2.1: Children with mild cognitive and physical disabilities have improved access to mainstream schools through inclusive learning environment and provision of assistive devices.</li> <li>Intermediate Result 2.2: Supporting Children with Moderate to Severe Disabilities in Special Education Institutes through provision of assistive devices.</li> </ul> <p><b>Component 3:</b> Improving Efficiency in Education Planning and Decision Making.</p> <ul style="list-style-type: none"> <li>Intermediate Result 3.1: Improved performance management and efficiency in service delivery through development and utilization of Integrated Management Information System (IMIS).</li> </ul> <p><b>Component 4:</b> Improving Access and Learning at Middle Level (Afternoon School Programme).</p> <ul style="list-style-type: none"> <li>Intermediate Result 4.1 (VP Efficiency Dimension): Availability of cost-effective solution for middle schools' shortage in underserved areas utilizing existing infrastructure and human resources.</li> <li>Intermediate Result 4.2 (VP Equity Dimension): Increased access to middle schools and reduction in out of school children at middle level.</li> <li>Intermediate Result 4.3 (VP Learning Dimension): Improved quality of education and retention and cohort survival rates in new ASP middle schools.</li> </ul> <p><b>Component 5:</b> Changing mindset through effective communication</p> <ul style="list-style-type: none"> <li>Intermediate Result 5.1: Improved demand for quality public education at the community level and awareness about the right age of schooling and suitability of students with disabilities to be enrolled in mainstream public schools.</li> </ul>
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## 1 Introduction

This document provides a description of the Punjab **Transformation in Access, Learning, Equity and Education Management (TALEEM)** for the Punjab Education Sector Programme Implementation Grant (ESPIG) of the Global Partnership for Education (GPE). Out of the total Pakistan’s Maximum Country Allocation (MCA) of USD 125 Million, Punjab province’s share is USD 50,625,000. The total grant amount allocated to Punjab is further divided into fixed and variable parts according to GPE Guidelines. The table below provides an overview of the MCA allocation, share of Punjab and the amounts allocated to the fixed and variable parts of the Programme. As Grant Agent for the Punjab ESPIG, the funding will be channelled through UNICEF’s financial management system through a project approach.

*Table 1: MCA & ESPIG Allocations*

<b>Total MCA &amp; Punjab Share</b>		
<b>Total MCA for Pakistan</b>		<b>125,000,000</b>
<b>Punjab Share in MCA</b>	<b>40.5%</b>	<b>50,625,000</b>
<b>Punjab ESPIG Fixed &amp; Variable Part</b>		
<b>Fixed Part</b>	<b>70%</b>	<b>35,437,500</b>
<b>Variable Part</b>	<b>30%</b>	<b>15,187,500</b>
<b>Total</b>		<b>50,625,000</b>

The TALEEM Programme was approved by the GPE in July 2020 while a decision on the Non-Formal Education Component was deferred until the next GPC meeting scheduled in September 2020 with clarity requested on the regulatory framework for non-formal education sector in Punjab. Meanwhile, in October 2020, the Foreign, Commonwealth and Development Office (FCDO-formerly referred to as DfID) had to step down as the Grant Agent in Punjab due to changes in their global development aid policy. UNICEF was selected as Grant Agent in December 2020 by the Punjab Education Development Partners Group (PEDPG) helmed by the School Education Department, Government of the Punjab. This document incorporates the changes regarding Programme options discussed with the three Education Departments in Punjab: School Education Department/PMIU, Literacy and Non-Formal Basic Education Department and the Special Education Department, as a result of the change of the funding modality from budget support to project approach aligning with the UNICEF system as Grant Agent in Punjab. Since the TALEEM Programme was finalised before the onset of COVID-19, it also incorporates COVID-19’s potential impact on education and consultations with various stakeholders, including development partners active in the province.

This Programme document brings together the priority interventions of the School Education Department (SED), Special Education Department (SpED), and Literacy and Non-formal Basic Education Department (L&NFBED). The Technical Education and Vocational Training Authority (TEVTA) was taken on-board during the development of PESP and also consulted during the

development of the Programme document. However, as the target population for skills development Programmes of TEVTA is 15 to 45 years of age, no technical and vocational education intervention of TEVTA could be considered because its target group is beyond the age of primary and lower secondary. An attempt has been made to club the interventions of each department together in one of the three broader thematic areas of GPE: Equity, Efficiency and Learning. However, there are crosscutting components in some interventions, such as communication activities that contribute to all the thematic areas.

## 1.1 Outline

The document begins by describing the sectoral and institutional overview, including the impact of COVID-19. This is followed by a programme overview and description including components, subcomponent and strategies/activities. The Programme Document contains detailed information on the technical aspects of the key interventions, including the intervention design, objectives, targets/pathways and outcomes. Under the Fixed Part, 70% of the ESPIG is allocated to six interventions covered in the first three components. Under the Variable Part, 30% of the ESPIG is allocated to three distinct strategies of Equity, Learning and Efficiency of the Afternoon School Programme (ASP), which has a transformative impact and offers avenues of middle school education to disadvantaged students who have dropped out of schools (or are at-risk of dropping out) by providing opportunities through traditional schooling in a cost-effective manner. Section 8 provides overview of the advocacy and communication approach of this programme. Implementation arrangements for each component are described in section 9. This is followed by sections on financial management, monitoring and evaluation, funding modalities and sustainability.

## 2 Sectoral and Institutional Overview

During 2018 and 2019, the GoPb, in partnership with the Punjab Education Development Partners Group (PEDPG) and support from the Global Partnership for Education (GPE), undertook the process of developing a comprehensive five-year Education Sector Plan (2019/20 - 2023/24). The Punjab Education Sector Plan (PESP) 2019/20-2023/24 reflects the ambitious education reform agenda established by the GoPb to ensure equitable access to quality education for all children in the province. The objectives, strategies and priority Programmes reflected in the PESP have been developed in the light of achievements and challenges of the Punjab education sector detailed in a comprehensive Education Sector Analysis (ESA).

Through nearly a decade of education reform, Punjab, Pakistan's largest province (110m people – 53% of the population), has substantially improved (i) education inputs and processes and (ii) the availability and use of data in decision making and performance management. These improvements have, in turn, led to progress in education outputs: almost all schools have basic facilities, dilapidated buildings have been reconstructed, and targeted school and district reports have enabled improvements in enrolment as well as in student and teacher attendance. Public-private partnerships have improved equity. Primary school literacy and numeracy have also improved, multi-grading has been reduced and a larger number of Assistant Education Officers (AEOs) are recruited to provide more substantive support to schools.

Despite these improvements, challenges continue to persist in the Punjab education sector. Comprising a young population, it is estimated that more than 25 percent of the population in Punjab is of school-going age. With an annual population growth rate of 2.13%, the number of children aged 5-16 years old is expected to continue growing in the medium-term. However, current estimates show that nearly 5 million children of school going age are still out of school in Punjab, highlighting the need for prioritized leadership in access and equity improvements. Even for children who do enrol in and attend school, learning levels are poor. The socio-economic factors that shape inequality of opportunities in access to schooling are echoed on inequality of learning outcomes. There is need to ensure quality education that helps develop children's knowledge, skills and values, and contributes to their social and economic development.

The PESP addresses these and other challenges being faced by the education sector in Punjab. However, in order to ensure that it responds to the most salient challenges and recommendations identified in the sector plan, the GoPb is committed to devising a prioritized Programme with support from the GPE and the Grant Agent (GA), UNICEF. UNICEF took over as Grant Agent in November when the Foreign, Commonwealth & Development Office (FCDO) stepped down as GA due to an organizational shift in policy. The Programme is derived from the sector plan and contributes to a transformational change in the educational landscape of Punjab. Being the GA, UNICEF has ensured that the development and review of the Programme is undertaken through an open, transparent, collaborative and participatory process with all key stakeholders. The Programme Monitoring and Implementation Unit (PMIU) in the School

Education Department (SED) has taken the lead in coordinating the process in close collaboration with other relevant government departments. The approach to developing and finalizing the proposed Programme has been consultative, involving all key government and non-government stakeholders and leveraging the ownership of government counterparts.

## 2.1 Impact of COVID-19 on the Education Sector in Punjab

Education has been hit particularly hard by the COVID-19 pandemic with an estimated 4.7 million learners out of school in Punjab and school closures impacting 100 % of the total 12 million enrolled learners<sup>1</sup>. Drop-out rates across Punjab are likely to rise as a result of this massive disruption to access to education. The pandemic has aggravated the well-documented educational challenges in Punjab, namely inequality, poor access, exclusion of disadvantaged groups, poorly trained teachers, and funding.

During the COVID-19 outbreak, education provision moved from a physical to a virtual phase, Punjab has seen varying success with online learning platforms. The government promoted remote learning through launching Taleem Ghar (television broadcast). However, teachers in Punjab have no previous experience with teaching online, recording lessons or using the internet to teach or assess children's learning. School closures and limited access to electricity, ICT facilities and internet connectivity will widen the circle of exclusion in Punjab. Utilization of technology has influenced policy choices in Punjab, but this has not led to any technological support to students or teachers. The COVID-19 will cause a major and likely unequal interruption to learning as only a certain class of children in urban areas has adopted digital learning while rural areas are completely out of the picture. The disruption is felt by many families in Punjab—home schooling has come as an immense surprise to parents' competence, and children's social lives and learning ability have been affected.

The crisis has stimulated innovation in the sector with the Punjab government's School Education Department responding quickly (within three weeks of school closures in Punjab) by launching an education television channel, titled *Taleem Ghar (Education House)* in the province, to enable remote learning for students enrolled in grades 1-8. A scoping exercise undertaken to collect existing educational material developed for teacher training was adapted quickly for television. The content is based on the Punjab government's curriculum and provides children an opportunity to understand different concepts that are part of their syllabus. The primary focus at the dissemination level is via cable TV channels to reach the maximum number of children. According to the Annual Status of Education Report (ASER) 2019, 91% households in urban areas in Punjab have a television set at home, whereas, 77% households in rural areas have access to a television at home. This content is also available on android based applications. There is also a dedicated Youtube channel as well as a *Taleem Ghar* website, which has registered at least one million visits since its launch. The TV channel is currently running on 859 PEMRA registered cable

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<sup>1</sup> Annual School Census 2017, Government of the Punjab

TV networks across the province. The Punjab government has not measured impact or coverage but once *Taleem Ghar* moves to a satellite channel, this will be possible by measuring Target Rating Points (TRPs). The Government of the Punjab has prepared an Annual Development Plan (ADP) worth Rs 400 million to enhance tools in *Taleem Ghar*, including a focus on homework and assessments.

What we have learned from COVID-19 is that preparedness is crucial. During the second wave of COVID-19 in Punjab, schools closed down again in November 2020 after reopening in September. The provincial government announced teachers would be present in schools twice a week (50% attendance on designated day) for preparation of weekly homework for children and receiving and checking this homework. Children were also encouraged to come to schools to seek support from teachers in limited numbers. Alternate Learning Packages (based on the condensed syllabi) for Grades 1-10 have been prepared by the Punjab Curriculum and Textbook Board (PCTB) for primary, middle and secondary classes with lesson plans and worksheets. ALP e-lessons for grades 1 - 10 are also available on the PCTB website to support academic remediation and all textbooks from katchi to grade 12 have been digitized and are available for downloading on the PCTB website. The Quaid-e-Azam Academy for Educational Development Coordination (QAED) will be providing training to teachers on homework-based assessment. Training on Safe Reopening of schools and Safe School Operations was completed by every staff of School Education Department (SED) before school reopening in September 2020. Mental Health & Psycho-Social support training by UNICEF is being provided to Master Trainers who will in turn provide training to field staff to ensure mental and physical wellbeing in schools. The School Education Department, with the assistance of UNICEF, will also reach out to students, teachers and parents on COVID-19 prevention, coping strategies and the importance of the continuity of learning through radio programmes on Radio Pakistan (the state-run Radio channel).

## 2.2 TALEEM's Response to COVID-19

The TALEEM Programme, through its focus on provision of teacher training through the development of digital modules, improving the foundational literacy and numeracy (FLN) skills of out of school children and children at risk of dropping out and a focus on non-formal education provision. The programme will be implementing useful strategies that will respond to the Government of the Punjab's efforts to recover the lost academic time during COVID related school closures or catch up to ensure that set curriculum objectives are met without compromising the learning and teaching standards. The pandemic will bring about not only an increased drop-out rate but also a decline in the quality of education. The establishment of FLN classrooms in twelve low performing districts of Punjab will respond to this challenge. This will be an opportunity to provide support to poorer students in Punjab as they will be the ones most affected. Through using oral assessment to understand each child's foundational skill level and group pupils initially, learning camps will also use assessment to track progress periodically for course correction and future planning. In the context of COVID-19 and province-wide school closures, teachers will need continuous in-service training to equip them with the skills to address

emerging needs among learners. The digitised classroom observation tool (COT) is designed to effectively carry out teacher training and mentoring activities by the Assistant Education Officers (AEOs). The government will need to support poor families and those with children with disabilities to ensure that their children attend school-the inclusive education components in mainstream public schools and specialised institutions for children with disabilities through screening of children and provision of assistive devices will provide this support. Open and non-formal education Programmes will be required to provide skills for those who will drop out of the formal education system. The establishment of 1,000 Non-Formal Education Institutions (NFEIs) will cater to the most marginalised and disadvantaged children, in particular girls, in five of the districts with the lowest gender and education indicators.

### 3 Programme Objectives and Targets

This section provides an overview of the programme including programme objective, indicators and targets. The overall objective of the programme is *to improve access to inclusive and quality education in the province*. The following figure shows programme level indicators and targets.

Figure 1: Programme Objective & Indicators

Programme Objective: To improve access to inclusive and quality education in the province.	
Programme Level Indicators	Targets
<ul style="list-style-type: none"> <li>Percentage of primary school teachers completing CPD modules.</li> </ul>	<ul style="list-style-type: none"> <li>70% of total primary school teachers (Total: 201,103; Female: 119,715; Male: 81,388) completing CPD modules.</li> </ul>
<ul style="list-style-type: none"> <li>Increase in participation rate for children of age 5-9 years in the selected 12 low-performing districts.</li> </ul>	<ul style="list-style-type: none"> <li>5%.</li> </ul>
<ul style="list-style-type: none"> <li>Cumulative number of out of school children enrolled at primary level in the selected 12 low performing districts.</li> </ul>	<ul style="list-style-type: none"> <li>414,640 (Girls: 50%, Boys: 50%).</li> </ul>
<ul style="list-style-type: none"> <li>Percentage of children with mild disabilities provided assistive devices and retained in schools in the 2 selected districts.</li> </ul>	<ul style="list-style-type: none"> <li>50% (Girls: 50%, Boys: 50%) provided assistive devices and 90% of beneficiaries retained.</li> </ul>
<ul style="list-style-type: none"> <li>Percentage of children enrolled in special education institutions assessed and provided with need-based assistive devices.</li> </ul>	<ul style="list-style-type: none"> <li>100% assessed and 50% provided assistive devices.</li> </ul>
<ul style="list-style-type: none"> <li>Percentage reduction in middle level out of school children (Age 10-14) in 14 districts.</li> </ul>	<ul style="list-style-type: none"> <li>4.06% (1.80% Boys &amp; 2.26% Girls) reduction in OOSC (Age 10-14) over the baseline.</li> </ul>

The programme to be funded through Education Sector Programme Implementation Grant (ESPIG) reflects sector policy priorities of the provincial government laid out in the endorsed Education Sector Plan (ESP) 2020-2025 of the province. The programme comprises of four components and nine subcomponents with corresponding intermediate results, key indicators and targets. It is a five-year programme expected to start in 2021 and end in 2026.

#### 3.1 Overview of Programme Components & Geographic Scope

Table 2: Overview of Programme Components & Geographic Scope

Components, Actions and Indicators	Geographic Scope
<b>Component 1: Improving Access and Learning at Primary Level (Fixed Part).</b>	
<b>Improved Classroom Teaching and Learning at Primary level through CPD and Mentoring.</b>	
<ul style="list-style-type: none"> <li>Development, availability, and utilization of online Learning Management System and digital CPD modules by primary school teachers.</li> </ul>	Province Wide Application
<ul style="list-style-type: none"> <li>Cumulative number of AEOs trained and providing support to Primary Schools in classroom teaching and learning.</li> </ul>	
<b>Improved Access and Provision of Quality Primary Education Opportunities.</b>	

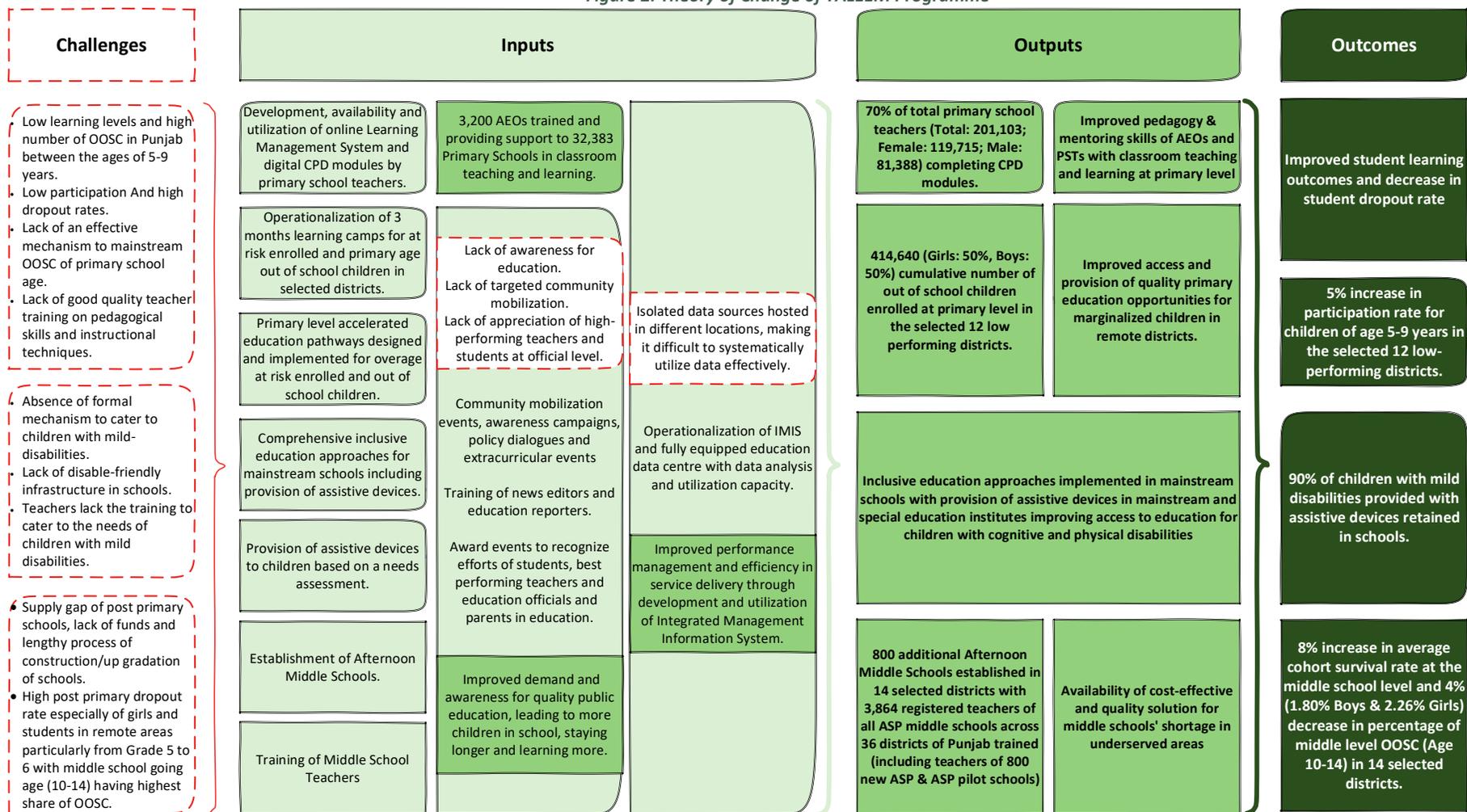
<ul style="list-style-type: none"> <li>Designing and operationalization of 3 months foundational literacy and numeracy classes for at risk enrolled and primary age out of school children in selected districts.</li> </ul>	12 Districts, 9,366 Schools
<b>Enhanced Access to Primary Education through Accelerated Education Programme (AEP).</b>	
<ul style="list-style-type: none"> <li>Primary level accelerated education pathway designed and implemented for overage at risk enrolled and out of school children.</li> </ul>	5 Districts, 1000 NFEIs
<b>Component 2: Improving Equity and Inclusive Education (Fixed Part).</b>	
<b>Inclusive Learning Environment in Schools.</b>	
<ul style="list-style-type: none"> <li>Development and implementation of a comprehensive inclusive education approaches framework for mainstream schools including approaches for safe, accessible, and relevant learning environments and provision of assistive devices.</li> </ul>	2 Districts, 2,105 Schools
<b>Supporting Children with Moderate to Severe Disabilities in Special Education Institutes.</b>	
<ul style="list-style-type: none"> <li>Review of the existing screening and response mechanism with provision of assistive devices to children based on needs assessment.</li> </ul>	Province Wide Application, 303 Special Education Institutes
<b>Component 3: Improving Efficiency in Education Planning and Decision Making (Fixed Part).</b>	
<b>Development and Utilization of IMIS.</b>	
<ul style="list-style-type: none"> <li>Operationalization of IMIS and fully equipped education data centre with data analysis and utilization capacity.</li> </ul>	Province Wide Application
<b>Component 4: Improving Access and Learning at Middle Level (Variable Part).</b>	
<b>Cost Effective Solution for Middle Schools Shortage (Efficiency Dimension).</b>	
<ul style="list-style-type: none"> <li>Number of afternoon middle schools established with availability of at least two teachers.</li> </ul>	14 Districts, 800 Schools
<b>Reduction in Middle Level OOSC (Equity Dimension).</b>	
<ul style="list-style-type: none"> <li>Percentage reduction in OOSC (Age 10-14) in 14 districts.</li> </ul>	14 Districts
<b>Improved Quality of Middle Level Education (Learning Dimension).</b>	
<ul style="list-style-type: none"> <li>Availability of training manuals and number of teachers trained at middle school level.</li> </ul>	14 Districts
<ul style="list-style-type: none"> <li>Increase in average cohort survival rate at the middle school level.</li> </ul>	
<b>Component 5: Changing Mindset through Effective Communication.</b>	
<b>Improved Demand and Awareness for Quality Public Education.</b>	
<ul style="list-style-type: none"> <li>Number of community mobilization events, awareness campaigns and policy dialogues conducted.</li> </ul>	Province Wide Application with specific focus on target districts.
<ul style="list-style-type: none"> <li>Number of extracurricular events held in schools.</li> </ul>	
<ul style="list-style-type: none"> <li>Number of trainings events held for news editors and education reporters.</li> </ul>	
<ul style="list-style-type: none"> <li>Number of award events held to recognize efforts of students, best performing teachers and education officials and parents in education.</li> </ul>	

The table above shows the Programme components, actions and key indicators of the actions with applicability in terms of geographic scope. Out of the total 10 actions, 4 have province wide application, the remaining actions are focusing specifically on limited number of districts in the province.

The theory of change on the following page provides an overview of the key challenges programme aims to address through the inputs shown in the theory of change leading to the intended outputs and outcomes. The subsequent sections further breakdown the inputs in the theory of change into specific target pathways with indicators and key intermediate outcomes.

### 3.2 Theory of Change of TALEEM Programme

Figure 2: Theory of Change of TALEEM Programme

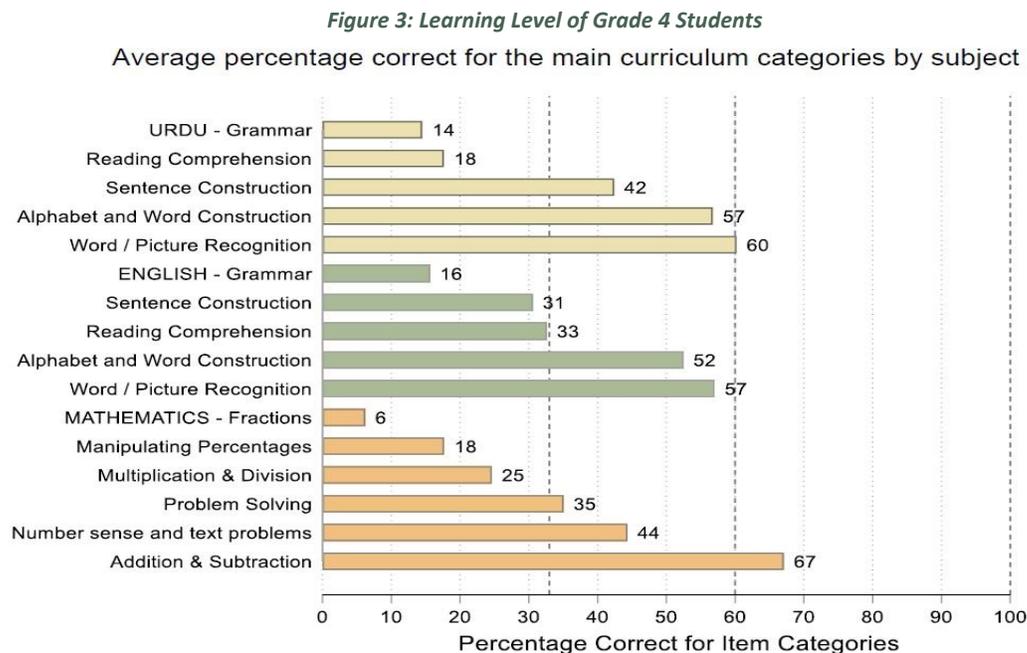


## 4 Component 1: Improving Access and Learning at Primary Level

Education sector in Punjab is faced with tremendous challenges with respect to access and learning. Owing to the reform efforts of nearly a decade, the department has achieved significant gains in access and learning. However, the department still struggles in terms of improving learning outcomes and access.

- **Learning Challenge in Punjab:**

The results of six-monthly assessments conducted in recent years revealed that students of grade 3 are unable to comprehend a passage in Urdu and do double digit subtraction<sup>2</sup>. Students are not able to absorb the curriculum being taught. According to the findings of a recently completed World Bank study, students of grade 4 are able to give correct answers of only 14% of the questions on Urdu grammar, 16% for English grammar, and 25% for multiplication and division questions. The following figure shows the performance of 18,055 students of grade 4 in the assessment conducted by the World Bank:



The above context shows the prevailing situation of primary schooling in Punjab. This requires a great deal of improvement. Education Sector Analysis points towards teachers not being equipped with robust pedagogical skills and also lacking the understanding of content being taught to students. This is also reflected in the classroom observations

<sup>2</sup> Six Monthly Assessment conducted by Dfid TA in 2017

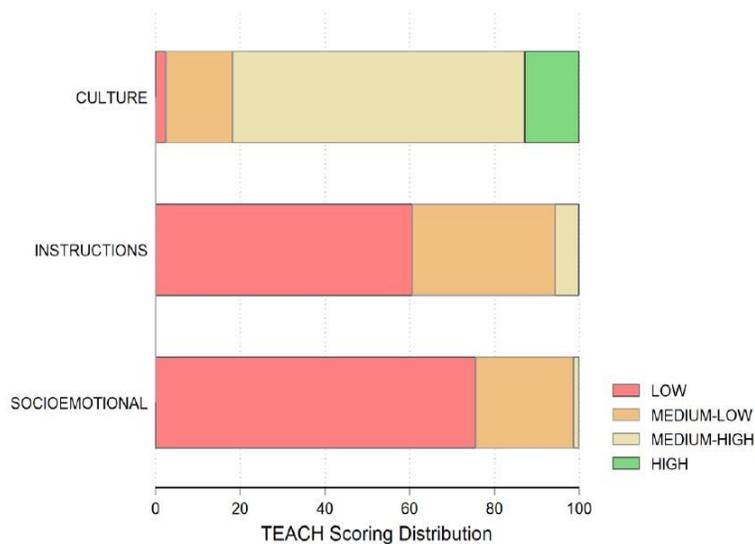
conducted by the World Bank’s team<sup>3</sup>. The team observed 809 PSTs in 809 public schools and found that less than 10% of the teachers show good practice in instructional techniques. The instructional techniques include the following four variables:

1. Lesson facilitation
2. Checking for understanding
3. Providing feedback
4. Critical thinking

The following figure gives an overview of the situation of teachers’ instructional skills:

*Figure 4: Teaching Practices and Challenges*

**Figure** : Distribution of the teaching practices evaluated by the Teach scale (light yellow and green indicates following good practice)



- **Challenge of Access and Participation in Punjab:**

With millions of children out of school and many others at the risk of dropping out, Punjab has to a long way to go to ensure access and equity for all. Despite multiple efforts over the years, the issue of marginalisation in the context of education is widespread. UNESCO estimates that 23.8 million additional children and youth (from pre-primary to tertiary) may drop out or not have access to school next year due to the pandemic’s economic impact alone.<sup>4</sup> The total number of children not returning to their education after the school closures is likely to be even greater. School closures make girls and young women

<sup>3</sup> “is there a learning crisis in Punjab? 2019, Page 16

<sup>4</sup> UNESCO, “COVID-19 Education Response: How many students are at risk of not returning to school?” advocacy paper, June 2020.



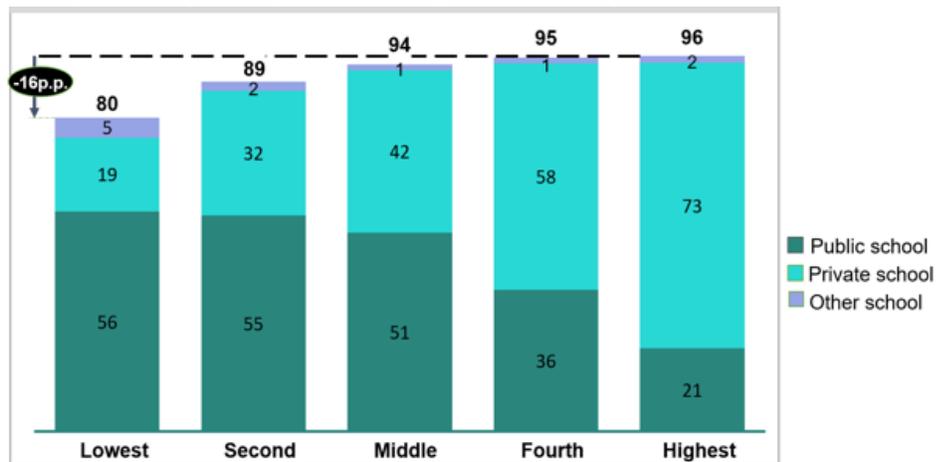
overall and 73.6% for the priority districts. This makes it evident that the rural areas of Punjab suffer the most from the problem of out of school children.

*Table 3 Participation Rate for 5-16 by PSES*

Region	Overall	11 Priority Districts
Urban	91.4%	87.9%
Rural	82.5%	73.6%

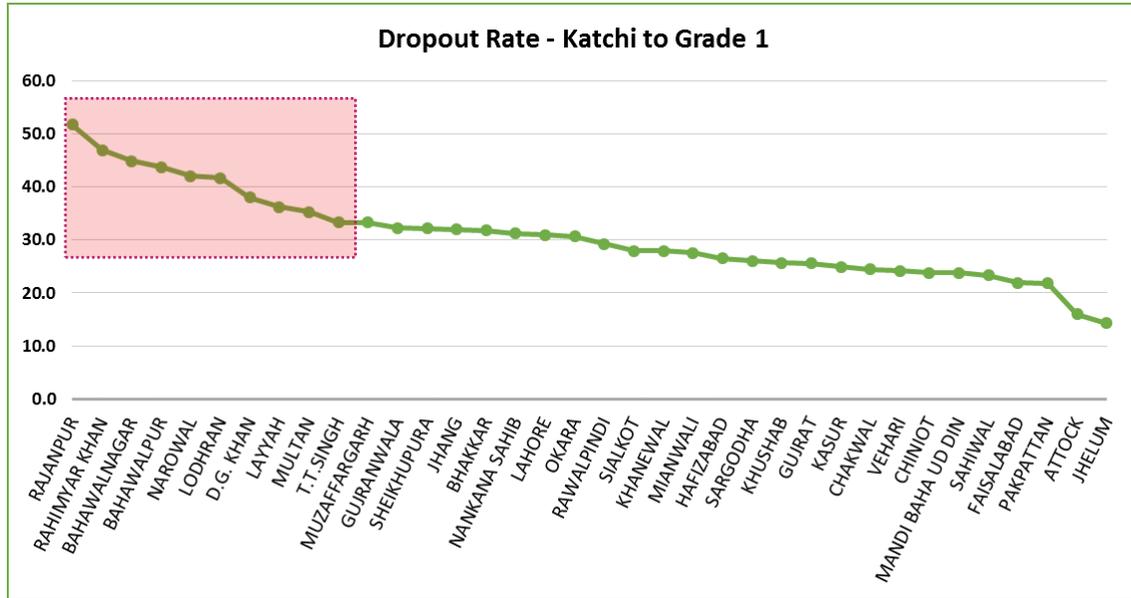
Economic factors and poverty have a substantial impact on education of the affected children. In order to assess the impact and design interventions accordingly, an analysis was conducted based on the survey results. It shows that at primary level, there is a 16% gap in participation of the poorest and wealthiest children. At secondary level, this gap widens to 27%. The South and West of Punjab has high poverty as well as a greater number of OOSC as compared to the other areas. Figures below highlight this gap.

*Figure 6: Participation Rate by Wealth Quintile & School Type for Children Aged 5-9 Years*



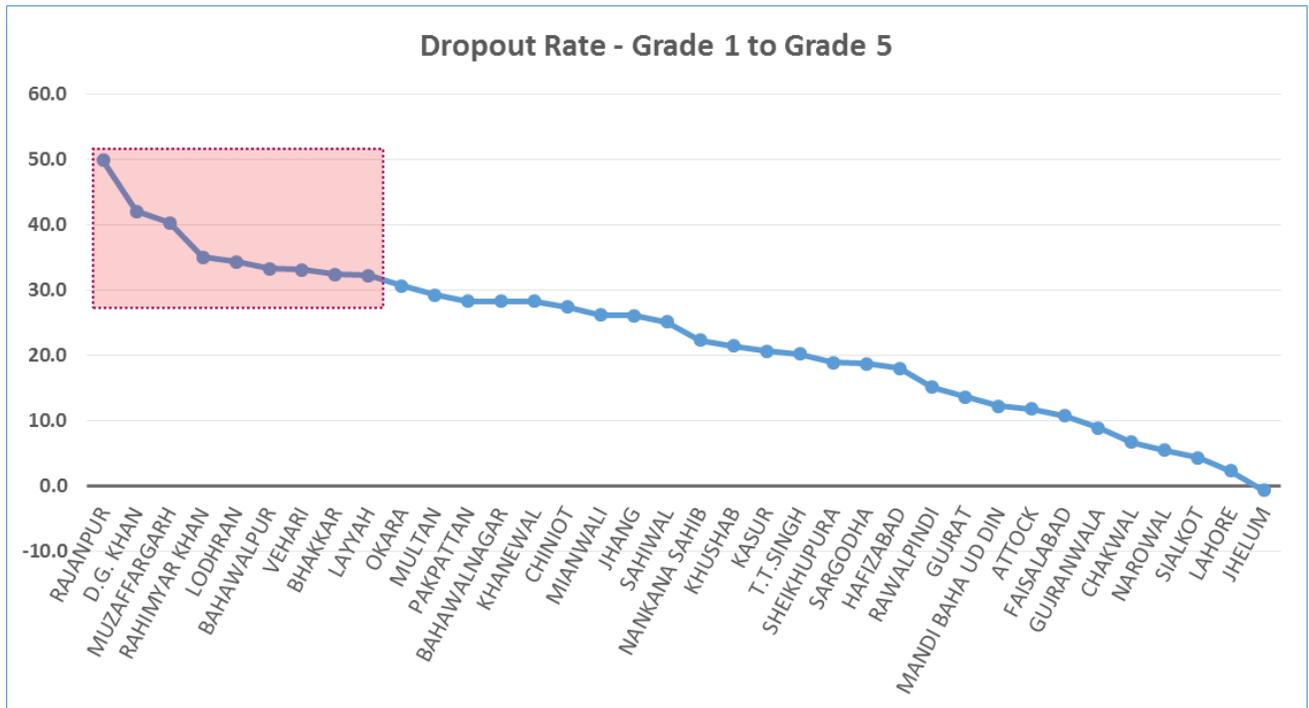
PMIU gathers real time data pertaining to enrolment in the public schools across Punjab. This data can be used to calculate the drop-out rate between different grades for all districts, as well as estimate the number of children dropped out of the public schooling system over a certain time. The graph below shows clearly that there is a high drop-out rate from Kachi to Grade 1 in Punjab. The priority districts identified in PSES with low participation rate also have a high drop-out as per PMIU data – as highlighted by the shaded segment on each graph.

Figure 7: District-wise Dropout Rate from Kachi to Grade 1 by PMIU



The figure below depicts the percentage of students who dropout from Grade 1 to Grade 5. Once again, southern Punjab has the highest drop-out rates.

Figure 8: District-wise Dropout Rate from Grade 1 to Grade 5 by PMIU



- **Component Overview**

In the above context, this component deals with the two important and interlinked issues of low learning levels and large number of out of school children at primary level in the province including the potential impact of COVID-19 on learning and participation.

The Programme tackles this dual challenge of access and learning through following approaches:

- A continuous professional development and mentoring support intervention for teachers. This includes development, availability and utilization of online Learning Management System and digital CPD modules for primary school teachers and continuous mentoring of teachers through trained AEOs on classroom teaching and learning.
- Designing and implementing learning pathways for improving Foundational Literacy and Numeracy (FLN) and primary level Accelerated Education Programme (AEP). The FLN approach will support in improving learning outcomes of at risk enrolled and primary age out of school children in selected districts. The AEP will help in providing primary level accelerated education pathway for overage at risk enrolled and out of school children.
- Complementing the above two approaches, the third approach is to improving access for out of school children through community mobilization, enrolment and back to school campaigns.

Through the above three approaches, the component addresses the learning and participation challenge in an optimal, multifaceted, customised and sustainable manner. Following figure shows the objective and intermediate results of the component.

*Figure 9: Component 1 Intermediate Results*

### **Component 1: Improving Access and Learning at Primary Level.**

- Intermediate Result 1.1: Improved classroom teaching and learning at primary level through development and implementation of a province wide continuous professional development and mentoring Programme for all primary schools.
- Intermediate Result 1.2: Improved access and provision of quality primary education opportunities for marginalized children in remote districts through focusing on improving Foundational Literacy and Numeracy (FLN).
- Intermediate Result 1.3: Enhanced access to primary level education for the most marginalized and disadvantaged children, especially girls in remote areas through institutionalized Accelerated Education Programme (AEP).

#### 4.1 Subcomponent 1.1: Rethinking Teachers’ Development: Continuous Professional Development Programme (CPDP)

Intermediate Result 1.1: Improved classroom teaching and learning at primary level through development and implementation of a province wide continuous professional development and mentoring program for all primary schools.

- Indicator 1: Development, availability, and utilization of online Learning Management System and digital CPD modules by primary school teachers.
- Indicator 2: Cumulative number of AEOs trained and providing support to Primary Schools in classroom teaching and learning.

This subcomponent deals with improving classroom teaching and learning through continuous professional development and mentoring support for teachers. Teachers lie at the heart of learning challenge and they need support and guidance in building their capacities on both areas of content and pedagogy. The priority Programme 1.2 of the Punjab Education Sector Plan<sup>7</sup> highlights the importance of teacher training. Punjab has **201,103** (Female: 119,715; Male: 81,388) primary school teachers (PSTs) deputed in 32,383 schools across 36 districts, according to the latest data from the Government of Punjab, School Information System (SIS) maintained by PMIU. The total number of sanctioned posts of Primary School Teachers in Punjab are 251,278 and the posts against which primary school teachers are already appointed are 201,103. The table below provides a detailed breakdown of primary school teachers in Punjab:

Government of Punjab School Information System (SIS) as on 22 June 2021	Sanctioned Posts	Filled Posts		
		Male	Female	Total
PSTs in Primary Schools	155,518	50,855	68,971	119,826
PSTs in Elementary & Secondary Schools	95,760	30,533	50,744	81,277
Total	251,278	81,388	119,715	201,103

For the last few years, there was an absence of a robust mentoring mechanism for PSTs in the province. Considering the situation, a new model of continuous professional development and teacher mentoring is proposed which includes following elements:

- Teachers training through development and availability of digital lesson plans and instructional videos for teachers.

<sup>7</sup> Punjab Education Sector Plan, 2019/20 – 2023/24, page 29; Punjab Education Sector Plan Implementation Plan, priority Programme 1.

- Continuous mentoring and academic support through trained AEOs utilizing Classroom Observation Tool (COT) and establishing Communities of Practice (COP).
- Learning management system including monitoring of the completion rates of CPD modules and results from the COT and COP including observations of the AEOs.

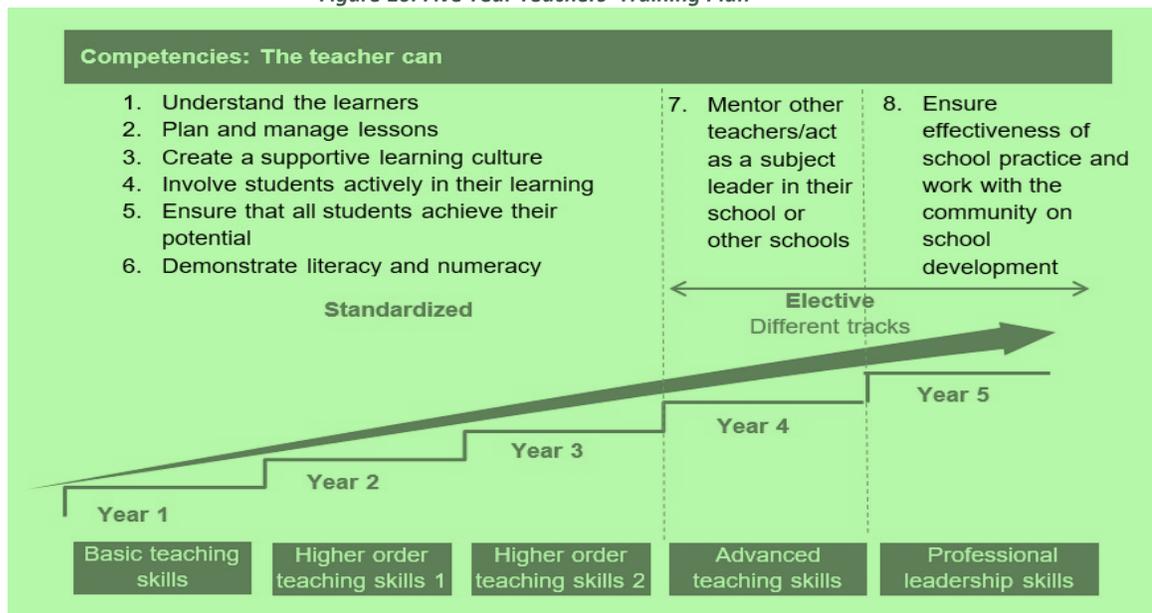
Combining the above elements in this subcomponent will ensure shifting the teacher training and mentoring from traditional generic feedback based CPD model to an evidence based continuous process. This also includes employing a blended approach of involving the education managers and encouraging peer to peer learning through COPs. The on-ground support will be provided through Assistant Education Officers (AEOs) responsible for managing 10-15 primary schools in each union council in Punjab. The AEOs will be responsible to mentor and train the Primary School Teachers (PSTs). The focus of this approach is on literacy and numeracy of early grades (1-3) and Pedagogic Content Knowledge (PCK). The CPD model will also employ the usage of technology and digital content especially in the current COVID-19 situation where innovative ways will be required to reach all teachers effectively.

Following are some of the key elements of the CPD and mentoring model:

- **Technical Specifications of CPD and Mentoring:**

The Programme is designed for five years with a focus on imparting core teaching competencies in first three years and the last two years for different elective roles of head teacher and subject specialists. The figure below further explains the model:

Figure 10: Five Year Teachers' Training Plan



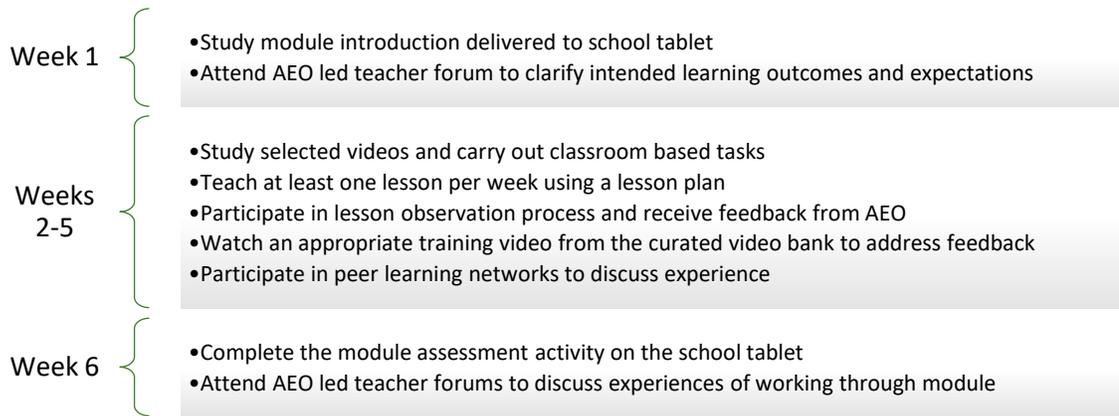
- **Training Modules**

The new CPD model will have a series of 6 learning modules each year with a six-week duration for each module. Each module will consist of the following:

- An introductory video
- Instructional/pedagogical content videos (2-3)
- Lesson plans
- Additional (curated) videos
- End of module assessment

These modules will be directly posted on the android application and teachers will be able to download these on school tablet and their own smart mobile phones. For six weeks, teachers will have the opportunity to learn the new techniques on their own pace and practice in their classes. The following figure gives a detailed breakdown of six weeks:

*Figure 11: Six Weeks Models and Teacher Development*



QAED, with the technical support of PESP 2 and PESP 3 TA teams, will spearhead the development of content of training including lesson plans, videos script writing, translation and QA, and production of videos. PITB will provide software and hardware support for digitized content. This responsibility will be shifted to IMIS of PMIU as soon as the unit is made functional.

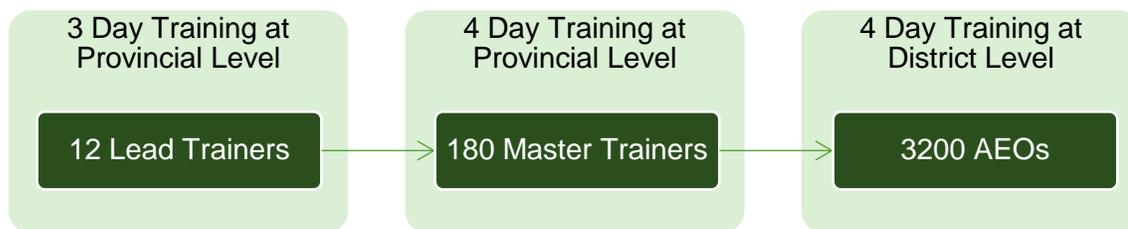
At the initial stage, 36 lesson plans for three subjects of English, Urdu and Math will be developed for grades 1, 2, 3. Moreover, 16 instructional videos will also be developed to supplement key areas of learning in these subjects.

• **Training of AEOs**

The AEOs will be trained by QAED on best mentoring practices and to coach the PSTs. A cascade approach of training will be employed to train AEOs. A total of 12 Lead Trainers will be trained at the provincial level by QAED. These Lead Trainers will train 180 Master Trainers at provincial level. Eventually, these 180 Master Trainers will conduct trainings of 3200 AEOs at district level. These trainings will be regularly conducted on annual basis to keep the AEOs updated with the training content and refresh their skills of being a good

trainer, coach, and mentor. The figure below outlines the cascade model of training at each level:

Figure 12: Training Model of AEOs



All primary schools in the province will be equipped with a tablet on which the digital training modules will be downloaded. In addition, Primary Schools/ Teachers in the province will be provided SD cards to download and save videos for effective utilization of content.

- **Classroom Observation Tool (COT)**

In contrast to earlier efforts in the sector, this new CPD model heavily uses technology. Therefore, a digitized classroom observation tool (COT) is designed to effectively carry out the training and mentoring activities. COT has been developed with the technical support of PESP III team headed by the World Bank. The team has contextualized the TEACH Tool and developed COT to address the local needs of teachers.

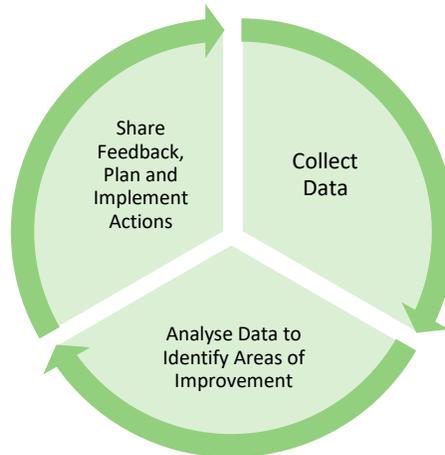
COT uses an android application with personalized interfaces for AEOs, teachers and decision makers at central office. The purpose of COT is to help AEOs in careful observation of lessons delivered by teachers and then record the observation in the android application. Whereas for teachers it provides the feedback of AEOs, instructional and supporting videos and other training content. PMIU has developed an integrated dashboard to project the data collected through classroom Observations, the access to this dashboard is provided at all tiers of SED (DEAs, and Head Teachers). Whereas, it also provides all the data to the central teams to analyze the performance of teachers and AEOs for policy development.

Responsibilities of AEOs:

- AEOs to conduct at least two classroom observations per school per month and record observation data of teacher practices and classroom behavior
- Based on their observation, provide feedback, coach and mentor teachers and agree action to improve teaching
- Regularly track progress of teachers

The COT Learning Cycle summarizes the utility of COT and role of AEOs:

*Figure 13: COT Learning Cycle*



- **Communities of Practice (COP)**

On top of mentoring by AEOs and provision of supplementary support, AEOs will form COPs of PSTs. These COPs will serve as the platforms for sharing knowledge, challenges, lessons learnt, and identify solutions to common problems in order to improve their own practice. PSTs will meet for COPs on monthly basis and AEOs will serve as facilitators during these gatherings.

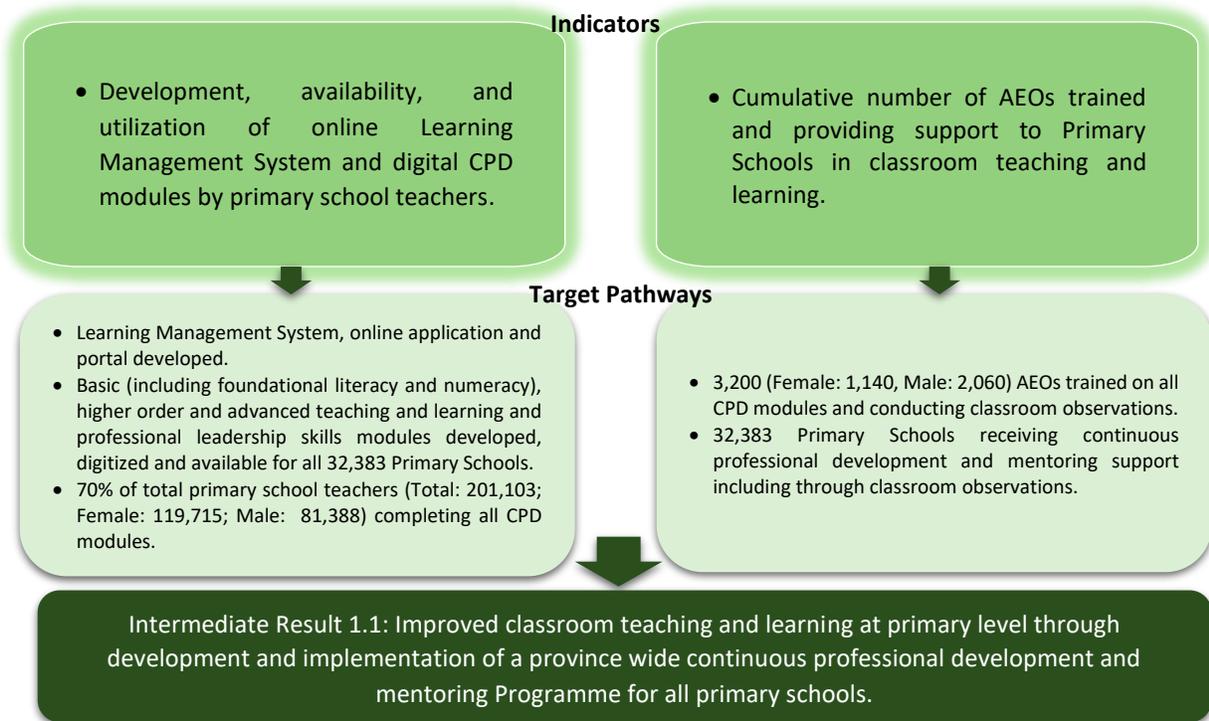
- **Monitoring of Activities**

QAED will engage independent reviewers for quality assurance of content. Whereas, teachers' progress will be tracked through the following mechanism:

- Utilization of module and other video content provided in the app.
- Completion of module and score in the assessment.
- Score of AEOs from classroom observation and progress made by teacher over time.
- Assessment of teacher's performance in COP by AEOs.

The following figure shows the indicators, targets/pathways and intermediate result of this subcomponent.

Figure 14: Indicators, Targets-Pathways & Intermediate Result 1.1



The actual beneficiaries of the intervention will be **~3,974,105 girls and boys** enrolled in primary schools of Punjab. The learning levels of students will significantly improve with the implementation of this intervention. In addition, **3200 AEOs** and **201,103 primary school teachers** will also be direct beneficiaries of the intervention as it will directly build their capacities and serve as catalyst for professional development.

## 4.2 Subcomponent 1.2: Extending the Formal Schooling to Unserved: The Case of OOSC

Intermediate Result 1.2: Improved access and provision of quality primary education opportunities for marginalized children in remote districts.

- Indicator: Designing and operationalization of 3 months learning camps for at risk enrolled and primary age out of school children in selected districts.

This subcomponent aims to improve access and provision of quality primary education opportunities for marginalized children in remote districts through focusing on improving foundational student learning outcomes at the appropriate level. This will include designing and operationalization of 3 months learning camps for at risk enrolled and primary age out of school children in selected districts. The intervention will also include ‘Survey-cum-Awareness Campaign’ approach, whereby the Local Mobilizers will be conducting a door to door awareness drive in parallel to conducting a household survey to identify the OOSC. The intervention targets children between the ages of 5-9 years, who have either dropped out, never been enrolled in schools or enrolled but at risk of dropping out. This subcomponent will also greatly benefit in mitigating negative impact of COVID-19 pandemic including prolonged school closures and potential increase in dropout rates.

This intervention can be divided into 5 main components:

### 1. Selection of target areas

This intervention begins with the identification of the target areas. While there is a lack of detailed data pertaining to the OOSC in Punjab, credible household surveys (PSES, MICS) and PMIU school census have been used to select the districts with high dropout rate, low participation rate and consequently a large number of OOSC. While it is relatively straightforward to select the pilot districts, it is harder to narrow down on which specific areas within these districts should be targeted. For that, a two-pronged approach will be used to finalize the list of **target schools**:

- **PMIU data** will be used to identify the ‘Markaz’ with schools having highest percentage of dropouts at the primary level
- **Field knowledge** will be used to corroborate the school list; CEOs and head teachers will confirm if the selected schools are a good target for this intervention.

### 2. Identification of OOSC & Awareness Campaign

Demand generation is a key component of this intervention. For that, a '**Survey-cum-Awareness**' campaign will be carried out in the target areas. Once the target school areas have been short listed, the next step will be to identify who the out of school children are and where exactly are they located. In order to do so, a **household survey** will be conducted by **local mobilizers (LMs)** selected jointly by the School Councils (SCs) and AEOs. It will be ensured that 1 educated mobilizer is selected by each School Council from the local community. They will be paid Rs 8,000 per month for 4 months of engagement. AEOs will conduct a 2-day orientation for the LMs at the Markaz level.

They will identify the OOSC in the locality and categorize them by their age-bracket. An **awareness campaign** will run in parallel to the household survey with the aim to generate more demand for education in the public. LMs will educate the parents and children during their door-to-door visits; they may also organize a community event with the help of School Councils. This will help in the next phase, where the momentum generated during the awareness campaign will be capitalized to practically enroll the OOSC in schools.

### **3. Registration & Enrolment**

Having identified the OOSC in the primary school age-bracket (5-9 years), the LMs will work closely with the teachers to enroll these children in the nearby **public schools**. The teachers and MEAs will then ensure that these children are registered, and their information is entered in the School Information System (SIS). In case the public schools in the vicinity (within a 3 km radius) run out of capacity, the children can also be enrolled in the **PEF schools** in the area if any. The information pertaining to the OOSC falling in the age bracket 11-16 will be shared with relevant stakeholders and development partners, particularly L&NFBED and TEVTA.

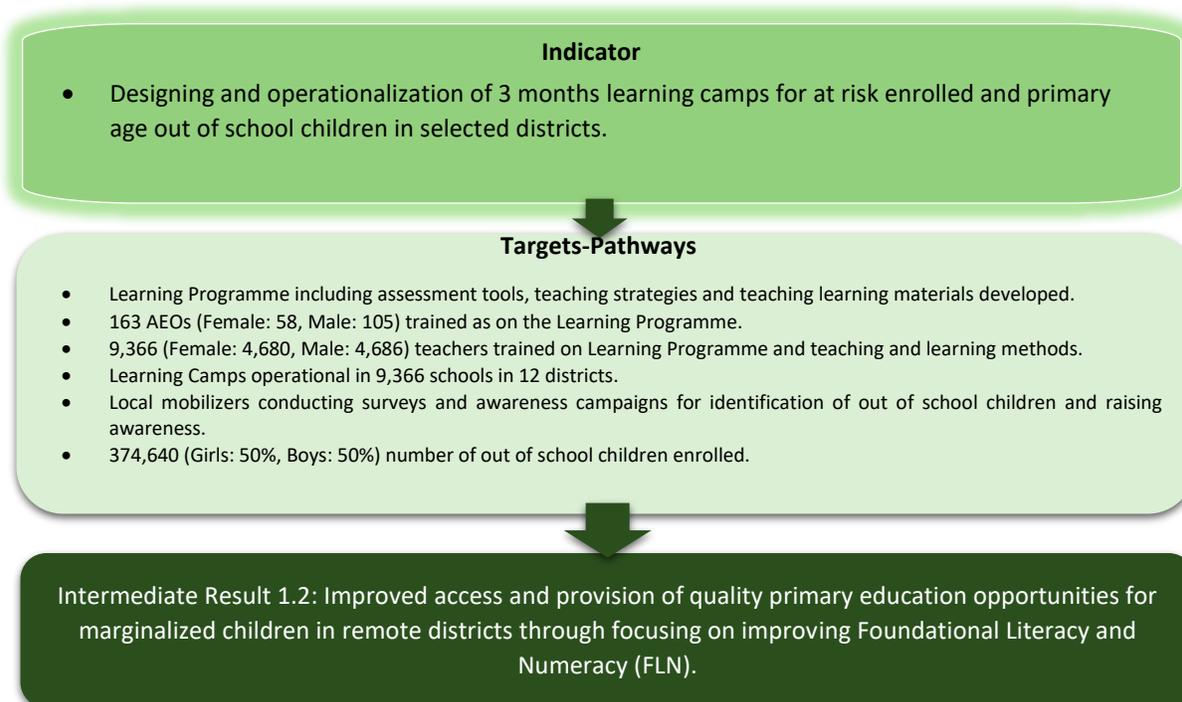
### **4. Three-Months Learning Camps**

This intervention integrates the demand generation component with a supply-side intervention, 3 months learning camps for at risk enrolled and primary age out of school children in selected districts. The rationale behind this approach lies in the fact that children who have been out of school for long or have never enrolled in a school or enrolled but at risk of dropping out, require additional support to come at par with the other students. In order to ramp-up their knowledge base to a level where they can comfortably start learning with other students, the Programme envisages 3 months foundational literacy and numeracy classes. In the first year, the Learning Programme will be designed including assessment tools, teaching strategies and teaching learning materials. AEOs will be trained as master trainers, who will thereafter train teachers of the respective schools via a cascade model.

## 5. Monitoring & Evaluation (M&E)

In order to ensure the efficiency of the intervention and ascertain the retention of the registered students, a multilayered monitoring mechanism will be adopted across all phases of the Programme. The role of Schools Councils, Local Mobilizers, AEOs, teachers and Monitoring and Evaluation Assistants (MEAs) will be crucial.

Figure 15: Indicators, Targets-Pathways & Intermediate Result 1.2



Looking at the district-wise participation rates and OOSC numbers, it is evident that southern Punjab suffers the most from the problem of children being out of school. Figures in the sections above show that in the 12 low performing districts identified by the PSES, the dropout rates between Kachi and Grade 1 as well as Grade 1 and Grade 5 are among the highest in the province.

Considering the insights from data and ground realities, this intervention will be launched in the following 5 districts in the first year:

- D.G. Khan
- Rahim Yar Khan
- Bahawalpur
- Muzaffargarh
- Mianwali

Thereafter, it will be scaled up to all **12 low performing districts**.

PMIU data was used to calculate the number of students, currently in the primary school-going age bracket, who have **dropped out** of the public schooling system in the aforementioned 5 districts. The Table below reveals that 388,737 children, who are currently in the 5-9 years age

bracket (assuming all students were of primary school-going age), have dropped out of the public schooling system. The likelihood is that many of these children are still out of school.

*Table 4: District-wise Dropouts of Children Age 5-9*

District	Dropouts of Primary School Age Bracket
Muzaffargarh	116,965
Rahim Yar Khan	81,392
Bahawalpur	80,999
D.G. Khan	76,752
Mianwali	32,629
<b>Total</b>	<b>388,737</b>

Estimates of OOSC between the ages of 5-9 years from Multiple Indicators Cluster Survey (MICS) data suggests that around **864,100** children are out of school in the 12 selected districts.

*Table 5: District-wise OOSC of Ages 5-9 Years*

Districts	5-9 OOSC
Rahim Yar Khan	192,017
Bahawalpur	131,279
Muzaffargarh	114,535
D.G. Khan	91,416
Rajanpur	91,064
Bahawalnagar	54,582
Lodhran	53,430
Bhakkar	34,045
Pakpattan	30,890
Layyah	27,162
Mianwali	25,344
Chiniot	18,336
<b>Total</b>	<b>864,100</b>

For the purpose of this intervention, the potential supply side includes all public schools in the districts having primary-level classes. For example, for the first year, this intervention will initially be launched in 5 selected districts with a total of 10,057 public schools with primary-level classes.

Due to the financial and management limitations, the intervention will focus on **20%** of the total primary level schools – hence the target schools’ amount to **1954** for the first year. For Year 2, the interventions will be scaled up to all 12 Districts. It will add 20% additional schools in these districts during both during Year 2 and 3. The aim is to focus on these low-performing southern districts so that the challenge of OOSC that be effectively dealt with.

The actual beneficiaries of the intervention will be **~374,640 girls and boys (Girls: 50%, Boys:50%)**. The learning levels of students will significantly improve with the implementation of this intervention. In addition, **781 AEOs (Female: 276, Male: 505)** and **9,366 primary school teachers (Female: 4,680, Male: 4,686)** will also be direct beneficiaries of the intervention as it will directly build their capacities and serve as catalyst for professional development.

### 4.3 Subcomponent 1.3: Utilizing the Potential of Non-Formal Sector: Establishment of 1000 NFEIs by L&NFBED

Intermediate Result 1.3: Enhanced access to primary level education for the most marginalized and disadvantaged children, especially girls in remote areas through institutionalized Accelerated Education Program (AEP).

- Indicator: Primary level accelerated education pathways designed and implemented for overage at risk enrolled and out of school children.

This subcomponent aims to enhance access to primary level education for the most marginalized and disadvantaged children, especially girls in remote areas through institutionalized Accelerated Education Programme (AEP). This will include designing and implementation of primary level accelerated education pathways for overage at risk enrolled and out of school children. This subcomponent will also benefit from the ‘Survey-cum-Awareness Campaign’ approach of the previous subcomponent, whereby the Local Mobilizers will be conducting a door to door awareness drive in parallel to conducting a household survey to identify the OOSC. The intervention targets overage out of school children as well as overage children enrolled in schools who are at risk of dropping out. Apart from targeting overage children, the intervention will specifically extend the provision of primary education through AEP in areas where formal schools are not available, thereby complementing the previous intervention in holistically addressing provision of primary education opportunity.

The subcomponent prioritizes the development of accelerated education pathways including learning materials and establishment of 1,000 accelerated education centres in five districts of Punjab with the highest OOSC population. Based on the OOSC data, the following districts have the lowest participation rate for children aged 5-9 years and 10-14 years, hence, the new Non-Formal Education Institutions (NFEIs) will be established in these areas:

*Table 6: Shortlisted Districts to Establish NFEIs*

S.N.	District Name
1.	Rajanpur
2.	D G Khan
3.	Rahim Yar Khan
4.	Bahawalpur
5.	Muzaffargarh

A total of 16 Local Mobilisers will be hired for a period of three years to create awareness in communities with highest out of school children and generate demand. The allocation of total schools and number of local mobilisers will be completed based on the need in each region.

The NFEIs / AEP centres will provide primary level education (targeted at children aged 5-9 years as well as overage learners aged 10-14 years). L&NFBED will cater to both age brackets as per their new policy. As most of these 1000 NFEIs will be established in far-flung areas with no formal schools within a nearby radius, children of regular primary school age (5-9 years) will be enrolled in these schools. However, L&NFBED will also focus on enrolling older, out of school children (10-14 years) who have either dropped out of school or never attended school. As these children cannot enrol in formal schools, L&NFBED will offer these children an accelerated education program (AEP).

The duration of AEP for primary level will be 32 months. This intervention will offer learning opportunities for a large number of older out of school and at risk enrolled children in the province, who have missed out on education at the appropriate age by providing flexible timings to suit their needs and a condensed curriculum to allow completion of the missed grades in an accelerated manner. Mainstreaming these children into formal school after completion of the primary education cycle will enable them to complete their education on an equitable basis in the formal education system.

The centres will be established in remote areas where no formal school exists in close proximity. Identification and confirmation of the site will be carried out by field staff in consultation with the teacher and community. This model is based on the principal of engaging local human resources. A female individual is recruited from the community to teach a cohort of around 40 students at her home. She is provided a kit that includes teaching guides, attendance register, blackboard, chair, and a mat for students. The remuneration of teachers (*called remuneration or honorarium*) is a part of the department's budget approved by the government. This model has higher rates of success in enrolling OOSC because the local teacher enjoys the trust of the community and students don't have to walk long distances. This model has the lowest cost as compared to any other intervention because there are minimal capital and operating expenses beyond the salary of teachers.

A training framework for teachers is instrumental in achieving the goals of quality learning and retention. Therefore, a robust Programme will be designed to train the teachers as well as local mobiliser to deliver high quality services at the grassroots level. The training model for teachers is designed to offer them a preservice training prior to joining the Programme and then an annual refresher training. This will help in strengthening teachers' content knowledge and pedagogical skills. Eventually, this will translate in higher levels of student learning.

The intervention will be implemented by Literacy and Non-Formal Basic Education Department (L&NFBED). The L&NFBED has its own rules of business, government regulations, job descriptions and specific program details that pertain to the governance and management of non-formal

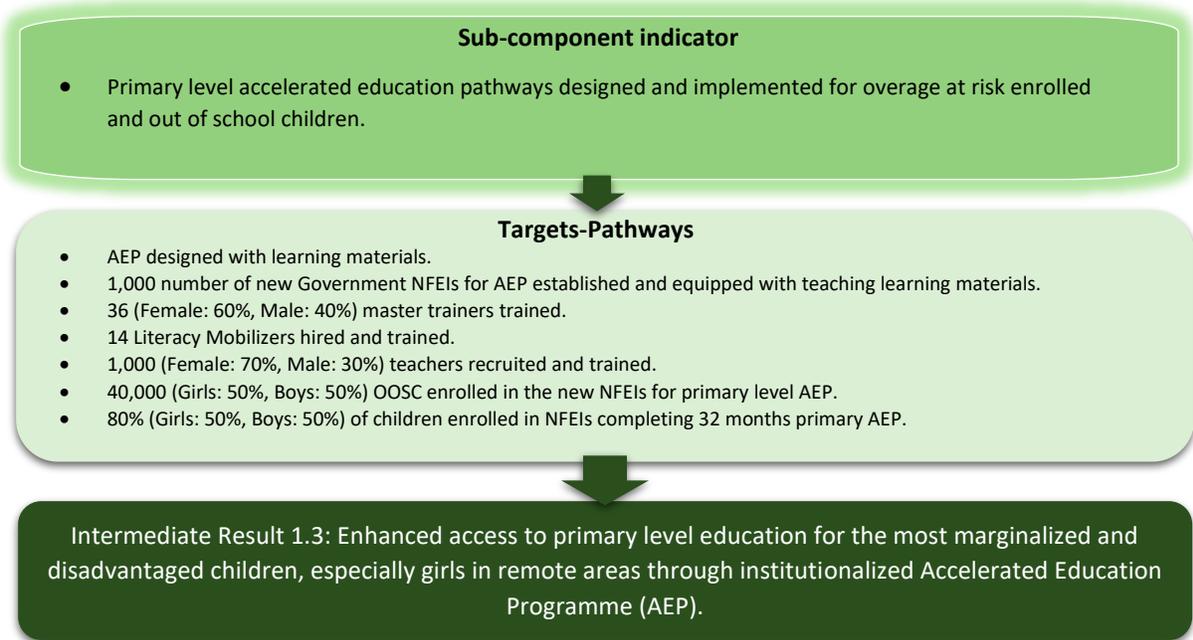
education in Punjab. Section 4.3.2.1 of the Education Sector Analysis talks about the rules and M&E systems of L&NFBED. The Government of Punjab has approved PKR 2.5 Billion for the LNFED to continue its ongoing programs into the next phase. PKR 4.7 Billion for 1007 new formalized positions have been sanctioned for the L&NEBED to strengthen the governance mechanisms of the Department and improve/standardize procedures where *necessary*.

The Department has an extensive network of field monitoring teams based at district level. The monitoring teams are equipped with GPS enabled smart phones and provide real time data to the Department through a mobile application on a range of indicators including student and teacher attendance, student assessment, school facilities, availability of teaching learning materials, finances, and community engagement. The field monitoring officers will conduct monthly visits of AEP centres to ensure the functioning of centres, presence of teacher and students.

The actual beneficiaries of the intervention will be **~40,000 (Girls: 50%, Boys: 50%) children**. In addition, **1,000 teachers (Female: 70%, Male: 30%)** will also be direct beneficiaries of the intervention.

The following figure shows the indicator, targets/pathways and intermediate result for this subcomponent.

Figure 16: Indicator, Targets-Pathways & Intermediate Result 1.3

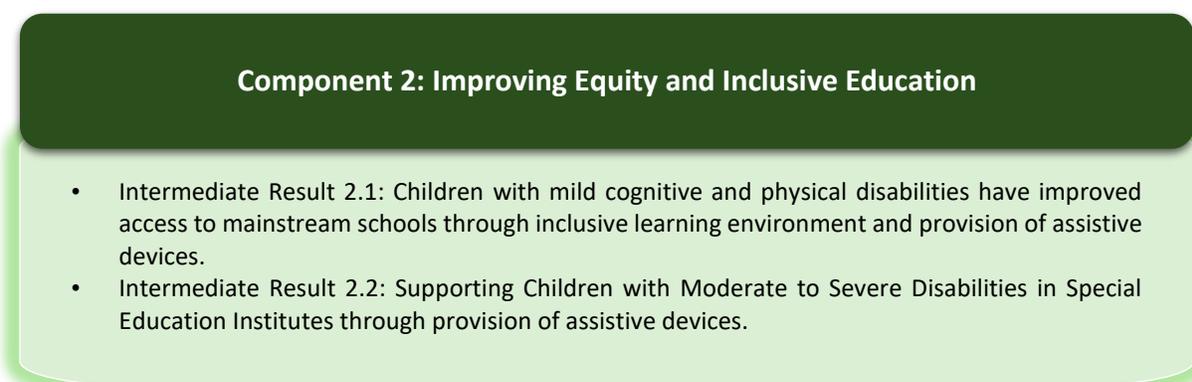


## 5 Component 2: Improving Equity and Inclusive Education

This component deals with improving equity and promoting the approach of inclusive education, by enabling schools to serve all children, particularly those defined as having special educational needs. This can only happen if mainstream schools become capable of educating all children through instituting a regular screening and assessment mechanism. Currently, there is no systematic practice of screening for children enrolled in regular schools. The Punjab Education Sector Plan 2020-2024 emphasises the need for creating equitable opportunities for high functioning children with disabilities (referred to in Pakistan as children with ‘mild-disabilities’) in mainstream schools.

In special education institutions, the screening takes place at the time of admission of the students, however, the linkages between the screening and the provision of tailored assistance and teaching learning experience are weak. While there is a basic structure to the identification process, there is considerable variation in how students may come to be identified, including the types of tests used in screening and the processes by which they are referred.

*Figure 17: Component 2 Intermediate Results*



The development of better screening procedures can be helpful for children with learning disabilities who require special assistance in mainstream schools or assistive devices to be able to follow lessons in the same mainstream schools and finally timely referrals of children with moderate to severe disabilities to special education institutions. Referrals can be made for further evaluation only after a proper screening process is completed. Improving the identification process would also involve the use of prereferral interventions developed to reduce the number of referrals to special education and provide additional help and advice to mainstream education teachers. Before initiating a referral for testing for special diagnosis, teachers should first attempt to deal with a child's learning or behavioural problems by making modifications in the regular classroom. If these modifications fail to address the difficulties the child is experiencing adequately and the teacher believes that special services may be warranted, then the referral process is set into motion.

The move towards inclusive schools by the School Education Department would mean that they have to develop ways of teaching that respond to individual differences and therefore benefit all children; are able to change attitudes to difference by educating all children together and form the basis for a just and non-discriminatory society. Over time it is likely to be less costly to establish and maintain schools which educate all children together than to set up a complex system of different types of school specialising in particular groups of children.

Children with disabilities who were already marginalised before the COVID-19 outbreak are not always included in strategies of distance learning. The collaboration between the School Education Department and the Special Education Department will also allow the Special Education Department to learn from SED’s distance education Programmes or enable them to at least make the *Taleem Ghar* Programmes accessible to the children with auditory or visual disabilities.

The Punjab MICS 2017-18 report highlights that 17.9% children of ages 5-17 years have at least one disability related to walking (3%), hearing (0.4%), vision (0.3%), or cognitive learning disability (1.2%). The rate of disability is almost evenly distributed in rural and urban areas among both genders. Data reveals that disabilities are most prevalent amongst children aged 5-9 years, with mobility and learning disabilities being the most common. Therefore, inclusive education interventions will be developed for primary grade students initially, with a model which middle and high schools can adopt in the future.

*Table 7: Age-wise Breakup of Disability in Punjab*

Age Group	Disability Type: Vision	Disability Type: Hearing	Disability Type: Walking	Disability Type: Learning	Overall
5-9	0.3	0.4	4.2	1.3	19.5
10-14	0.4	0.4	2.3	1.1	16.6
15-17	0.3	0.3	1.6	0.9	16.4

Districts with the highest number of children with disabilities identified between the ages of 5 to 17 years in Punjab include the following:

*Table 8: Districts with Highest Disability Prevalence*

District Name	Disability Type: Vision	Disability Type: Hearing	Disability Type: Walking	Disability Type: Learning	Overall
Jhelum	1.1	0.9	1.4	2.7	29.9
Rawalpindi	0.2	0.3	3.9	1.0	28.6
Multan	0.2	0.1	3.5	1.6	27.6
Jhang	0.5	0.5	3.9	0.4	27.3

## 5.1 Subcomponent 2.1: Inclusive Education Initiative of SED

Intermediate Result 2.1: Children with mild cognitive and physical disabilities have improved access to mainstream schools through inclusive learning environment and provision of assistive devices.

- Program Indicator : Percentage of children with mild disabilities provided assistive devices and retained in schools in the 2 selected districts.

The introduction of a comprehensive screening and referral mechanism would be used to identify children who may have a disability (as yet unidentified) or may be at risk for school failure. For example, a student with an extremely low-test score on a test administered to all first-grade learners in a school may become the focus of further inquiry to determine the validity of the screening observation and, if warranted, to determine the causes of the child's difficulties. This may lead to a recommendation to conduct a formal evaluation to decide if the child has a specific, identifiable disability.

In addition to systematically "screening" students, children with a "suspected" disability may also be identified through referrals by parents, teachers, or other school personnel. Typically, a child who is having academic or behavioural problems in the classroom may be referred for further testing to determine if a disability is present, after obtaining consent from the child's parents to do the evaluation.

Regular screening and assessments are required because while most children with a disability are identified by third grade, some are not identified until the elementary grades or even higher secondary school. In some instances, a problem does not become evident until the demands of school exceed the child's skills in coping with his or her disability.

Districts with the highest number of children with disabilities identified between the ages of 5 to 17 years in Punjab include the following:

*Table 9: Districts with Highest Disability Prevalence*

District Name	Disability Type: Vision	Disability Type: Hearing	Disability Type: Walking	Disability Type: Learning	Overall
Jhelum	1.1	0.9	1.4	2.7	29.9
Rawalpindi	0.2	0.3	3.9	1.0	28.6
Multan	0.2	0.1	3.5	1.6	27.6
Jhang	0.5	0.5	3.9	0.4	27.3

Owing to availability of limited funds, the Programme will be launched in two districts only. Punjab has two broader geographical regions, South and North, with very different socio-

economic dynamics. The district with highest level of disability from each region is chosen for this Programme: Jhelum in the North region and Multan from the Southern region.

The schools for inclusive interventions will include standalone primary schools (Grades 1-5), as well as K-12 type schools, with primary sections targeted only in Jhelum and Multan districts. The following table gives an overview of the total number of primary schools in the districts with the highest number of children with disabilities:

*Table 10: Primary Schools Breakup in Jhelum & Multan*

District Name	Primary Schools	Middle Schools	High Schools	Grand Total
Jhelum	538	140	145	823
Multan	1,003	214	190	1,407

A comprehensive approach is needed to create opportunities for children with disabilities in mainstream schools. Inclusion must be focussed on increasing the capacity of mainstream schools to support the participation and learning of an increasingly diverse range of learners. The move towards inclusion is about the development of schools, rather than simply involving attempts to integrate vulnerable groups of students into existing arrangements. Three components under this intervention will be introduced in the public primary schools of Jhelum and Multan districts.

*Table 11: Components of Inclusive Education*

Component	Description
1. Accessible Infrastructure	<p>The school infrastructure will be designed in a way that is accessible for children with mobility needs. This includes construction or modification of:</p> <ul style="list-style-type: none"> <li>a) Ramps</li> <li>b) Handrails</li> <li>c) Proper lighting and seating for classrooms</li> <li>d) Accessible washrooms</li> </ul>
2. Content Development and Teacher Training	<ul style="list-style-type: none"> <li>▪ Development of modules focusing on creating new and different ways of facilitating the learning of all students and planning lessons differently to be more inclusive;</li> <li>▪ Training of teachers on tools for behaviour management in the classroom and inclusive learning techniques such as differentiation and tiered learning;</li> <li>▪ Supervision and support to teachers for tracking and supporting the progress of all students.</li> </ul>
3. Screening and Provision of Assistive Devices	<ul style="list-style-type: none"> <li>▪ Recruitment of Screening Team for screening children to identify physical and learning disabilities;</li> <li>▪ Provision of Assistive Devices;</li> <li>▪ Facilitate and implement training for teachers on the use of assistive technologies.</li> </ul>

### **1. Accessible Infrastructure**

The physical infrastructure of the schools will be improved to increase accessibility for students with disabilities. These enhancements will include installing wheelchair ramps, handrails, chalk boards, and bathroom stalls. The Programme will provide an initial US\$ 258 (Rs 40,000) to each

school through the School Councils. Head teachers will be responsible for the construction and modification.

## **2. Content Development and Teachers' Training**

The Quaid-e-Azam Academy for Educational Development (QAED) in collaboration with the Directorate of Special Education, will develop modules on inclusive education for education personnel at all tiers. The training will be delivered in a cascade model. Teachers and school administrators will be trained on how to provide support for vulnerable students within mainstream schools, for teachers this will also include modules on how to adapt teaching to include *all* children in a classroom and what resources and referrals to provide families if a child cannot be accommodated in a mainstream school.

In order to increase the availability of learning materials for inclusive education and improve the learning environment, QAED in collaboration with the Directorate of Special Education will develop a checklist of minimum essential requirements for inclusive and accessible schools. This will also be used for monitoring progress in schools. In addition, QAED will develop modules focusing on adapting situations to learner requirements and developing strategies to move towards achieving inclusive education and guidelines for teachers to teach students about diversity and inclusion, disability awareness, and eliminating stereotypes. Classroom lessons and assemblies will be organised to address issues such as stigmatisation and bullying.

## **3. Screening and Provision of Assistive Devices**

A screening and assessment system will be established for children. This will comprise of:

- Trained teachers skilled to carry out initial screening and maintain a record at the school level
- Mobile screening services by clinical experts
- Tracking data to ensure each child and family is provided appropriate resources

### **a) Identification of Children with Disability in Schools**

Initial identification of children with mild disabilities studying in primary schools will be done through assistance from trained teachers. PMIU has incorporated disability specific indicators into annual school censuses. This data will also be instrumental in identifying children with mild disabilities.

### **b) Mobile Screening Services**

A screening and assessment mechanism will be established to ensure that children are identified, and their individual needs are met. A Screening team comprised of experts will assess children and assist in creating an educational roadmap tailored for each students' individual needs. Specialized diagnostic equipment will be procured to facilitate the operations of the Screening team.

Screening teams will conduct well-being checks for children with special needs already identified by schools as well as assist in identifying other children with special needs within the broader community. Mobility of the team will allow for screening to be conducted in the schools. The team will maintain a database of children needing regular services. The following table shows the team members of screening team:

*Table 12: Inclusive Education: Screening Team Composition*

Sr. No	Screening Team
1	Screening Team Manager
2	Optometrist
3	Audiologist
4	Health Professional
5	Psychologist
6	Physiotherapist
7	Driver

The District Monitoring Officer (DMO) of PMIU will coordinate mobile screening services in collaboration with the Chief Executive Officer (CEO) of the District Education Authority (DEA). The psychologist in the mobile screening team will also perform the role of a Community Based Rehabilitation (CBR) resource person to provide information on rehabilitation services and support for families. Close liaison shall be established with the health department to ensure support from nearby health facilities and referrals.

### **c) Provision of Assistive Devices**

Needs of underprivileged and marginalised children will be assessed in the screening and assessment system to determine the need and eligibility for provision of assistive devices. Children with disabilities will be given devices to aid their learning and mobility. Assessment and delivery of the devices to children will be ensured in a timely manner through the schools. The table below gives the types of Assistive Devices:

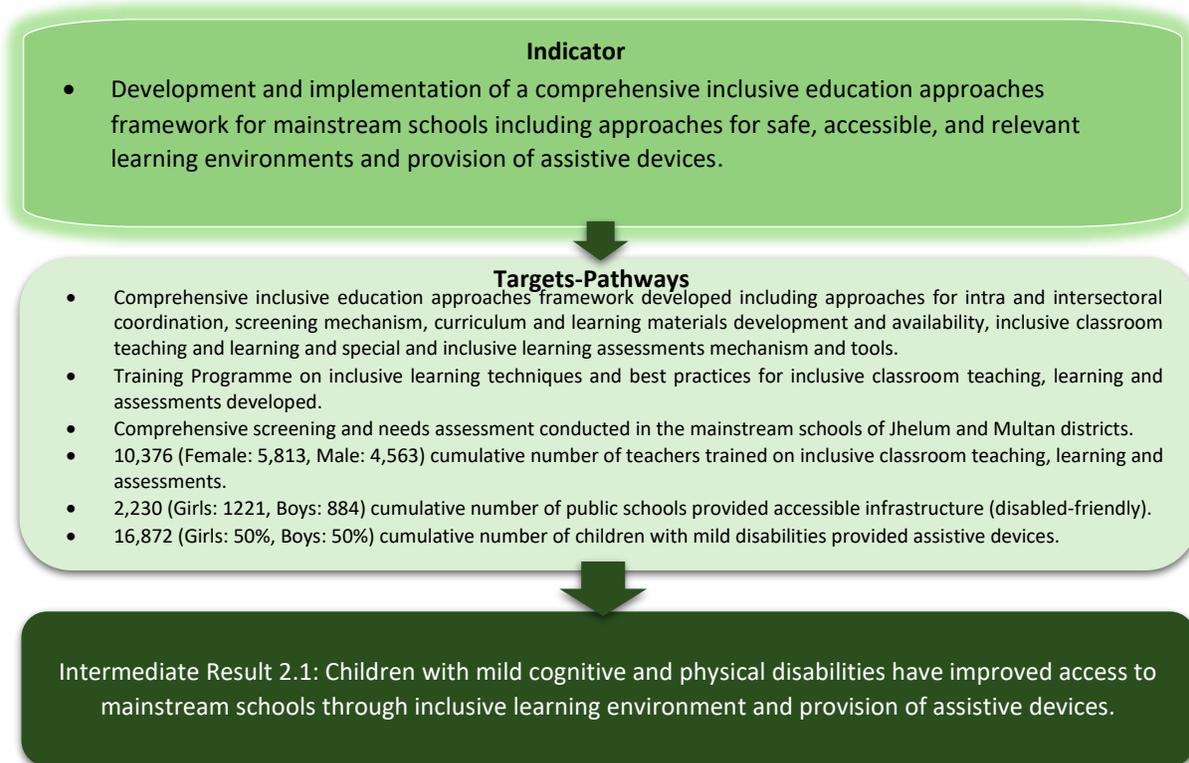
*Table 13: Inclusive Education: Types of Assistive Devices*

Sr. No	Types of Assistive Devices
1	Glasses
2	Hearing Aids
3	Wheel Chairs
4	Support Sticks / Crutches

As part of the electronic database, TALEEM Cell will introduce a monitoring framework to monitor and record children assessed for disability, category of disability, assistive device provided, referral option, and confirmation of child’s enrolment, and follow-up of children who are not enrolled.

The figure below shows the indicators, targets/pathways and intermediate result of this subcomponent.

Figure 18: Indicators, Targets-Pathways & Intermediate Result 2.1



The beneficiaries of this Programme will be children with disabilities and their families within Jhelum and Multan districts. According to estimates, a total of 111,721 high functioning children with mild disabilities enrolled in public schools will directly benefit from this Programme.

- **Jhelum**

According to estimates, the total population of children of age 5-9 years in Jhelum is 167,013. With the disability prevalence at 29.9% there are an estimated 48,433 children with disabilities within the district. On average, half of children are enrolled in public schools so approximately 24,216 students will be first-hand beneficiaries of this Programme and remaining 24,216 children will be indirect beneficiaries.

- **Multan**

According to estimates, the total population of children of age 5-9 years in district Multan is 648,181 and the disability prevalence is 27.6%. 175,008 children with disabilities reside in Multan. Approximately 87,504 students will be direct beneficiaries of this Programme.

This intervention will generate awareness about the critical importance of identifying and mainstreaming children with mild disabilities and improving their retention in school. The results of the Programme will create a demand among the decision makers and key stakeholders to scale up the Programme to other districts of Punjab and will have lasting impact on the lives of children with mild disabilities and will create a momentum for change in the way they are treated at public institutions.

## 5.2 Subcomponent 2.2: Enabling the differently Abled: Provision of Assistive Devices for Children with Disabilities by Special Education Department

Intermediate Result 2.2: Supporting Children with Moderate to Severe Disabilities in Special Education Institutes through provision of assistive devices.

- Indicator : Percentage of children enrolled in special education institutions assessed and provided with need-based assistive devices

According to the Annual State of Education Report (ASER), the learning outcomes for children with disabilities in Punjab (3-16 years) are lower than those for children without disabilities for both literacy and numeracy<sup>8</sup>. This is because these children have trouble understanding what is being taught in class due to visual and hearing impairments, among other challenges. The most effective way to overcome these barriers to understanding for special children, is the use of Assistive Devices, that either enhance students' capability to process sensory information or increase their mobility. While Assistive Devices are given to children, nevertheless many needy children do not get access to these due to limitations in budgets.

During COVID-19, as the Punjab government is adopting distance learning practices, students with disabilities are facing barriers due to the absence of necessary equipment, internet access, accessible materials, and the support that would allow them to follow online Programmes. Developing tools and resources for learners with disabilities and their parents is essential. This requires enhancing accessibility features, such as audio narration, sign language video, and simplified text, as well as provision of assistive devices.

In order to enhance the learning experience of children with special needs, it is imperative to ensure an equitable access to Assistive Devices in Special Education Institutes. Along with enhancing the quality of special education, this would also result in an amelioration of the existing data and statistics available on special education. PESP 2020 – 2024 highlights the importance of addressing the needs of children with disabilities. The Programme Objective 2.4.6 of Implementation Plan of PESP 2020- 2024 outlines the provision of assistive devices to children with special needs.

The provision of assistive devices will be effective if it is complemented with a regular system of screenings in order to identify the number of children with special needs, as well as their needs. One of the biggest issues Pakistan faces in addressing the issue of education for children with disabilities is not having the right set of data on PWDs. There is no standardized instrument to collect data on disabilities. The discrepancies in prevalence and types of disabilities show that the purpose of surveys and survey instruments used are different and the results therefore cannot

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<sup>8</sup> ASER Annual Report 2017

be used appropriately for developing a comprehensive strategy on education for persons with disabilities. The estimates of children with special needs are currently made on the basis of data of registered students of SpED.

Assistive devices enable students with special needs to perform tasks which they would otherwise not be able to carry out due to a particular disability.<sup>9</sup> The benefits of Assistive Devices are innumerable. Researchers have claimed that assistive devices “significantly contribute to aiding persons with special educational needs in learning, building self-confidence, being independent and achieving a high quality of life.”<sup>10</sup> Assistive devices help children interact better with their peers<sup>11</sup>, provide children much-needed support<sup>12</sup> and increase academic success of students with special needs.<sup>13</sup> This becomes even more essential during COVID-19 related school closures.

Assistive devices come in various forms and can encompass a broad range of equipment from low-tech devices such as crutches to advanced devices such as hearing aids and special software. Some examples of assistive devices include:

- **Mobility aids**, such as wheelchairs, walkers, canes, crutches<sup>14</sup>, prosthetic devices, and orthotic devices<sup>15</sup>
- **Hearing aids**<sup>16</sup>
- **Cognitive aids**, including computer or electrical assistive devices, to help people with memory, attention, or other challenges in their thinking skills<sup>17</sup>
- **Computer software** such as voice recognition Programmes<sup>18</sup>

This intervention focuses on children with moderate and severe disabilities enrolled in special education institutes. SpED aims to provide Assistive Devices for children with special needs to enhance their learning outcomes. For this purpose, screening teams will be recruited to determine and identify the students who are to be provided with Assistive Devices. Due to the scale of the intervention encompassing all special education institutes of Punjab, it would be

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<sup>9</sup> Simpson, C.G., McBride, R., Spencer, V.G., Lowdermilk, J., & Lynch, S. (2009). Assistive technology: Supporting learners in inclusive classrooms. *Kappa Delta Pi Record*, 45(3), 172-175.

<sup>10</sup> Reed, P. (2007). A resource guide for teachers and administrators about assistive technology Wisconsin Assistive Technology Initiative. (p.1-22). Oshkosh.

<sup>11</sup> Winter, E., & O’Raw, P. (2010). Literature review of the principles and practices relating to inclusive education for children with special educational needs. National Council for Special Education. Trim, Northern Ireland.

<sup>12</sup> Wojcik, B.W., & Douglas, K. H. (2012). Illinois assistive technology guidance manual. SEAT Center. Special Education Assistive Technology. Illinois State University.

<sup>13</sup> Edyburn, D. L. (2005). Technology enhanced performance. *Special Education Technology Practice*, 7(2), 16-25.

<sup>14</sup> Medline Plus. (2016.) *Mobility aids*.

<sup>15</sup> International Society for Prosthetics and Orthotics. Prosthetics and orthotics services.

<sup>16</sup> Computer/Electronic Accommodations Programme. (n.d.). *Accommodations solutions: Cognitive*.

<sup>17</sup> Ibid.

<sup>18</sup> Center on Technology and Disability. (2018). *Assistive technology 101*.

essential to form a total of three screening teams covering institutes in the North, Center and South regions. The following table shows the composition of each screening team:

*Table 14: SpED Screening Team Composition*

Sr. No	Screening Team
1	Screening Team Manager
2	Optometrist
3	Audiologist
4	Health Professional
5	Psychologist
6	Physiotherapist
7	Counsellor
8	Driver

The initial estimation will indicate the amount and nature of the requirements of children with special needs. The following list of Assistive Devices will be procured according to the quantities required and will be distributed in respective special education institutes:

*Table 15: SpED: Types of Assistive Devices*

Sr. No	Types of Assistive Devices
1	Spectacles/low vision devices
2	Magnifying Glasses
3	Hearing aids
4	Wheelchairs
5	Walkers
6	Support Sticks / Crutches

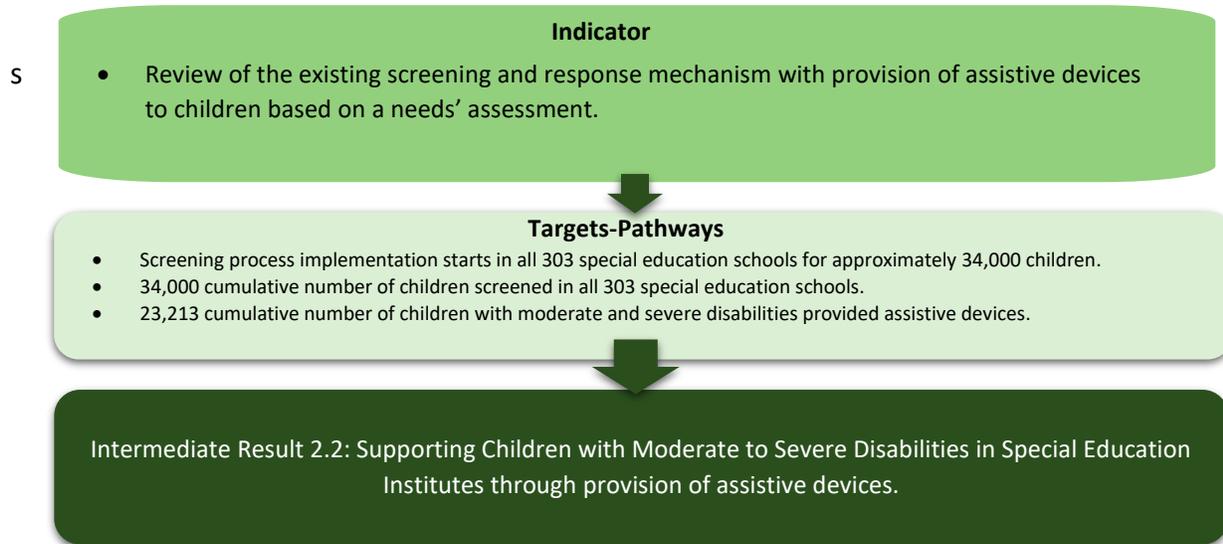
A mid-term evaluation to be conducted by SpED to update data in case of dropouts and new entrants into the special education system. This will serve as a feedback mechanism for further procurement and distribution of Assistive Devices, as required. Moreover, a regular system of monitoring and evaluation will also allow the team to monitor whether provision of Assistive Devices have effectively been distributed based on the needs of each special education institute. This intervention will be led by SpED and implemented by its field offices in collaboration with the screening teams. This intervention is designed for a period of two years starting from 2021-22 to 2022-23.

The screening teams will assess all children enrolled in special education institutes across Punjab. Over **34,000 students** in these institutions will benefit from regular assessments. It is estimated that *at least* 23,213 children with moderate to severe disabilities will benefit from the assistive devices.

The provision of Assistive Devices to children with special needs will equip these students with the right tools through which they can learn effectively and overcome certain physical barriers to learning. It is expected that learning outcomes for both literacy and numeracy will improve for children with disabilities.

Establishment of a screening mechanism will help SpED collect useful quantitative data on children with special needs which will allow for better informed interventions and policies targeting special children in the future. The Department has recently held meetings with the King Edward Medical University in Lahore for long-term collaboration on regular screening of children with disabilities so that the process of screening continues beyond the Programme period.

*Figure 19: Indicators, Targets-Pathways & Intermediate Result 2.2*



## 6 Component 3: Improving Efficiency in Education Planning and Decision Making through IMIS

The management and governance of education sector in Punjab lacks an integrated decision support system. The absence of a systemic ability to produce and use reliable and comprehensive data for decision-making constitutes one of the central issues in this regard. Punjab has a number of information systems in place, to collect and store data from the field on various sets of indicators. Moreover, the departments are also introducing new information systems for effective management. However, these information systems and their respective datasets stay in silos and are not collectively used to inform various decisions undertaken by the education departments. Therefore, this information asymmetry results in inaccurate data and erroneous findings; eventually leading to duplication of effort and wastage of financial and human resources.

In many instances, data on inputs and outcomes is separately kept with each department i.e. SED, SpED & L&NFBED, thereby making it difficult to relate the successful outcomes with the appropriate inputs. For example, the PMIU regularly collects data on several indicators related to educational inputs that could possibly have an influence on the student performance and thus quality improvement of the schools. However, this data on inputs is not used in conjunction with the data produced by the Punjab Examinations Commission (PEC), which provides student performance data based on an annual examination conducted by the commission. As a result, there is no mapping of impactful indicators and inputs, resulting in compromising the system's efficiency and effectiveness.

The issue is further complicated as there are number of missing aspects on which critical data is not available or not collected and reported. For example, decision-makers have limited access to reliable data on out of school children. The isolated operations and maintenance of databases exacerbate the issues, which is essential to plan and implement interventions to provide equitable access to education. Similarly, there is no comprehensive data on disabilities in the province. It is acknowledged that various surveys are conducted which estimate these numbers; however, for undertaking adequate planning, complete information of these children is essential.

The Programme proposes integration of all the information systems including SpED and L&NFBED databases, and to collect missing data on important aspects required for better planning to promote a culture of evidence-based decision making. The need for evidence-based decision making through development of an Integrated Management Information System (IMIS) has also been identified through strategic goals and priorities set in the PESP 2019/20 – 2023/24 and GoPb's New Deal 2018-2023. Under priority Programme 4.2 of the PESP Implementation Plan, the development of IMIS is listed as a strategy to ensure evidence-based decision making in the education sector. The creation of IMIS is a sector level initiative that will not only bring all the departments and their attached entities under one umbrella but will also foster inclusive and effective delivery of services at provincial level.

The development of IMIS is in continuation of the all the departments' focus towards digitization and evidence-based decision making. IMIS will not only store data on all important aspects and indicators but also provide an easy-to-use tool for evidence-based decision making in the education sector of Punjab. Centralizing and mainstreaming data management will ensure that a complete picture of education supply and demand is well understood. The IMIS will bring together all existing and new systems and databases in order to develop an analytics system that would lead to data-driven decision making at SED, PMIU, SpED, L&NFBED and the attached bodies.

The following figure shows the objective and intermediate result of the component:

*Figure 20: Component 1 Intermediate Results*

### **Component 3: Improving Efficiency in Education Planning and Decision Making.**

- Intermediate Result 3.1: Improved performance management and efficiency in service delivery through development and utilization of Integrated Management Information System (IMIS).

#### **6.1 Subcomponent 3.1: Introducing Evidence Based Decision Making at Sectoral Level through IMIS**

Intermediate Result 3.1: Improved performance management and efficiency in service delivery through development and utilization of Integrated Management Information System (IMIS).

- Indicator : Operationalization of IMIS and fully equipped education data centre with data analysis and utilization capacity.

PMIU, SED and its attached entities have multiple information systems running in parallel. PMIU is currently operating eight different information system, as listed below:

1. Schools Information System (SIS)
2. Monthly Monitoring (MM)
3. Literacy & Numeracy Drive (LND)
4. Classroom Observation Tool (COT)
5. Non-Salary Budget (NSB)
6. School Council (SC)
7. Private School Census (PSC)
8. Annual School Census (ASC)

Whereas SED is currently running three information systems mainly related to management of human resources:

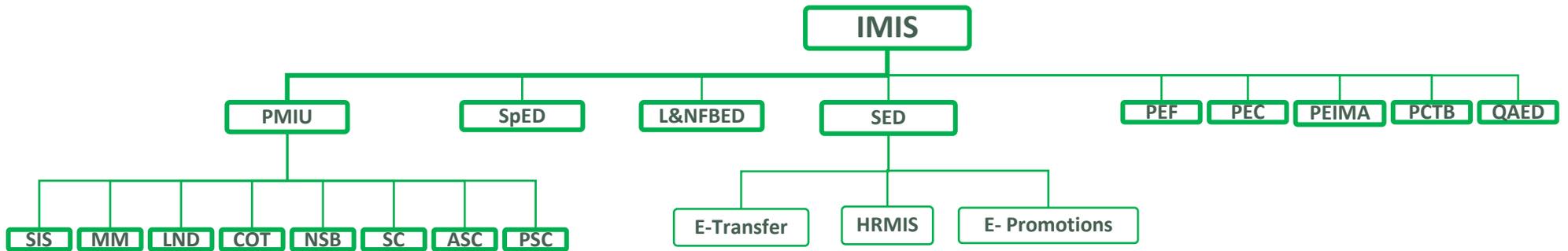
1. E-Transfers
2. Human Resource Management Information System (HRMIS)
3. E-Promotion

In addition, all the other entities of SED have their own management information system for various functions, these include:

1. Punjab Examination Commission (PEC)
2. Punjab Education Foundation (PEF)
3. Punjab Education Initiative Management Authority (PEMIA)
4. Punjab Curriculum Textbook Board (PCTB)
5. Quaid e Azam Academy for Education Development (QAED)

The following figure gives an overview of the existing information systems currently operational in these departments:

Figure 21: Information Systems to be Integrated under IMIS



There are further applications in these information systems with corresponding web portals and mobile applications.

Most of these information systems are currently developed, maintained and hosted at PITB, with a couple of departments (PEF and QAED) hosting their own systems. There are, however, limitations that these departments face, e.g. QAED systems do not function post 05:00 PM due to lack of capacity.

Considering the above context, the following activities will be undertaken in this component:

- a. An integrated data management system will be developed, based on the needs of the education departments as identified through the gap analysis and need identification.
- b. The existing datasets of SpED, L&NFBED, PMIU, SED and its entities will be centralized through the integrated data management system.
- c. Data of learning assessments, examinations and teachers' training will be added and maintained as part of this integrated data management system.
- d. Data on important aspects will be collected and made part of the system. This will include, but not limited to, data of out of school children, disabilities, etc.
- e. A GIS system integrated with live data to provide a comprehensive and engaging 'see-in one view-all' view for informed decision-making, based on real-time updates in data.
- f. The dashboard will consist of elements such as maps, lists, charts, gauges and indicators, to assist with identification of data trends.
- g. Managers will be trained on using data to support planning and management. The education departments will subsequently invest in identifying expertise for using this data and developing follow-up plans and actions based on this data.

GIS system will add a great value to IMIS as its integration within the IMIS will also hugely benefit the departments in decision making and performance management. GIS can help all the departments better understand spatial patterns and relationships, in relation to the data collected on OOSC, students, teachers and schools. It will draw attention to the areas of need, by showing important indicators on a screen filled with data. In addition, it will support the senior leadership as well as district education managers in understanding what is happening on ground, enabling it to respond quickly, by showing performance measures in a clear and accurate manner.

The establishment of such a comprehensive system has the possibility to create complexity in the management of education sector. However, this challenge can be overcome by carefully drawing the architecture of the system that collects relevant information from each department and grants access to only relevant decision makers. Moreover, defining clear roles and responsibilities of each actor involved in the process will greatly help in better functioning of the system. The system should introduce different levels of information that corresponds to the needs of the senior leadership, education managers, teachers, parents and other stakeholders.

- **Stages of Development**

PMIU will establish and manage the IMIS by making necessary arrangements for its operationalization. PMIU will provide office space, recruit the team and procure the equipment for IMIS.

For this purpose, a two-stage approach has been adopted by PMIU: The first stage focused on the gap analysis and need identification, through which IMIS is conceptualized. This stage has been completed and involved the following activities:

- Review of existing business processes, data models, definitions and databases.
- Development of a data integration strategy and data migration strategy from existing systems.
- Identification of hardware, software and human resource requirements.

The second stage will consist of implementation of the solutions identified in stage one. The funding will be utilized for the second stage i.e. Implementation of IMIS. For this purpose, the following steps will be undertaken to establish the IMIS

1. Development of a data warehousing solution, in the form of a server and datacenter
2. Hiring of HR required and procurement of IT services, Hardware and Software

- **Equipment Required**

The following equipment is needed to be procured:

- Core computing equipment such as:
  - Desktops/Laptops to Perform Data and GIS Analysis
  - Servers (Data Server, Backup Server, GIS Server)
  - Server racks
- Network equipment including:
  - Routers
  - Switches
  - Modems
  - Firewalls
  - Cables
  - Connectivity, Hosting & Cloud Services
- Storage resources such as:
  - Hard drives
  - Tape drives
  - Backup storage resources
- Power and cooling infrastructure (usually managed through HVAC software/system) including:
  - Power generators
  - Cooling towers
  - Uninterrupted power supply system (UPS)
  - Dry Batteries
- Disaster Recovery Infrastructure:
- Other input/output devices such as:
  - Printers
  - Scanners

- Cost related to Development of Facility:
- **Staff Requirement**

In order to operationalize the IMIS, adequate staffing will be required. The funding will be utilized for salaries of the IMIS staff for a period of four years, meanwhile these positions will be regularized through formal departmental channel and the GoPb will bear the cost afterwards that will add sustainability to the intervention.

To initiate the implementation, IMIS will start with the following functions and the scope of activities will be scaled up with its roll out:

1. Transfer of ownership and migration of existing databases and data systems into the established datacenter
2. Development of an Integrated IMIS, linking relevant data streams of existing systems, and automation of remaining paper-based systems in SED.
3. Data triangulation, analytics, visualization and reporting through IMIS, targeted for provincial, division, district and school level users, for informed decision and policy-making.

Eventually, IMIS will primarily consist of three main components:

- The back-end data model and schema to store data on all important aspects
- The middle-tier data cleansing and transformation application that makes the stored data available for analysis
- The front-end interactive data reporting and analysis application that allows non-technical people to access and analyze data.

This intervention will bring system level transformation as the integration of information will not only make the decision-making process efficient but also effective as well. It will be directly beneficial for teachers, students, and education managers. The table below gives an overview of direct beneficiaries of IMIS:

*Table 16: Direct Beneficiaries of IMIS*

Department	Schools	Teachers	Students
SED/PMIU	52,492	380,641	11,540,740
L&NFBED	12,019	19,140	574,206
SpED	294	5,880	32,345

However, there are indirect beneficiaries that include the political leadership, OOSC, parents, international development partners and other key stakeholders. IMIS will eventually translate into:

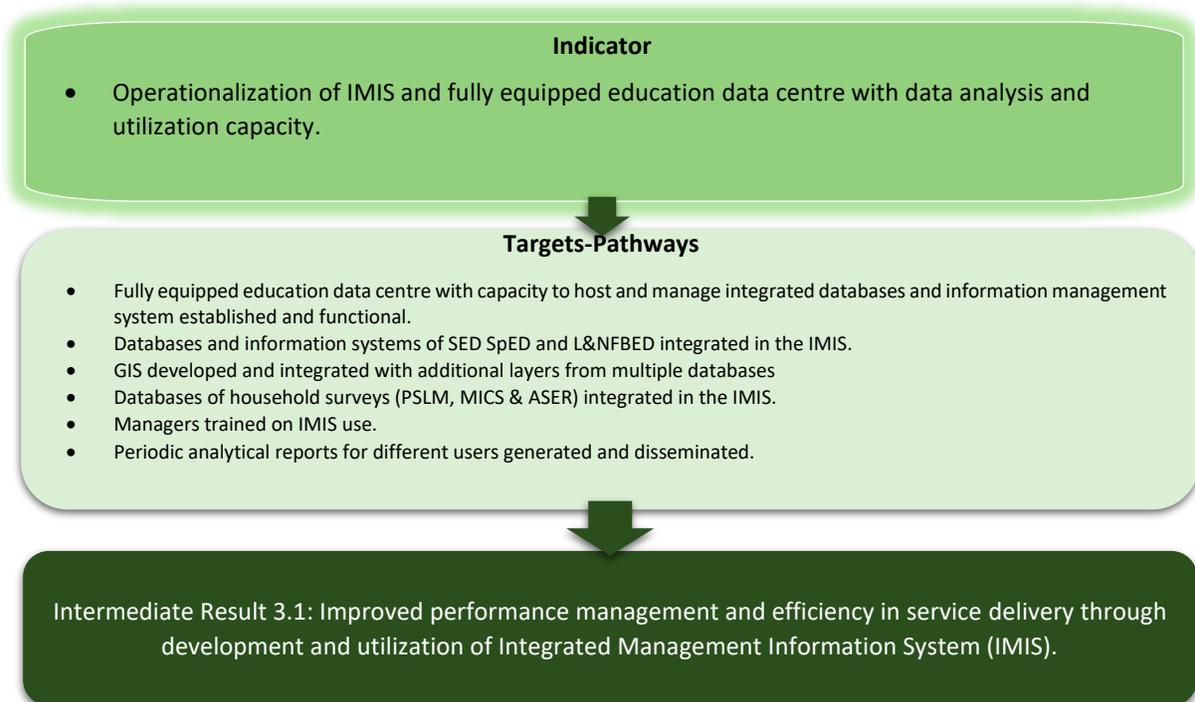
- Automating key business processes to fast-track flow of decision making in operations and administration for efficiency.
- Enhancing the accessibility of digital information to key stakeholders to take timely decisions.

- Introducing evidence-based decision making through data analytics.

A consolidated data warehouse and master data management solution ensuring consistency across departments within SED.

The following figure shows the indicator, targets/pathways and intermediate result for this subcomponent:

*Figure 22: Indicators, Targets-Pathways & Intermediate Result 3.1*



## 7 Component 4: Improving Access and Learning at Middle Level (Variable Part)

The province of Punjab is facing tremendous challenges with respect to supply side of education particularly at the middle school level. The fewer middle schools result in higher post primary dropouts and increased number of OOSC in the age group of 10-14 years old. SED is unable to upgrade the existing primary schools or construct new middle schools owing to the scarce financial resources at the disposal of GoPb. To address this challenge, SED tested a new cost-efficient and innovative approach of afternoon schools in remote areas and launched a pilot in 22 districts of Punjab in 2019 with the financial support of DfID. The evidence, from the Afternoon School Programme (ASP) pilot, validates the approach and attest the enrolment gains.<sup>19</sup> Whereas, it highlights the deficiency of quality component and the capacity of primary school teachers to teach the students in middle grades.

The need for improving post-primary education has also been identified through strategic goals and priorities set in the PESP 2019/20 – 2023/24 and GoPb’s New Deal for Education 2018-2023. Under priority Programmes 2.1 of PESP<sup>20</sup>, the ASP has been listed as a strategy to increase access and retention at the post primary level.

### 1. Rationale of Selecting 14 Districts

Considering the need for post primary education, the priorities of the ESP, and evidence from 22 districts; SED intends to introduce 800 afternoon schools in the remaining 14 districts<sup>21</sup> of Punjab. These 14 districts are selected because there is not a single ASP school available in these 14 districts of the province. Moreover, these 14 districts share similar socio-economic status, are the urban centers with underdeveloped rural and remote areas, and mainly concentrated in the northern areas of the province. The figure below gives a view of the selected districts.

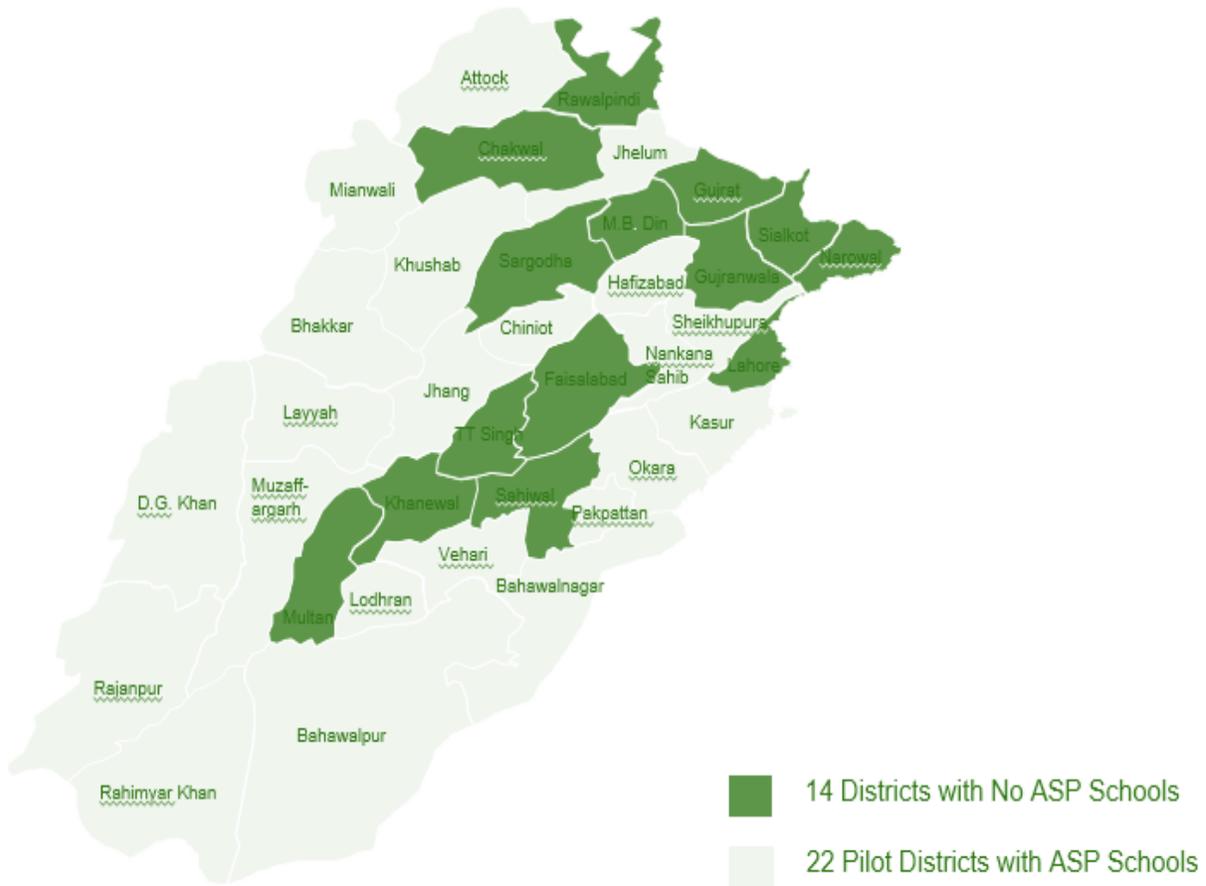
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<sup>19</sup> Third Party Validation Report 2019, Commissioned by DfID

<sup>20</sup> Punjab Education Sector Plan, 2019/20 – 2023/24, page 43; Punjab Education Sector Plan Implementation Plan, priority Programme 2.

<sup>21</sup> Chakwal, Faisalabad, Gujranwala, Gujrat, Khanewal, Lahore, Mandi Bahauddin, Multan, Narowal, Rawalpindi, Sahiwal, Sargodha, Sialkot and Toba Tek Singh

Figure 23: Districts (14) for ASP



Building on the lessons from the pilot in 22 districts, SED will add a specialized teacher training component to the Programme. As the primary school teachers are not proficient in teaching at the middle school level (Grades 6-8), therefore they need specialised training to build their capacity. The training Programme will focus on the pedagogical skills and subject-specific knowledge, particularly STEM. For this purpose, training modules will be developed, and teachers will be regularly trained on these areas. It is noteworthy to mention that Punjab has no such training in place at the moment. Hence, this will be a milestone with regards to learning and will bring a transformative change in the system as the training materials developed will benefit all middle school teachers in the province, thereby leading to increased learning levels of the children.

Moreover, considering the GPE's priority of lower secondary, the ASP will be limited to the category of middle schools (Grade 6-8), and high schools (Grade 9-10) will not be included in this intervention. Furthermore, 60% of the share of total schools will be for girls and 40% for boys. The selection of schools will be based on the principle of equity by assigning priority to existing primary schools in the remote and marginalised areas.

The funding available for variable part will be utilised for the three distinct strategies of each dimension of equity, efficiency and learning under ASP. The total funding available is linked to either output or outcome level indicators for each of the three strategies of equity, efficiency, and learning outcomes, as shown in sections below. The thematic area of learning outcome is allocated slightly more funds to emphasise the importance of learning. Moreover, PEDPG has also endorsed the three distinct strategies and funding distribution of variable part during the meeting held in January 2020. The following table gives an overview of the share:

*Table 31: Distribution of Variable Part Funding in Thematic Areas*

<b>VP Dimensions</b>	<b>Share</b>	<b>Amount in US\$</b>
Efficiency	30%	4,556,250
Equity	30%	4,556,250
Learning	40%	6,075,000
<b>Grand Total</b>	<b>100%</b>	<b>15,187,500</b>

## **2. Sustainability of the Programme**

The political leadership is on board and has taken the ownership of ASP expansion. SED is in the process to get this Programme institutionalised and will request the funds from the treasury once the ASP is operational across all the 36 districts of Punjab. If any targets are missed and resulting in unavailability of funds, then SED will bear the expenses of ASP in the meanwhile. Whereby, once the GPE funding is utilised, GoPb will provide funding for the ASP in the long term.

### **2.1 Evidence from the PILOT**

DfID's funding for the pilot Programme was linked to the achievement of agreed targets. PMIU has successfully achieved the targets before the deadline and the TPV also endorsed it. Therefore, PMIU has a strong experience in managing the Programme and will achieve the targets in timely manner.

## 7.1 Dimension of Efficiency

### 7.1.1 Overview

The public school system in Punjab has four broader categories of schools. After graduating from the primary school, students get enrolled in nearby middle or high schools. The table below gives an overview of school categories:

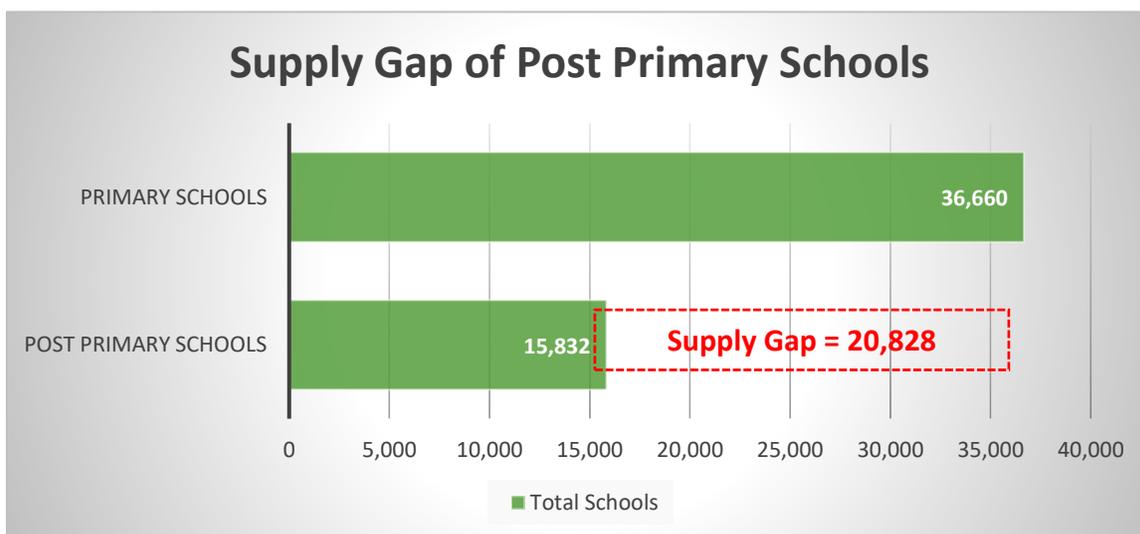
*Table 17: Public School Categories in Punjab*

School Category	Grades
Primary	K-5
Middle	6-8
High	6-10
Higher Secondary	6-12

#### 1. Challenge of Post Primary Education

Despite being one of the largest public school's system in the region with ~52,492 schools, SED has a striking gap in the supply of schools. The public-school system is organised in a manner that 67% of the total schools are primary, whereas the post-primary level has only 33% of the total schools. There is a shortage of ~20,828 post primary schools at the provincial level. The unavailability of required post-primary schools serves as a key barrier for students, particularly girls to continue post primary education and results in high rates of dropouts from schools. Thus, this is a system level challenge faced by SED. The figure below depicts the supply gap and highlights the shortage of post primary schools<sup>22</sup>:

*Figure 24: Supply Gap of Post Primary Schools in Punjab*



Traditionally, SED used to adopt the paradigm of upgrading primary schools to middle level and middle schools to high level to address the challenge of post primary education. This approach requires around two years for completion of process, as it has an infrastructure component that

<sup>22</sup> Programme Monitoring & Implementation Unit (PMIU) Database

requires construction of additional classrooms and procurement of furniture to accommodate the students of Grade 6-8. In addition, the sanctioning and recruitment of teaching staff requires more than a year to complete. Apart from the time inefficiency, this approach also requires huge finances for construction and furniture. The cost of upgrading one primary school to middle level is US\$ 74,194<sup>23</sup> (Rs 11,500,070). Moreover, the monthly operating cost of middle school with 4 teachers is US\$ 640 (Rs 99,200) as the monthly salary of a middle school teacher is US\$ 160 (Rs 24,800).

## **2. Concept of Afternoon School Programme (ASP)**

In order to address the challenge of supply gap with limited finances, SED adopted the approach to optimally utilise the infrastructure and human resources of existing primary schools through ASP. This Programme does not require any capital or infrastructural cost as it uses the premises of existing primary schools and employs the same schoolteachers. There are two categories of schools in this Programme:

### **2.1 Primary to Middle Status**

In this category, the regular primary school is given the status of middle school. The primary school is run as usual for Grades K-5 in the morning, and after a break around noon, the same teachers hold classes of Grades 6-8 in the afternoon.

### **2.2 Middle to High School Status**

In this category, the regular middle school is given the status of high school. The middle school runs Grade 6-8 classes in the morning and the same teachers hold classes of Grade 9-10 in the afternoon.

## **3. PILOT Programme**

In 2017, SED designed the Afternoon School intervention which was eventually piloted in 22 districts of Punjab. The pilot has generated positive results in terms of efficiency and effectiveness and proved to be a success overall. Findings from the pilot are mentioned in the relevant sections below.

### **7.1.2 Description/Rationale**

In order to promote efficiency and address the challenge of supply gap, ASP is the most appropriate and cost-effective solution. Although, the Implementation Plan of PESP 2019/20 – 2023/24 has set a goal of establishing 500 ASP by 2023-24, yet SED is aiming for 800 schools to be operational by 2020. Secondly, the pilot Programme had 577 schools in 22 districts whereas now SED is aiming for 800 schools in 14 districts. Thirdly, establishing 800 in a short span of two months is a highly ambitious target and SED is ready to take this '*stretch*'. SED is taking this '*stretch*' on multiple fronts, in line with the GPE's guidelines, to bring a system wide change in

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<sup>23</sup> US\$-Rs Exchange Rate: 1 US\$ = 155 Rs, Costing from section 2.1 of PESP Implementation Plan

the landscape of post primary education in the province and to serve as a catalyst for large scale expansion. It builds on the lessons learnt from the conventional approach and the ASP pilot. ASP is highly efficient on both the fronts of time efficiency and cost saving:

### **1. Time Efficiency**

The identification and transformation of existing primary schools under ASP can be completed in **two months** while it takes around **two years** for a regular school to be constructed<sup>24</sup> and operationalized<sup>25</sup> as per the conventional model.

### **2. Cost Saving**

This is the most cost-effective solution both in terms of capital expenditures (Capex) and operational expenditures (Opex). The transformation of existing 800 primary schools to ASP school will save **US\$ 59,354,839** (Rs 9,200,000,045) in Capex right away. Furthermore, the monthly honorarium paid to a teacher is US\$ 100 (Rs 15,500) therefore ASP's approach will result in saving US\$ 60 per teacher and US\$ 240 per school<sup>26</sup> on a monthly basis. The savings in Opex for 800 schools are approximately **US\$ 196,129** (Rs 30,400,000) on a monthly basis. Therefore, the savings in Opex during the life of Programme will be **US\$ 9,414,192** (Rs 1,459,199,760).

#### **2.1 Evidence from the PILOT**

The evidence of this savings can be drawn from the pilot of ASP in 22 districts. The establishment of 577 schools has saved the GoPb approximately **US\$ 42,809,677** (Rs 6,635,500,000) in development spending during financial year 2019-20<sup>27</sup>. Whereas GoPb is saving US\$ 138,480 (Rs 21,464,400)<sup>28</sup> on monthly basis in Opex.

### **3. Using the Existing Reporting Structure**

ASP optimally utilises the existing reporting and management structures. This brings efficiency in terms of human resource and performance management.

#### 7.1.3 Theory of Change - Efficiency

Enhancing the supply of post primary schools is essential for addressing the challenge of OOSC. ASP is a highly efficient intervention and it significantly contributes towards the domain of efficiency not only at the school or district level but at the system level. It adopts an approach of optimal utilization of infrastructure and human resources along with addressing the concerns of time efficiency and cost savings. SED will be able to offer post primary education services in remote areas in minimum possible time and without any capital investment. Moreover, the

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<sup>24</sup> Construction refers to brick and mortar infrastructure i.e. construction of classrooms, boundary walls, toilet etc.

<sup>25</sup> Operationalization refers to the availability of teachers, students enrolled, and teachers conducting regular teaching activities in the school

<sup>26</sup> With the assumption of at least 4 schools middle school teachers in regular middle school

<sup>27</sup> Based on the average cost of upgrading a middle school is 11,500,000 as mentioned in the section 2.1 of PESP Implementation Plan

<sup>28</sup> US\$ 240 per school and the total number of schools are 577

optimal utilization of existing reporting and management structure adds great value to the system-wide efficiency. The availability of post primary schools in the neighbourhood will enable children to continue their post primary education. Moreover, the saved amounts can be utilised for interventions that can improve learning levels. Thus, it will serve as the foundation to bring a transformative effect by fostering the system wide changes in post primary education.

Most importantly, transforming 800 existing primary schools within a short span of two months in 2020 is a 'stretch' in line with the GPE guidelines as the PESP has planned for 500 schools for 2023/24.

The table below gives an overview of Theory of Change and outlines the results chain for efficiency:

## 7.1.4 Results Chain for Efficiency

*Table 18: Results Chain for Efficiency*

Challenge	Activities	Outputs	Outcome
<ul style="list-style-type: none"> <li>-Supply gap of post primary schools</li> <li>-Unavailability of funds for construction/upgradation of middle and high schools</li> <li>-Lengthy and time taking process of upgrading primary schools to middle level</li> </ul>	<ul style="list-style-type: none"> <li>-Data used to help with the identification of existing primary schools to be given the status of middle school under ASP.</li> <li>-Consultations with the community and education managers for finalising the schools to be selected for ASP.</li> <li>-Registration<sup>29</sup> of primary school teachers of selected primary schools to teach middle classes (Grade 6-8).</li> </ul>	<ul style="list-style-type: none"> <li>- 800 existing primary schools transformed under ASP and offering classes for Grades 6-8</li> <li>- Availability of at least 2 teachers<sup>30</sup> in each ASP school</li> </ul>	<ul style="list-style-type: none"> <li>-Enhanced supply of middle schools in shortest possible time in selected districts</li> <li>-Optimal utilization of existing school infrastructure and human resource:               <ul style="list-style-type: none"> <li>a. One-time financial savings of US\$ 59,354,839 for CapEx</li> <li>b. Savings of US\$ 9,414,192 per school in lieu of teachers' salaries</li> </ul> </li> <li>-Change in attitude of political and bureaucratic leadership to expand the ASP model to remaining primary schools</li> <li>-Change in mindset of citizens about new schooling practices due to ASP success</li> </ul>

The availability of **at least two** teachers is ensured at the beginning of the Programme keeping in view the aspect of financial efficiency, however the total number of teachers will increase with the increasing enrolment every year. Even a school can have 4-5 teachers at the very beginning if school has high enrolment. The evidence from the pilot suggests that during the first year the enrolment is mainly in Grade 6 with few students in Grades 7 & 8.

<sup>29</sup> Registration refers to the process of identifying qualified primary school teachers who are already teaching primary Grades (Grade K-5) in selected schools and receiving their consent to teach Grade 6-8 in the afternoon.

<sup>30</sup> This is the minimum number of teachers in each ASP school but teachers will be posted based on the enrolment in each school

### 7.1.5 Indicators, Targets and Verifications Protocols

The table below outlines the indicator, and explains the baseline, targets, verification protocols and allocated amount:

*Table 19: Target Verification Matrix for Efficiency*

Variable Part Dimension: Efficiency							
<b>Strategy</b>	Availability of cost-effective solution for middle schools shortage in underserved areas utilizing existing infrastructure and human resources.						
<b>Total VP Amount Allocated (USD)</b>	4,556,250.00						
<b>Indicator</b>	<ul style="list-style-type: none"> <li>Number of afternoon middle schools established with availability of at least two teachers</li> </ul>						
<b>Definition/Description of Indicator and Targets</b>	<p>This indicator measures the availability of afternoon middle schools within the existing primary schools along with provision of two teachers in each afternoon middle school. The indicator has following two targets set for the first year of the Programme duration:</p> <p>Year 1 (Target1): Establishment of 800 afternoon middle schools in existing primary schools of selected 14 districts. The target will be met once the sites for afternoon middle schools are identified based on the criteria and notified by SED. The notification should include list of the EMIS codes, names, districts, tehsil, gender and rural/urban status of the selected schools.</p> <p>Year 1 (Target2): Selection and registration of 2 teachers for each afternoon middle school notified based on a certain criterion. The target will be considered after selection, registration and notification of teachers to teach in afternoon middle school. The notification of selected and registered teachers should include EMIS code, name of school, total numbers and credentials of teachers in each school.</p>						
		<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
	<b>Targets</b>	<ul style="list-style-type: none"> <li>0 middle schools under ASP operational in 14 districts.</li> </ul>	800 middle schools under ASP operational in 14 selected districts.	Registration of at least 2 teachers in each school. -At least 2 teachers on board in each school and teaching the respective grades.	-	-	-
<b>Verification Protocol</b>	-	Notification by SED confirming the operationalization of 800	SED approved list of registered teachers for ASP The list should include:	-	-	-	-

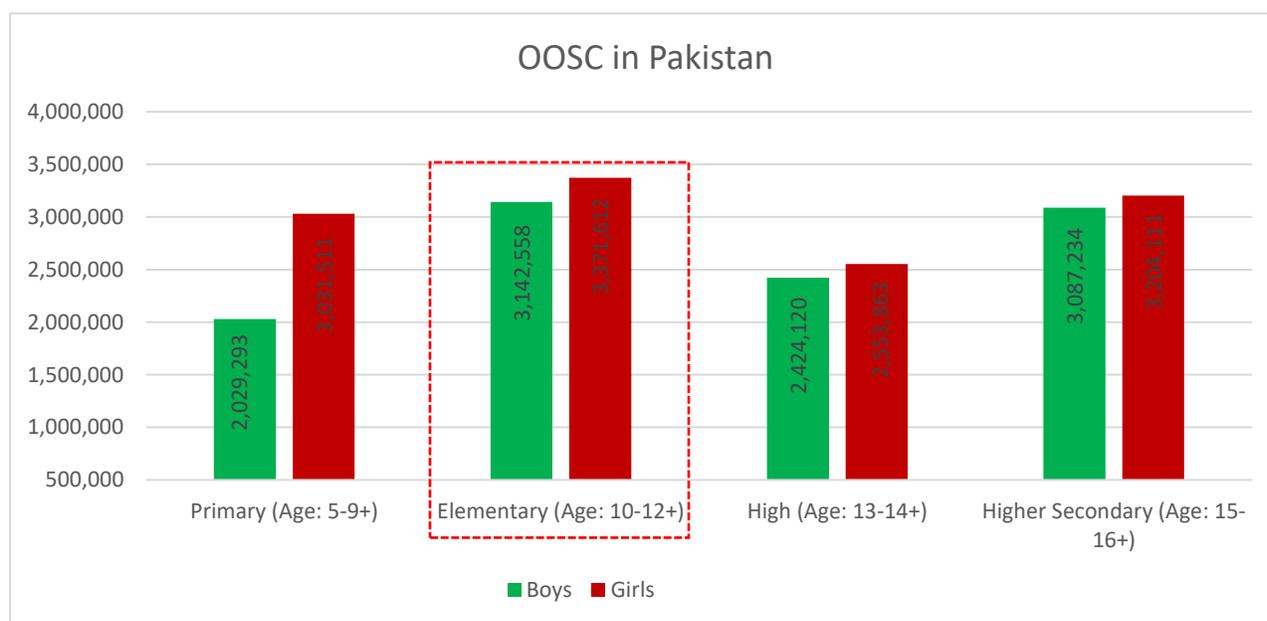
		The notification should include: -List containing the EMIS code, name, district, tehsil, gender, rural/urban status of schools.	-EMIS code, name of school, total numbers and credentials of teachers in each school.				
<b>Disbursement Rule</b>		Scalable and roll over	Scalable and roll over				
<b>Allocated Amount (USD)</b>	-	<b>2,278,125</b>	<b>2,278,125</b>	-	-	-	-
<b>Weightage</b>	-	<b>50%</b>	<b>50%</b>	-	-	-	-
<b>Unmet achievement will be rolled over for 1 year</b>							

## 7.2 Dimension of Equity

### 7.2.1 Overview

Despite Punjab's progress in achieving the participation rate of ~90%<sup>31</sup> at the primary level, the province is still facing tremendous challenges with respect to Out of School Children (OOSC). According to estimates, a total of ~4.5-7 million children of age 5-16 are out of school<sup>32</sup>. Pakistan Education Statistics (2016-17)<sup>33</sup> outlines that the highest number of OOSC are of middle school going age (Grades 6-8). Most importantly, more girls are out of school than boys in this age cohort. The graph below depicts gender and age wise breakup of the estimated number of OOSC in Pakistan:

Figure 25: Gender and Age Wise Breakup of OOSC in Pakistan



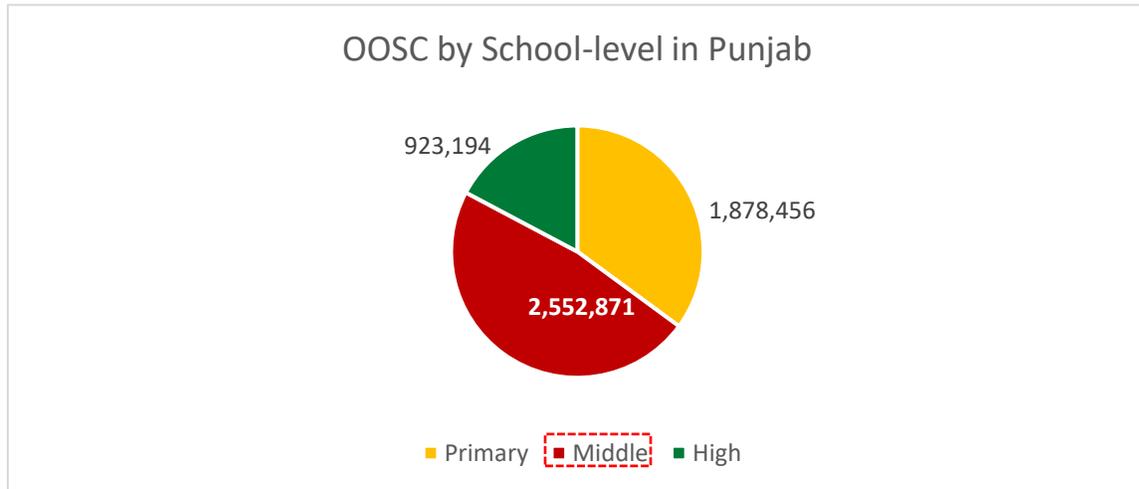
To focus on Punjab, Multiple Indicators Cluster Survey (MICS) 2017-18 has been used to calculate the district-wise OOSC, disaggregated by school-level. It reaffirms the findings of highlighted in the Figure above. Owing to the fact that Punjab host 55% of the total population of the country, the province also has the highest number of OOSC in the country. The highest number of OOSC are of the middle-school age bracket (10-14 years). This reiterates the need to resolve the access related challenges for this age-group. The following figure depicts the OOSC by school level in Punjab:

<sup>31</sup> Punjab School Education Survey 2017 by Nielsen

<sup>32</sup> Punjab School Education Survey 2017 by Nielsen

<sup>33</sup> Punjab Education Statistics 2016-17, P 24

Figure 26: OOSC by School-level in Punjab



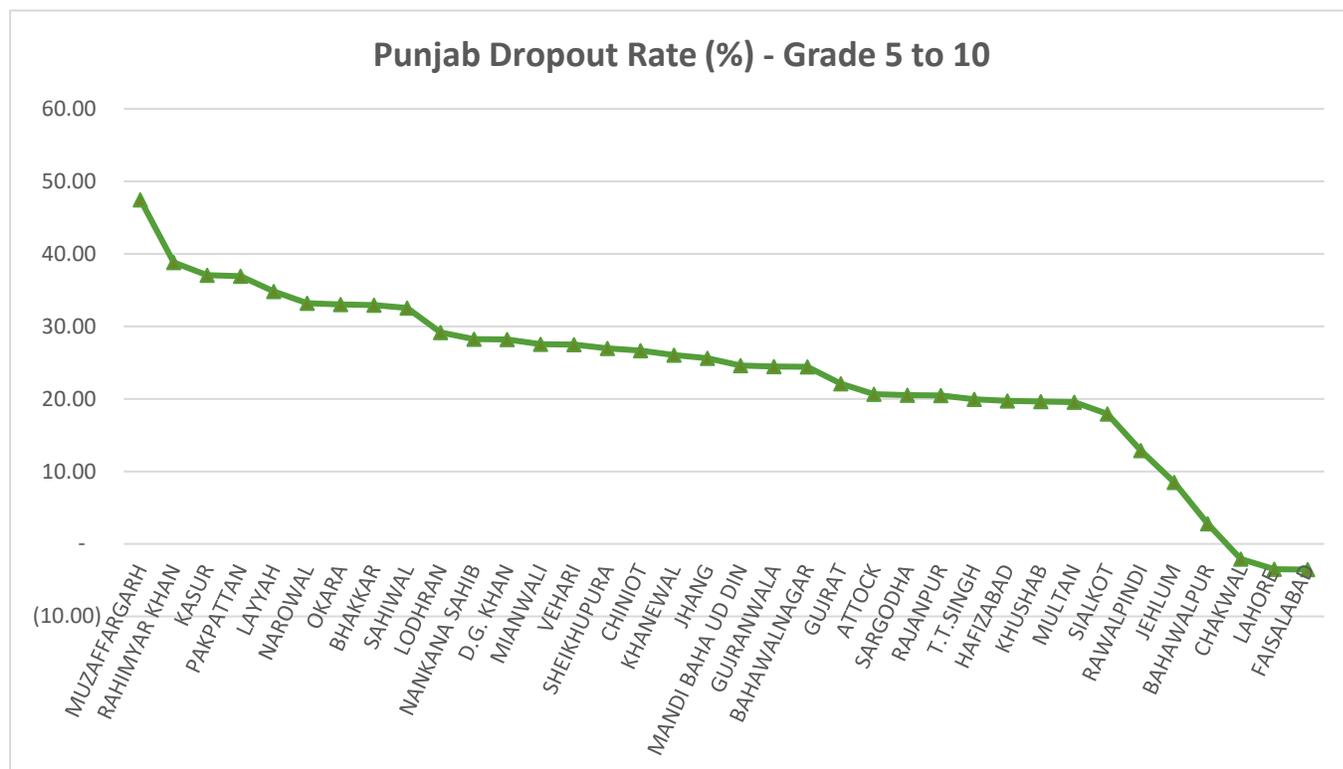
The challenge of OOSC at the primary level is being addressed by the two interventions led by SED and L&NFBED. Whereas the challenge of OOSC of middle school going age is addressed by ASP.

### 1. Evidence of Post Primary Dropouts

The transition and retention of students from primary to post primary level is a huge challenge and post primary dropout levels count as one of the major contributors to OOSC. Owing to the limited access, many children have to travel long distances in order to continue their post primary education. This has also been recorded and reported by credible studies conducted by independent organizations. PSES of 2017 also reported that 10% of responses for all ages cited schools being too far away and/or transport being unavailable as the reason for dropping out<sup>34</sup>. Consequently, students either drop out from schools or are at a high risk of dropping out. The student enrollment data collected by Independent Monitors of PMIU also confirms this situation. The following graph highlights the dropout rate for Grade 5 to 10 across all the districts of Punjab:

<sup>34</sup> Punjab School Education Survey 2017 conducted by Nielsen

Figure 27: Grade 5-10 Dropout Trend in Punjab 2018



The districts of Lahore and Faisalabad are outliers among the 14 selected districts; as they have influx of additional students in middle schools rather than dropouts, this can primarily be attributed to the urban dynamics where many public schools receive influx of students from neighbouring private primary schools as well. Both of the districts are metropolitans and have high population density in urban areas whereas the rural patches in the districts are neglected and have higher dropouts and OOSC.

Therefore, in order to look at the holistic picture, the dropout rates are to be analysed in conjunction with the OOSC data for the same age-bracket as well as the circumstantial information from district officials. The District-wise estimates of OOSC in the age bracket 10-14 years are given below. It shows that there are ~991,194 OOSC<sup>35</sup> in the 14 districts. As evident from the data, Lahore has the highest population of OOSC and Faisalabad has the third highest number of OOSC among the selected districts. As there remains a high population of OOSC in the middle school age bracket in all these districts, a solution to cater to the potential dropouts and existing OOSC is required across the province.

<sup>35</sup>Estimation is done using the OOSC numbers from recent MICS (2017-18) and population figures from Pakistan Bureau of Statistics

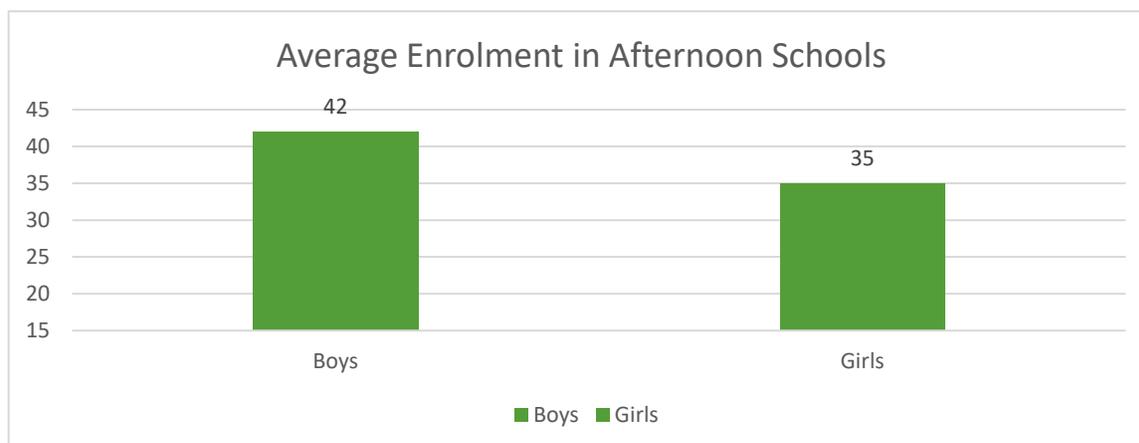
*Table 20: OOSC of Post-Primary Age (10-14 years) in Selected 14 Districts*

District	OOSC
Chakwal	11,102
Faisalabad	142,842
Gujranwala	75,606
Gujrat	21,428
Khanewal	67,465
Lahore	178,252
Mandi Bahauddin	25,901
Multan	145,333
Narowal	16,717
Rawalpindi	69,409
Sahiwal	67,618
Sargodha	80,712
Sialkot	49,078
Toba Tek Singh	39,730
<b>Total</b>	<b>991,194</b>

## 2. Evidence from the PILOT: Enrollment and Gender Analysis

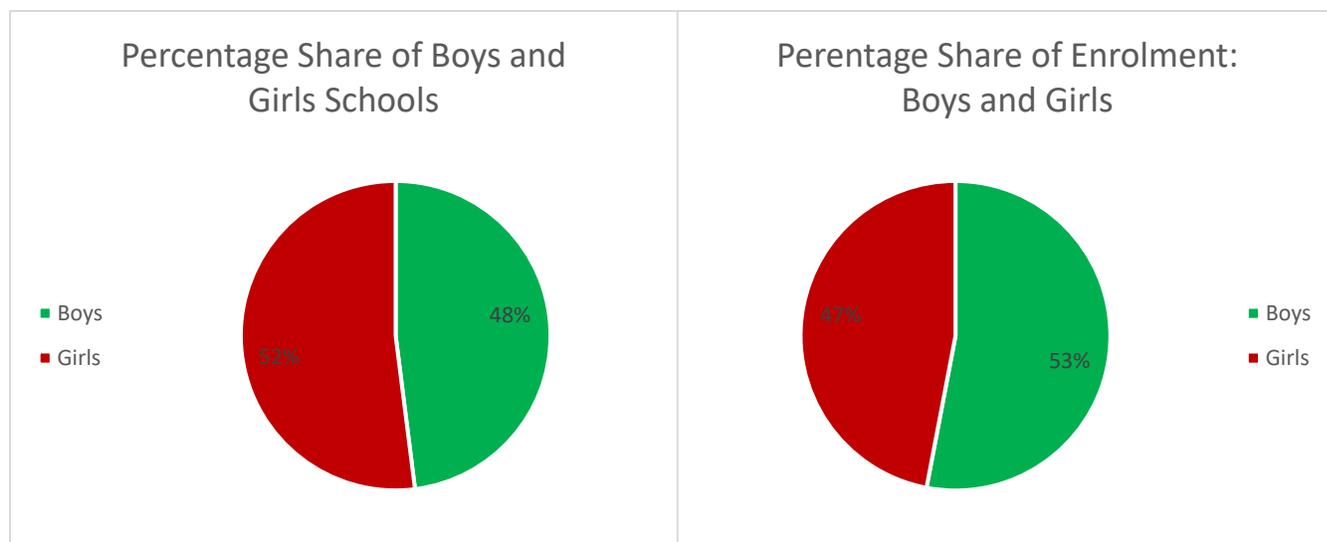
The solution to OOSC needs to be gender sensitive and the ASP PILOT reveals great deal of information. In November 2019, DfID commissioned a third party validation (TPV) study by an independent organisation i.e. Mott Macdonald to assess the effectiveness of the Programme. The TPV validated the PMIU’s claim of enrolment of 20,910 students, rather found slight increase in the enrolment among the selected sample schools. The TPV recorded an average enrolment of 34 students in ASP schools, whereas the average enrolment in girls’ schools is less than the boys school. The figure below depicts this difference:

*Figure 28: Average Enrolment in Afternoon Middle Schools*



The total number of schools currently operational in the ASP are 577, with 302 girls' schools and 275 schools for boys. Moreover, the total enrollment of boys is 11,018 and 9,904 for girls in ASP schools. Although, slightly higher number of schools are available for girls, but they have fewer enrollment as compared to boys' schools. The figures below depict the percentage share of schools and enrollment for boys and girls:

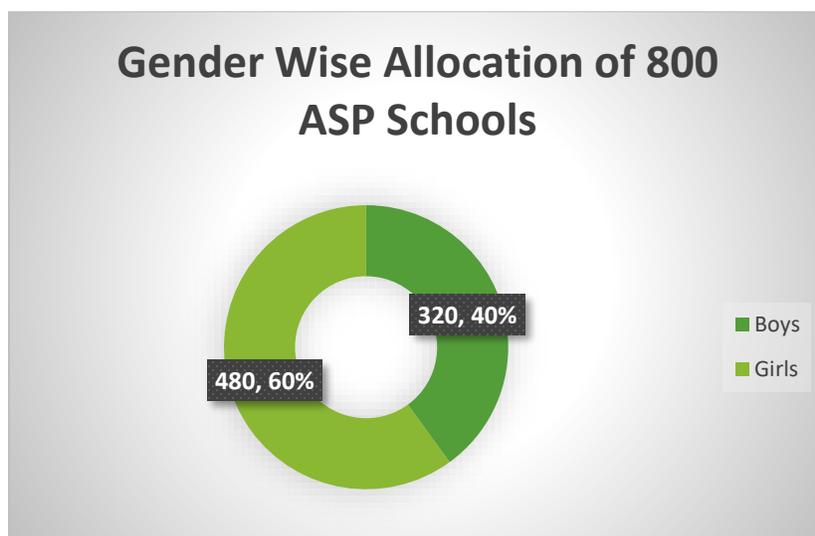
Figure 29: ASP: Percentage Share of Boys and Girls Schools and Enrolment



### 7.2.2 Description/Rationale

SED is determined to address the challenge of OOSC and particularly the dropouts from Grade 5 who are unable to continue post primary education. The age cohort is 10-14 and the relevant Grades are 6-8. The principle of equitable distribution will be employed to for ASP schools. Punjab Education Survey 2017 noted that girls are the most disadvantaged group and are faced with multiple challenges of safety and security while traveling to far off areas as compared to boys. It also highlights that socio-cultural factors also prevent parents from sending their daughters to middle school located away from their vicinity. Therefore, considering this situation and evidence from ASP PILOT, 60% of the ASP schools will be for girls and 40% for boys. The figure below gives a gender wise allocation of total ASP schools to be established:

Figure 30 Gender Wise Allocation of ASP Schools



ASP's core focus is to reach out to people who are marginalized, i.e. at the bottom of the socio-economic pyramid. In majority of the cases, without this Programme, the enrolled students are expected to be deprived of further educational opportunities. According to a survey undertaken by the Institute of Social and Policy Sciences (I-SAPS) for the pilot phase, majority of the enrolled children in ASP schools belonged to families where the father has a low-income job<sup>36</sup> and the mother was a housewife<sup>37</sup>. The data further indicated that the fathers of 45% of the beneficiary students were working as laborers while 30% were farmers, 6% were shopkeepers while 12% earned their livelihoods through other low-income jobs.

### 1. Qualifying Variables of ASP

ASP is particularly designed for the marginalised students/communities living in remote areas with no or difficult access to post primary schools. A systematic and data driven approach will be used to identify potential primary schools to be given the status of ASP middle schools. The qualitative and quantitative data will be collected from the field to ascertain the areas in most need. These areas and schools will be selected based on the following qualifying variables

- a. A primary school where there is no public middle school available in a radius of 3 km for boys and 2 km for girls. The radius for girls' school is reduced to 2km from 3km to address the challenges of gender disparity.

<sup>36</sup> The monthly income of majority (85%) of the fathers was less than Rs 15, 000 99% of the working mothers of STRIDE students earned less than Rs 5,000 per month.

<sup>37</sup> 89% of the mothers of students enrolled are housewives

- b. At least 15<sup>38</sup> students enrolled in Grade 5
- c. At least two classrooms available along with all necessary basic facilities<sup>39</sup> in the existing primary school
- d. The school has easy<sup>40</sup> and safe physical access
- e. Priority to be given to rural and remote areas and localities with marginalised communities

## 2. Expected Enrolment in 800 ASP Schools

For the new ASP schools in the 14 districts, the target is to enrol 140,344 children<sup>41</sup> over the course of four years. This constitute 14.16% of the total OOSC in the 14 districts. ASP schools will enroll students in all grades (6-8) every year; this include children transitioning from grade 5 to 6 every year, and children who dropped out of school earlier and are enrolled in any of the grades based on their academic record. The table below shows the annual expected enrolment in ASP schools and percentage reduction in OOSC:

*Table 36: Annual Enrolment Targets for ASP Schools*

Year	Boys	Girls	Total Enrolment	Reduction in OOSC %
Year 1	13,440	16,800	30,240	3.05%
Year 2	14,784	18,480	33,264	3.36%
Year 3	16,262	20,328	36,590	3.69%
Year 4	17,889	22,361	40,249	4.06%
<b>Grand Total</b>	<b>62,375</b>	<b>77,969</b>	<b>140,344</b>	<b>14.16%</b>

### 7.2.3 Theory of Change – Equity

The ASP aims to resolve the access issues by providing, marginalized students and those living in remote and rural areas, the opportunity to continue post-primary education in a school within their locality. It also provides the opportunity to the children who have dropped out after Grade 5, to enrol in schools again.

The introduction of 800 ASP schools will significantly reduce the drop out from Grade 5 to 6, as well as potential dropouts from Grade 6 to 8, and eventually will be instrumental in resolving the challenges of post primary education. According to the estimates, it will provide access of post

<sup>38</sup> This condition is introduced considering the concepts of efficient utilization of funds, value for money, and large scale impact. This will pave the way for identification of schools where SED can have higher number of beneficiaries and can enroll more students by spending fewer resources.

<sup>39</sup> Including availability of drinking water, boundary wall, toilet, and electricity

<sup>40</sup> Centrally located to avoid extensive transporting and to minimize student travel distance

<sup>41</sup> The estimation of enrolment is done based on the results from ASP PILOT: The enrolment for boys is calculated based on the average enrolment of 42 students and 320 schools, whereas for girls 35 average enrolment and 480 schools. In addition, a 10% annual increment is added to drive progress and reduce OOSC.

primary education to approximately 30,240 students in the first year. Thereafter, it entails a proportional annual increment of 10% in the subsequent years. In the short term, it will reduce 14.16% of OOSC (10-14 years) in 14 districts. This will pave the way for reduction in post middle dropouts - as the children grow older and acquire quality education, they develop the interest to continue their education and are able to travel long distances. Eventually, ASP will contribute to the reduction of OOSC particularly in the age group of 10-14 years.

The prioritization of girls' education will benefit 77,969 girls right away by providing them the post primary education opportunities in their neighbourhood. Thus, this intervention will bring a long term and transformative impact in addressing the equity gaps of access to post primary education.

It is noteworthy to mention that this equity dimension will have an impact beyond the selected areas for ASP implementation. Its impact will be exacerbated by coupling it with the demand-generation efforts as mentioned in the Fixed Part. Public perception plays a huge role in shaping social attitudes – highlighting the success of children from marginalized communities in the selected ASP areas will have a positive impact on the parent psychology and societal trends in other areas too. It will also serve as an example to expand such low-cost, equity focused initiatives across the province. As a result, it can be expected that it will lead to the trend of continuation of post primary education and eventually result in gradual decreasing trends in OOSC.

The table below gives an overview of Theory of Change and outlines the results chain for equity:

## 7.2.4 Results Chain for Equity

*Table 37: Results Chain for Equity*

Challenge	Activities	Output	Outcome
<p>-High post primary dropout rate particularly from Grade 5 to 6</p> <p>-Higher dropouts of girls and students in remote areas</p> <p>-Highest share of OOSC is of middle school going age i.e. 10-14</p>	<p>-Enrolment of children passing Grade 5 into Grade 6</p> <p>-Mainstreaming OOSC of Age 10-14 in Grades 6-8, thereby providing second chance learning opportunities to previously dropped out students</p> <p>-Prioritization for girls, students of marginalised groups, and remote areas</p>	<p>A total of <b>140,344</b> children enrolled in Grades 6-8 of ASP schools over 4 years:</p> <p>Boys: 62,375 Girls: 77,969</p> <p><b>Year 1</b> - Enrolment of ~30,240 students in ASP schools Boys: 13,440 Girls: 16,800</p> <p><b>Year 2</b> - Enrolment of ~33,264 students in ASP schools Boys: 14,784 Girls: 18,480</p> <p><b>Year 3</b> - Enrolment of ~36,590 students in ASP schools Boys: 16,262 Girls: 20,328</p> <p><b>Year 4</b> - Enrolment of ~40,249 students in ASP schools Boys: 17,889 Girls: 22,361</p>	<p>-Improved access to post primary education</p> <p>-Percentage reduction in OOSC in the age group of 10-14 years' old <b>Year 1: 3.05 % reduction in OOSC over the baseline.</b></p> <p><b>Year 2: 3.365 % reduction in OOSC over the baseline.</b></p> <p><b>Year 3: 3.69 % reduction in OOSC over the baseline.</b></p> <p><b>Year 4: 4.06 % reduction in OOSC over the baseline.</b></p>

## 7.2.5 Indicators, Targets and Verifications Protocols

The table below outlines the indicators, and explains the baselines, targets, timeline for achievement, proof of achievement, and the verification protocols:

**Table 38: Target Verification Matrix for Equity**

Variable Part Dimension: Equity						
<b>Strategy</b>	Increase access to middle schools and reduction in out of school children at middle level					
<b>Total VP Amount Allocated (USD)</b>	4,556,252.00					
<b>Indicator</b>	<ul style="list-style-type: none"> <li>Percentage reduction in OOSC (Age 10-14) in 14 districts</li> </ul>					
<b>Definition/Description of Indicator and Targets</b>	This indicator measures the reduction in out of school (Age 10-14) children in selected 14 districts. The indicator has following targets set for four years of the Programme duration;					
	Year 1: 3.05% (1.36% boys, 1.69% girls) reduction in OOSC (Age 10-14) in selected 14 districts. The target will be met when SED will get 30,240 students (Boys: 13,440 Girls: 16,800) enrolled in 800 afternoon middle schools and issue a letter confirming the enrolment. The letter should include EMIS code, name of school, district, tehsil, and rural/urban status and gender disaggregated grade wise enrolment.					
	Year 2: 3.36% (1.49% Boys & 1.86%) reduction in OOSC (Age 10-14) in selected 14 districts. The target will be met when SED will get 33,264 students (Boys: 14,784 Girls: 18,480) enrolled in 800 afternoon middle schools and issue a letter confirming the enrolment. The letter should include EMIS code, name of school, district, tehsil, and rural/urban status and gender disaggregated grade wise enrolment.					
	Year 3: 3.69% (1.64% Boys & 2.05% Girls) reduction in OOSC (Age 10-14) in selected 14 districts. The target will be met when SED will get 36,590 students (Boys: 16,262 Girls: 20,328) enrolled in 800 afternoon middle schools and issue a letter confirming the enrolment. The letter should include EMIS code, name of school, district, tehsil, and rural/urban status and gender disaggregated grade wise enrolment.					
	Year 4: 4.06% (1.80% Boys & 2.26% Girls) reduction in OOSC (Age 10-14) in selected 14 districts. The target will be met when SED will get 40,249 students (Boys: 17,889 Girls: 22,361) enrolled in 800 afternoon middle schools and issue a letter confirming the enrolment. The letter should include EMIS code, name of school, district, tehsil, and rural/urban status and gender disaggregated grade wise enrolment.					
	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Targets</b>	• 991,194 children of age 10-14 are out of school in 14 districts.	• 3.05% (1.36% Boys & 1.69% Girls) reduction in OOSC (Age 10-14) over the baseline.	• 3.36% (1.49% Boys & 1.86%) reduction in OOSC (Age 10-14) over the baseline.	• 3.69% (1.64% Boys & 2.05% Girls) reduction in OOSC (Age 10-14) over the baseline.	• 4.06% (1.80% Boys & 2.26% Girls) reduction in OOSC (Age 10-14) over the baseline.	-
<b>Verification Protocol</b>	-	Third party validation to verify the achievements certified through SED letter	Third party validation to verify the achievements certified through SED letter	Third party validation to verify the achievements certified through SED	Third party validation to verify the achievements certified through SED	-
<b>Disbursement Rule</b>		<b>Scalable and roll over</b>	<b>Scalable and roll over</b>	<b>Scalable and roll over</b>	<b>Scalable</b>	
<b>Allocated Amount (USD)</b>	-	<b>1,139,063</b>	<b>1,139,063</b>	<b>1,139,063</b>	<b>1,139,063</b>	-

<b>Weightage</b>	-	25%	25%	25%	25%	-
	<b>Unmet achievement will be rolled over for 1 year</b>					

## 7.3 Dimension of Learning

### 7.3.1 Overview

While resolving the issues pertaining to efficiency and equity is essential, the impact of reform efforts also hinges on the quality of learning. The Education Sector Analysis (ESA) identifies that the province of Punjab faces a challenge of quality education. It is a key area of focus as laid out in the vision document (New Deal 2023) as well as the PESP 2019/20 to 2023/2024.

Quality education is a function of several closely linked inputs – these include teachers who come to school regularly and know their content well and are able to respond to the learning needs of all the children in their classrooms. Punjab does not have any pedagogical skills or subject-specific training component for teachers at the middle school level. This is a key challenge pertaining to quality education; a solution for the same will have a transformative impact across the province.

The basic subject knowledge of teachers in Punjab and their ability to transfer the knowledge to students is limited. These difficulties are observed particularly with respect to the subjects of English, Mathematics and Science. The Teaching Effectively All Children (TEACh) Project, led by the faculty of education at the University of Cambridge, assessed teachers in three districts in Punjab. They found that teachers scored on average 82.7% and 87.5% on literacy and numeracy tests based on the curriculum they are meant to be teaching<sup>42</sup>. TEACh Project observed that the main reasons for low teaching quality include the lack of crucial training for multi-lingual settings, diverse classrooms, working with poor children etc. These areas are crucial for teachers' development and have an impact on the learning outcomes of students as well as the transition and cohort survival rates.

Trends show that the socio-economic factors which give rise to inequality of access are also reflected in learning outcomes. Children hailing from poorer socio-economic households generally present lower learning levels than those from the wealthier households<sup>43</sup>.

ASP schools face dual challenge in terms of learning; on one hand, there isn't any teachers' training mechanism in place, whereas children coming to ASP schools are from marginalised backgrounds.

#### 1. Evidence from the PILOT

The consultations with education managers and FGDs with the teachers currently teaching in ASP Pilot schools reveal that there is a need of teachers training. Teachers have raised the concern that they need training to teach the science subject of middle grades. Moreover, the evaluation reports of the pilot ASP phase also recommended an addition of a quality improvement and teacher training component.

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<sup>42</sup> REAL Center and IDEAS (Mimeo), University of Cambridge and IDEAS

<sup>43</sup> e-Pact (2018). First Interim Evaluation Report on the Punjab Education Sector Programme.

### 7.3.2 Description/Rationale

To ensure quality of education at the middle school level across Punjab, a separate component of *learning* has been designed. As per this component, the primary school teachers of ASP will be given training so as to equip them with essential skills and knowledge imperative to impart quality education to middle-school students. This will also benefit the regular middle-school teachers across Punjab thereby having a transformational effect.

It is worth mentioning that the target population of the afternoon schools are students from rural areas and lower socio-economic strata of society. These students are either at a risk of dropping out or have already dropped out after primary school. Hence, teachers need to be well-trained and duly capacitated in order to cater well to such student population and their learning needs. There is a need for teacher training at the regular middle-school level across Punjab too. Considering the need of ASP as well as regular middle schools in Punjab, the SED aims to include a quality component to improve middle-school learning through this grant.

The learning component will encompass the following:

Content Development: Development of training material pertaining to pedagogical skills, subject-specific knowledge and student management.

Master Trainers: QAED will conduct training to prepare Master Trainers who will thereafter conduct teacher training as per the cascade training model.

Teacher Training: Master trainers will train the teachers in 800 ASP schools.

This will be part of in-service training and QAED will employ a mechanism of pre and post training assessment of teachers to make the training component more effective. This will not only help identify the areas where teachers lack the capacity but will also generate evidence of the efficacy of trainings. QAED, the entity mandated for teachers' training, will develop the training modules and conduct the all the activities related to training. QAED will start the development of training manuals from July 2020 and will complete it by Nov 2020. In the meanwhile, the manuals will be reviewed, and changes may be made based on the recommendation. Whereas the training of teachers will be conducted in June/July 2021 during the summer vacations.

An improvement in the quality of teaching has a far-reaching impact. Good quality of teaching leads to better learning outcomes; students who are learning more are likely to remain in school and transition to the next Grade. Hence, an indicator of the quality of teaching and learning is the cohort survival rate.

The table below depicts the Grade 6 to 8 cohort survival rate in the 14 selected districts. It is evident that a large number of students enrolled in Grade 6 drop out by the time their cohort reaches Grade 8. The average cohort survival rate for these districts is ~81%.

Table 21: Grade 6-8 Cohort Survival Rates for 14 Districts

District	Cohort Survival Rate (6-8)
Faisalabad	90
Khanewal	89
Toba Tek Singh	88
Sargodha	83
Sahiwal	82
Multan	81
Chakwal	81
Gujranwala	81
Narowal	81
Rawalpindi	80
Lahore	78
Gujrat	77
Sialkot	76
Mandi Bahauddin	71
<b>Average</b>	<b>81</b>

Thus, introducing the learning component will improve the quality of teaching thereby leading to an increase in the average cohort survival rate in these districts.

### 7.3.3 Theory of Change – Learning

As established in the aforesaid sections, quality of teaching and learning outcomes are interlinked areas and require significant improvement in Punjab. Hence, training the teachers on subject knowledge (STEM), pedagogical skills, and student management can have a substantial impact on the learning outcomes, particularly at the middle school level where such training is lacking.

The new teacher training component under the overarching ASP will be a landmark in improving the quality of teaching and learning outcomes at the middle-school level. As per this component, QAED, for the first time, will develop training materials pertaining to subject-specific knowledge, pedagogical skills and student management for middle Grades. Master Trainers will be trained to use these teacher training manuals and enhance the capacity of ASP primary school teachers to teach students in middle Grades. This material will also be used for other regular middle school teachers across Punjab, leading to an improvement in quality of teaching at the middle level, which will further result in improved learning for students.

ASP schools, in particular, will benefit tremendously from the teacher training component. As per the Afternoon School model, primary school teachers are to teach classes of middle Grades to marginalized students. These teachers require customized training to teach at a higher level and cater to the needs of such vulnerable students. At least 3200<sup>44</sup> ASP teachers from the 14 selected

<sup>44</sup> At least 2 teachers will be registered in each school but this number will increase based on the enrollment, hence an average of 4 teachers per school has been used.

and 664<sup>45</sup> ASP teachers from the 22 PILOT districts will be trained to teach at the middle level, thereby covering the entire province. It will have a '*transformative impact*' as the content developed and master trainers trained for the said purpose will benefit teachers and students in all regular middle schools across Punjab. Approximately 62,477 regular middle school teachers will eventually benefit from the training materials, thereby having a positive impact on the learning levels of 2,292,100 middle school students in the province<sup>46</sup>.

An improvement in quality of teaching will lead to improved learning outcomes, which will consequently result in an increase in the middle-school cohort survival rate. A *stretch* is incorporated in the indicator for the learning dimension by aiming to increase the average cohort survival rate from 81% to 89% at the middle level in 14 districts.

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<sup>45</sup> This is the actual number of teachers registered in already running 577 ASP schools.

<sup>46</sup> PMIU Data

### 7.3.4 Results Chain for Learning

Table 22: Results Chain for Learning

Challenge	Activities	Output	Outcome
<p>-Unavailability of training material for teachers at the middle school (Grades 6-8) level</p> <p>-Lack of capacity in primary school teachers who are to teach students at the middle-level (Grade 6-8) under the ASP</p> <p>-Low cohort survival rates at middle level</p>	<p>- Development of materials for subject specific training (English, Mathematics and Science), pedagogical skills, as well as student management.</p> <p>-Training of Master Trainers at QAED.</p> <p>-Training of selected primary school teachers under the ASP, to prepare them to impart quality education at the middle-school level.</p>	<p>- Teacher training manuals with subject knowledge and pedagogical skills for ASP teachers at the middle school level.</p> <p>-72 Master Trainers<sup>47</sup> trained to conduct teacher training in all 36 districts.</p> <p>- 3864<sup>48</sup> ASP teachers trained across Punjab.</p> <p>- 8% increase in cohort survival rate at middle level in 14 districts</p>	<p>-Enhanced capacity of teachers in terms of subject knowledge, pedagogical skills and student management for Grades 6-8</p> <p>-Optimal utilization of existing primary school teachers to teach students at the middle level in ASP schools</p> <p>-Improved retention levels as well as cohort survival rates for new ASP middle schools</p>

<sup>47</sup> 2 Master Trainers per district

<sup>48</sup> 3200 teachers from new 800 ASP schools and 664 teachers from existing ASP schools

### 7.3.5 Indicators, Targets and Verifications Protocols

The table below outlines the indicators, and explains the baselines, targets, timeline for achievement, proof of achievement, and the verification protocols:

*Table 23: Target Verification Matrix for Learning*

Variable Part Dimension: Learning						
<b>Strategy</b>	Improve quality of education and retention and cohort survival rates in new ASP middle schools					
<b>Total VP Amount Allocated (USD)</b>	6,075,000.00					
<b>Indicator</b>	<ul style="list-style-type: none"> <li>• Availability of training manuals and number of teachers trained at middle school level</li> <li>• Increase in average cohort survival rate at the middle school level</li> </ul>					
<b>Definition/Description of Indicator and Targets</b>	<p>The achievement for this dimension is measured through two indicators. First indicator measures the availability of training material and number of AEP teachers trained across Punjab. Second indicator measures the increase in average cohort survival rate at the middle school level. These indicators have following targets set during Programme duration:</p> <p>Year 1: Development of teacher training manuals with subject knowledge and pedagogical skills for ASP teachers at the middle school level. The target will be met once QAED finalize the training manuals containing Grade 6-8 subject knowledge (Maths, Science, English), pedagogical skills as well as student management strategies, approved by SED.</p> <p>Year 2: Training of 3,864 registered teachers of all ASP middle schools across 36 districts of Punjab. The target will be met when 3864 teachers of ASP complete their training, confirmed by SED through letter containing gender disaggregated data on teachers trained along with schools and EMIS codes.</p> <p>Year 3: The cohort of students enrolled in Grade 6 in 2020 shall have at least 89% survival rate by the time they reach Grade 8, Certificated by SED through letter confirming the enrolment of Grade 6 from baseline to Grade 8 in 800 ASP schools and gender wise disaggregated list containing the EMIS code, name of school, district, tehsil, rural/urban status, and Grade wise enrolment.</p>					
	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Targets</b>	<ul style="list-style-type: none"> <li>• No comprehensive teacher training material at the middle school level, particularly for ASP teachers (Grades 6-8).</li> <li>• 0 Teachers trained for ASP middle schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher training manuals with subject knowledge and pedagogical skills for ASP teachers at the middle school level developed.</li> </ul>	<ul style="list-style-type: none"> <li>• 3,864 registered teachers of all ASP middle schools across 36 districts of Punjab trained.</li> </ul>	-	-	-
	<ul style="list-style-type: none"> <li>• 81% average cohort survival rate in 14 ASP districts.</li> </ul>	-	-	<ul style="list-style-type: none"> <li>• Increase in average cohort survival rate to 89% at middle</li> </ul>	-	-

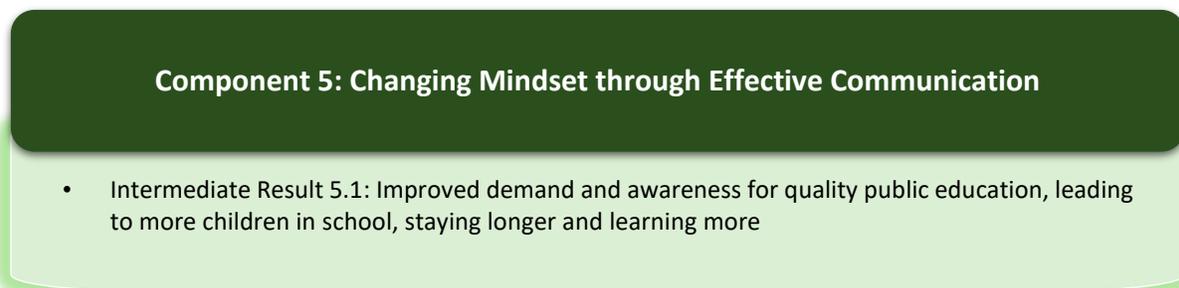
				school level in 14 selected districts.		
<b>Verification Protocol</b>		Copies of training manuals approved by SED.  Third party validation to verify the achievements certified through SED letter.	SED confirmation letter with gender disaggregated data on number of teachers trained.  Third party validation to verify the achievements.		Third party validation to verify the achievements, certified through SED letter.	
<b>Disbursement Rule</b>		Binary and roll over	Binary and roll over	Binary		
<b>Allocated Amount (USD)</b>	-	<b>2,025,000</b>	<b>2,025,000</b>	<b>2,025,000</b>	-	-
<b>Weightage</b>	-	<b>33.3%</b>	<b>33.3%</b>	<b>33.3%</b>	-	-
<b>Unmet achievement will be rolled over for 1 year</b>						

## 8 Component 5: Changing Mindset through Effective Communication

This component provides an overview of the Programme's approach towards communication and advocacy for successful implementation of all the other interventions that form part of the TALEEM programme.

The following figure shows the objective and intermediate result of the component:

*Figure 31: Component 5 Intermediate Results*



The way education communication has traditionally been delivered in Punjab during the past has concentrated primarily on outbound messaging by SpED, L&NFBED and SED about their achievements using TV, print and radio, with digital means becoming a more recent form of disseminating existing traditional media messaging with some adaptations. Using teachers as a subject of communication, targeting parents for behaviour change and generating demand for education has not been the subject of communication.

PESP recognizes that effective communication Programmes are pivotal in generating demand for education for marginalised children. For instance, Priority Programme 2.4 of PESP 2019/20 to 2023/24 mentions the need of a communication strategy to encourage parents of children with special needs to send them to school. The departments must identify new avenues for communications that create a positive perception for parents resulting in improved trust in the public schooling system.

### **Communication objectives**

The communication activities will transmit project specific messages to target audiences to assist with programme implementation.

#### *1. Treating Education as an Ecosystem*

SpED, L&NFBED and SED will work towards creating an understanding of education as an ecosystem where multiple actors need to contribute to the system to achieve the necessary education outcomes. Current communications are not aimed at parents or the education chain and teachers in any substantial manner. More strategic communications initiatives would not only benefit public schools, but also those within the low-cost private sector. To do this it must

campaign to improve the image of teachers and engage parents beyond asking them to send their children to school.

## 2. *Creating Communications-driven Interventions*

The TALEEM Programme will respond to the needs of school-going children through interventions that will address their needs where communications will be a significant part of delivery. Organise events with a province-wide focus to generate sufficient material to communicate the diversity of schools and children in the province, mitigating the poor impression of public schools. These Programmes will also provide an opportunity for children to develop themselves more broadly and serve as a conduit for the recognition of talent.

## 3. *Positioning the Departments as Thought Leaders*

There is significant space for all three departments to become the main channels of thought leadership around schooling in Punjab to develop credibility with the media and be able to channel inputs more openly and transparently. This would eventually allow the departments to drive the narrative rather than respond to it.

## 4. *Focus on Quality*

Shifting the discourse to a need for quality will require building communications initiatives that generate support from the public for them. As quality initiatives are formulated, they need to be communicated to build a groundswell of support.

A communications plan will need to be developed for the Programme focusing on reorienting perceptions that have developed over decades, and ultimately contributing to the idea that public schooling is a worthwhile investment by the government to create further inducements to the demand side. This will demonstrate at the grassroots level that the government is not just paying lip service but working towards improvement.

Following are some of the initiatives that the communication plan might include. The initiatives may vary depending on the communications plan that the departments will develop:

Focus	Communication Activities	Details	Responsibility
Community/school level activities	Community Mobilization Events:	Leverage existing resources to initiate the "Education Ambassador Programme". Collaboration with the Health Department to mobilise Lady Health Workers and Polio Campaign teams to raise awareness about the right age of schooling.	SED with Department of Health
	Students with Disabilities Campaign	This campaign will be aimed at demonstrating the potential of students with disabilities in the schooling system and address social prejudices that prevent their admission, based on a faulty	SpED.

		perception of their suitability for mainstream education.	
	School Councils Campaign	Development of a campaign to encourage community engagement among the school committees.	SED
	Back to School Campaign	A campaign will be run for South Punjab to reduce dropout rates of female students after the summer break.	SED
	<b>School Level Extra-Curricular Activities:</b>	Partnerships will be forged with the Corporate Sector and Social Organizations to hold fun activities in public schools to inspire and motivate students.	SED/PMIU
	Sports events	Sports events, family carnivals and other extra-curricular activities will be organised to sensitize the public on how to support children with disabilities, motivate the parents as well as children, and promote holistic mental and physical development of all children with disabilities.	PMIU/SpED
	Carnivals/musicals		
	Film festival at Markaz level	Senior students would be encouraged to develop videos on education issues. The students would be provided with guidelines and a template for ease.	SED/PMIU
	Debating Competition/Essay Writing Competition/Science Exhibition	Different events will be held throughout the province to encourage students to participate in extra-curricular activities.	SED/PMIU
<b>District/Provincial Level-Education departments level activities (SED, L&amp;NFBE, SpED)</b>	PWD High Achiever Awards	The PWD High Achiever Awards will be an annual awards ceremony to increase the visibility of children with disabilities in the public-school system, and to encourage the belief that children with disabilities should be in school and do well.	SpED.
	Hero Awards (for district level delivery chain)	Events to reward well performing teachers, parents, students and the individuals involved in the district delivery chain.	SED
	"Learn by Doing" Campaign through social media	A limited mass campaign will be held to disseminate the message to ensure maximum participation.	SED/PMIU
	Policy Dialogues on inclusive education and foundational literacy and numeracy	Events will be held at the provincial level on important issues such as inclusive education, the importance of focusing on foundational literacy	SED/PMIU to take the lead with support from the SpED

		and numeracy and allocating sufficient budgets for all three education departments.	Department and L&NFBED
	Senior News Editors' Training	Event will be organized for Senior Reporters and Editors only to sensitise them on the fundamentals of education in Pakistan.	SED/PMIU to take the lead with support from the SpED Department and L&NFBED
	Education Reporters' Training	A separate event for Education Reporters will be arranged to enable them better to identify powerful stories in the education sector, understand key drivers of education in Pakistan, and to encourage more accurate and fact based reporting.	
	Education and Employability Study	A study will be conducted to highlight the direct connection between education and employability, and its social benefits. The findings of the study will be shared in the form of a documentary highlighting how education in Punjab is contributing in transforming lives through compelling case studies.	PMIU

### Timeline of Activities

The communication programs will last for three years. All three departments will manage their relevant activities. TALEEM Cell will provide technical support to the departments in the planning and implementation phase.

### Beneficiaries

The communication programmes will have a large-scale impact that will affect the general population of the province including parents, teachers, and students. It will be instrumental in changing the mindset of individuals and will play a pivotal role in changing the behaviour of teachers.

## 9 TA Component: Technical Assistance for Programme Implementation

This component is mainly related to technical assistance designed for the successful delivery of TALEEM programme components designed in the context specific to the province.

### 9.1 Technical Assistance for Programme Evaluation

Programme evaluation is planned in a step wise approach where in at the start of the programme, evaluability assessment will be conducted to identify and select the areas for evaluation and to establish the baseline. This will be followed by detailed evaluation of selected areas.

### 9.2 Technical Assistance for Programme Implementation

The programme also includes provision of technical assistance. This is designed to fulfil requirements for the specific technical expertise required for the programme to achieve the planned results and objectives. The TA is divided into two categories: i) short term individual and institutional technical expertise required for specific tasks and ii) long term TA required throughout the duration of the programme for areas identified critical and where extended support is required for successful delivery of results.

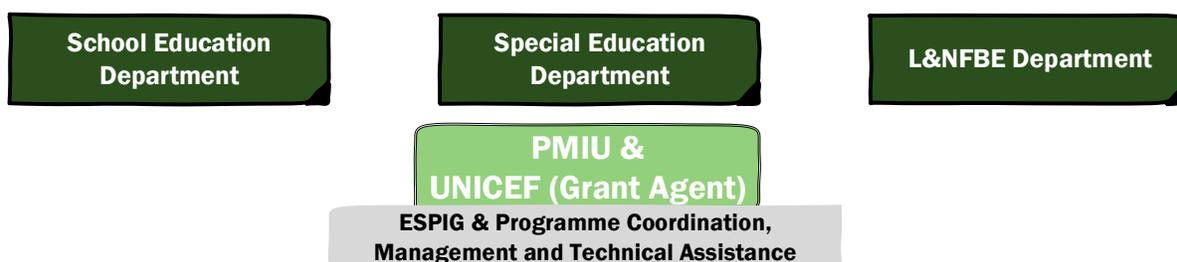
- I. **Individual and Institutional Technical Expertise for Specific Tasks:** This includes technical expertise required for following specific time bound tasks included in the programme design:
  - Development of learning materials for learning camps at primary level.
  - Development of learning content for Afternoon School Programme.
  - Development of comprehensive inclusive education approaches framework and training programme.
- II. **Technical Assistance Required Throughout the Duration of Programme:** While the technical expertise for specific activities identified above will be engaged only for time bound activities and will be discontinued beyond the completion of specific tasks, the programme also requires technical assistance where coordinated technical skills will be needed over the period of programme duration. The proposed technical assistance will work alongside the relevant units and wings of SED, L&NFBED and Special Education Department and will be engaged through the UNICEF HR modality to address TA areas for an extended duration in which extensive access to UNICEF resources are also required. The proposed TA also stems from institutional implementation modalities and requirements, as well as risk analysis in taking on a complex programme of this magnitude. The TA will be dedicated to specific technical requirements and for ease of budgeting, have been pegged according to the level of input required in line with the standard costs of human resource positions applicable to the UN in Pakistan:
  - Technical Assistance for Programme Implementation and Financial Management:
    - Technical assistance and support to SED, L&NFBED and Special Education Department for programme implementation and financial management throughout the duration of the programme budgeted at 100% of NOD level input in accordance with standard UNICEF rates.

- Technical assistance and support to SED, L&NFBED and Special Education Department for regular programme financial reporting throughout the duration of the programme budgeted at 50% of GS6 level input in accordance with standard UNICEF rates.
- o Technical Assistance for Learning and Learning Environments:
  - Technical assistance and support to SED, L&NFBED and Special Education Department budgeted at 100% of NOC level input in accordance with standard UNICEF rates for designing, implementation and technical backstopping for; i) inclusive education, ii) AEP, iii) learning camps learning packages and iv) instructional materials and teacher guides including modules for CPDP.

The proposed TA is structured according to the provincial context, addresses the overall critical needs and will only work through and with the regular Government structures. It will not substitute the capacity of the Government. TA design and implementation structure is developed to optimally utilize the comparative advantages of UNICEF as an organization having a presence in the province and long-standing arrangements with the provincial education departments for capacity building and technical support. The advantages also include national regional and global experience, knowledge and technical expertise in the detailed thematic areas of education, including, but not limited to, education data systems, programming for equitable access, teacher training, learning assessments, learning environments, policy development and operationalization of policies. Moreover, in addition to the TA mentioned above, the UNICEF Education Section in Islamabad and Lahore field office under the overall leadership of Chief of Education will also provide technical and management support related to their areas of responsibility, including out-of-school children/gender; education policy, planning and costing; sector coordination; education data management; communication for development.

## 10 Implementation Arrangements

The Punjab *Transformation in Access, Learning, Equity and Education Management* Programme will be implemented by the School Education, Special Education and Literacy and Nonformal Basic Education Departments of the Government of Punjab with the technical support and close collaboration of UNICEF as the Grant Agent. The interventions of the program will be implemented through attached Directorates, wings and units of the three departments through existing capacities as well as provision of technical expertise and assistance. The PMIU, QAED of the School Education Department, the Literacy and Non-Formal Basic Education Department and the Special Education Departments will be Technical Leads (TLs) for implementation of the relevant components/activities, supplemented with the provision of technical assistance, where required. Specialised services will be hired on a short-term basis as TA to strengthen the implementation. This approach aims to use and further strengthen the institutional structure and capacity of the PMIU, QAED, LNFBE and SpEd department to ensure Programme sustainability.



Programme Subcomponents	Implementation Lead /Owners
<ul style="list-style-type: none"> <li>Subcomponent 1.1: Rethinking Teachers' Development: Continuous Professional Development Programme (CPDP)</li> </ul>	School Education Department/QAED
<ul style="list-style-type: none"> <li>Subcomponent 1.2: Extending the Formal Schooling to Unserved: The Case of OOSC</li> </ul>	School Education Department/PMIU
<ul style="list-style-type: none"> <li>Subcomponent 2.1: Inclusive Education Initiative of SED</li> </ul>	School Education Department/PMIU
<ul style="list-style-type: none"> <li>Subcomponent 1.3: Utilizing the Potential of Non Formal Sector: Establishment of 1000 NFEIs by L&amp;NFBE</li> </ul>	L&NFBE Secretariat
<ul style="list-style-type: none"> <li>Subcomponent 2.2: Enabling the differently Abled: Provision of Assistive Devices for Children with Disabilities by SpED</li> </ul>	Special Education Department
<ul style="list-style-type: none"> <li>Subcomponent 3.1: Introducing Evidence Based Decision Making at Sectoral Level through IMIS</li> </ul>	School Education Department/PMIU
<ul style="list-style-type: none"> <li>Subcomponent 4.1: Afternoon School Programme (ASP) (Variable Part)</li> </ul>	School Education Department/PMIU
<ul style="list-style-type: none"> <li>Subcomponent 5.1: Changing Mindset through Effective Communication</li> </ul>	School Education Department/PMIU & Special Education Department

Programme Monitoring and Implementation Unit (PMIU) of the School Education Department will serve as a focal point for overall coordination between the three departments, regular reviews to address any bottlenecks in a timely manner, ensure implementation, and generate progress reports, in coordination with all implementing units and Grant Agent. The Monitoring & Evaluation Section at the PMIU will be involved in project monitoring. The data for monitoring will come from the Schools Information System (SIS) and the Annual School Census (ASC). UNICEF will provide technical assistance to the units to strengthen their roles, functions and implementation capacities.

## 10.1 Role of PMIU

The implementation of the Programme will primarily be the responsibility of relevant departments, whereas PMIU will serve as the Secretariat for providing technical support in driving implementation and will lead the monitoring and reporting activities. PMIU was created in 2003 and has a strong experience in managing large scale and multifaceted Programmes and its staff has been deeply involved in leading similar Programmes. Currently PMIU is leading a five year US\$300 million PESP III of the World Bank and a School Construction and Rehabilitation Programme (SCRP) worth £35 million funded by the FCDO. Over time, PMIU has also developed capacity in the field of financial management and procurement and has a field force of ~1,000 independent Monitoring & Evaluation Assistants (MEA) across 36 districts of Punjab. These MEAs conduct monitoring visits of the ~52,000 schools of SED on a monthly basis and collect data. PMIU will provide regular support of MEAs in monitoring TALEEM interventions rolled out in SED schools.

## 10.2 Establishment of TALEEM Cell

A dedicated TALEEM Cell will be established in PMIU for the oversight and implementation of the TALEEM Programme. The hiring of TALEEM Cell HR will be led by the department as per the government procedures, and the respective funds will be transferred to the government as per DCT modality. TALEEM Cell will be responsible for oversight, coordination, technical assistance, monitoring and reporting with QAED, SpED. Department and LNFBED. The Head of TALEEM Cell will report to the Programme Director of PMIU. The Additional Secretary (Budgeting and Planning) of the School Education Department will provide oversight as required.

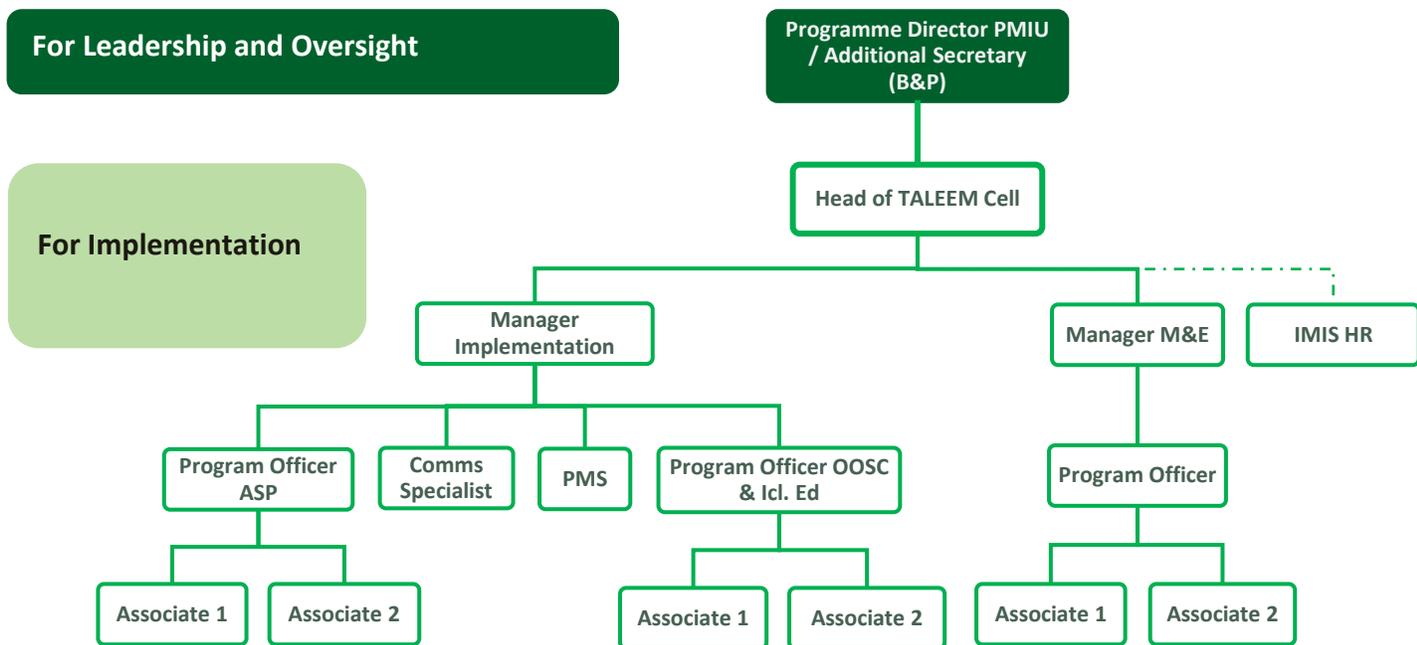
There will be three units within the TALEEM Cell:

- i) Programme Implementation;
- ii) Monitoring & Evaluation; and
- iii) Data Management.

The Manager Implementation will be steering the project management, utilisation and management of funds, some procurement pertaining to SED and PMIU. In addition, there will be dedicated team members to lead the key interventions of OOSC, ASP and Inclusive Education of

PMIU/SED. The Manager M&E will be responsible for tracking progress of activities, analysing data from the field, regular monitoring of activities, maintaining close liaison and collaboration with all the departments i.e. PMIU, SED, SpED., L&NFBED and facilitating evidence-based decision making during the course of implementation. The M&E section will be producing monthly, quarterly, bi-annual, and annual progress reports and updates in consultation with UNICEF to be shared with GPE, PEDPG and other relevant stakeholders. It will also utilise the MEAs of PMIU to conduct internal field verifications from time to time. The Data Management unit will entail the HR for the Integrated Management Information System (IMIS) and will help strengthen the evidence-based decision-making capacity of the government.

Figure 32: TALEEM Cell Organogram



## 11 Role of Grant Agent

UNICEF will serve as the Grant Agent for ESPIG in Punjab province and has been actively supporting education sector planning across Pakistan in the capacity of Coordinating Agency. UNICEF Pakistan has demonstrated experience in operating and overseeing programs of similar size and scope. In Pakistan, UNICEF has proven capacity to handle large complex, multi-donor contributions. It has strong familiarity across Pakistan via its support to provincial sector plans. This section describes the programme implementation support role of UNICEF as Grant, funding modalities that will be used to disburse funds to beneficiaries and implementing partners and procurement management and auditing framework.

### 11.1 Technical Assistance and Support to Program Implementation

As the grant agent, UNICEF will be responsible for fiduciary oversight, monitoring, quality assurance and provision of technical assistance to implementing units including advisory support and capacity building to ensure quality and effectiveness of the program outcomes and achievement of results. In fulfilling the role of the grant agent, UNICEF will adhere to GPE policies and regulations as well as UNICEF internal procedures. UNICEF will employ a team for a period of five years to provide technical assistance, implementation and fiduciary oversight, including the management and administration of the grant funds as well as the coordination with relevant department and directorates, key stakeholders and GPE.

UNICEF will undertake direct monitoring of program activities on a regular basis through field visits, meetings with implementing units of SED, L&NFBED, Special Education Department and program beneficiaries. Mitigating actions will be proposed for follow up jointly with the three departments.

As the grant agent, UNICEF will be responsible for the preparation of biannual progress updates and annual progress reports to LEG and GPE Secretariat, respectively. The progress reporting will be integrated in JSRs within the broader assessment of ESP implementation by the provincial education departments.

It will be the responsibility of UNICEF to submit ESPIG final program completion report to GPE within six months of program closure.

Apart from technical assistance, UNICEF's role as the Grant Agent will include:

- **Implementation Oversight:** UNICEF will provide implementation oversight to all the interventions proposed by the SED, L&NFBED and Special Education Departments to ensure that implementation of interventions is in line with the priorities of the ESP and as stipulated in the approved program document. Meanwhile, this oversight will serve as a tool to diagnose any bottlenecks in the implementation of interventions and provision of strategies to overcome these challenges. UNICEF has rich experience of managing large scale education reform programs in the province so this oversight will be highly

instrumental. In addition, it will also provide technical assistance to the relevant department and directorates in case of any challenges.

- **Fiduciary Oversight:** As funds will be channelled through UNICEF, it will not only be following up on the timely availability of funds to the relevant departments but also the expenditure of funds and spending of funds for right set of activities, goods and services. UNICEF will ensure that there is no misuse of GPE funds and will employ safeguards to combat fraud and corruption. It will regularly collect information from the TALEEM cell and implementation units about the utilisation of funds and analyse that funds are disbursed in the right manner and spending is in line with the agreed protocols.
- **Monitoring, Quality Assurance and Reporting:** UNICEF will regularly monitor the activities to ensure effective implementation of interventions, timely achievement of targets, and quality assurance. For this purpose, the GA will maintain a close liaison with the PMIU and collect regular reports about the progress of the program and will appraise GPE about the country situation. UNICEF will also hold quarterly review meetings inviting the departments and its attached directorates to review the progress. The UNICEF team will conduct field visits to see the developments at grassroots level, if required. Based on the reports of PMIU, field visits and TPV reports, UNICEF will prepare bi-annual and annual progress report in consultation with the LEG and submit to the GPE.

In the above context of the support role of UNICEF for implementation of this programme, mandatory programme assurance activities in line with the HACT framework such as financial spot checks, audits and third party field monitoring in addition to progress reporting and external communication have been planned, costed and included in the programme budget under the programme implementation support costs. Moreover, UNICEF's program implementation support costs also include apportioned amount of the costs related to office/staff security, utilities including internet connectivity, stationery/ICT consumables, rental, warehouse management and logistics costs, and office administrative/miscellaneous operating costs. Additionally, apportioned costs of cross-sectoral staff supporting the programme have also been calculated. These costs are included in the programme budget.

## 11.2 Funding Modalities

UNICEF's financial systems allow support to the funding modality for implementation of Education Sector Program Implementation Grant (ESPIG) through a project approach. The financial process guiding UNICEF's engagement with partner countries is the Harmonized Approach to Cash Transfer (HACT) modalities across the UN system<sup>49</sup>. This approach focuses on

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<sup>49</sup> HACT establishes common principles and process for managing cash transfers among UN agencies that have adopted the approach across all countries and operational contexts. It is a common operational framework for transferring cash to government and non-government implementing partners. The HACT framework document is accessible at the [UNDG website \(https://unsdg.un.org/resources/harmonized-approach-cash-transfers-framework\)](https://unsdg.un.org/resources/harmonized-approach-cash-transfers-framework)

national system strengthening by building the capacity of state actors and partners in effectively managing sector programs including financial resources as per HACT guidelines.

UNICEF's financial support modalities are flexible and responsive to capacities of governments and the operating context (fragile or non-fragile, emergency relief and/or long-term development). These modalities include:

- **Direct Cash Transfers (DCT):** Under this modality, UNICEF advances cash funds on a **quarterly basis** to a partner for the implementation of agreed upon program activities. The partner in turn utilize the funds, incurs expenditure and reports the use of funds on a quarterly basis using prescribed financial and program progress reports.
- **Direct payments on behalf of the government:** This refers to the arrangement where payments are made directly to vendors and other third parties providing goods or services for agreed upon program activities on behalf of the partner upon request and following completion of the activities. Under this modality, the partner is responsible/accountable for the project expenses and carries out the procurement actions, but requests UNICEF to make the disbursements.
- **Reimbursement:** This is similar to the Direct Cash Transfer modality except that UNICEF reimburses the partner for expenditures incurred on implementing the program activities as agreed.

The HACT also forms the backbone of UNICEF's global risk management strategy, contributing to strengthened financial management systems and capacities of government partners, while mitigating risks associated with managing funds in high risk programming environments. This HACT modality simplifies procedures; reduces transaction costs; assesses financial and programmatic management capacity; and identifies the most appropriate cash transfer procedures.

UNICEF also has documented risk management processes, with risk managed at the corporate, business entity and operational level. An Annual Risk Assessment (ARA) exercise is conducted and agreed risk mitigation measures are followed up in the course of the year to ensure that they are implemented and also analysed to ensure their effectiveness. In addition, HACT Assurance Activities help to manage and monitor risks associated with partner selection and Programme implementation. Prior to the finalization of any partnership, a set of micro-assessments take place which assess the partner's financial management system and internal control framework to see if they are sufficient and meet minimum requirements. A risk rating is then applied to the partner and mitigation measures are put in place which may include capacity development of the partner. During implementation of Programme activities, the programmatic visits, financial spot checks and audits are conducted to ensure programme/projects are effectively implemented and related accountability is well executed to ensure proper use of funds. If downstream partners are required to implement programme, a Partnership Review Committee (PRC) assesses risks associated to each partnership under development and mitigations measures are to put in place with the specific partner. PRC along with the regular Programme Management Coordination

meetings; regular Programme Section meetings; Section Chief's Meetings and mid-year/end-year review meetings, are also used as platforms to manage and monitor programmatic issues. UNICEF's South Asia Regional Office also provides oversight and supports in management of identified risks.

### 11.3 Procurement Management

In terms of procurement and supplies, UNICEF has vast experience in large procurement and distribution systems for social sectors including health, nutrition, water and sanitation, and education with a focus on associated end user accountabilities. UNICEF uses well established and transparent governance and approval process in procurement; IPSAS (International Public Sector Accounting Standards) financial reporting; and procedures and internal controls for the release and accounting of donor funds, including the segregation of functions and cross checking of transactions. Data from quarterly field monitoring visits by UNICEF to the implementing partners' areas of operation are triangulated with third-party monitoring and government reporting, and external evaluations, providing a means of cross referencing and verifying data. UNICEF procures and delivers all major supplies directly to its partners. In situations where procurement is made through the Government or implementing partners, a risk management approach is applied. A risk assessment is conducted for the partner, including an assessment of its procurement capacity, based on which a decision is made on whether to use the partner's procurement system.

### 11.4 Auditing Framework

UNICEF has internal control standards for the public sector developed by the International Organisation of Supreme Audit Institutions. The internal control policy has the following components to ensure appropriate accountability and control within the organisation: the control environment, risk assessment, control activities, information and communication, and oversight. It is complemented by an accountability system approved by the Executive Board and considered in the Multilateral AID Review (MAR) to deliver a reasonable accountability framework.

UNICEF is subject to external audit exclusively by the United Nations Board of Auditors. The Board is comprised of the heads of the Supreme Audit Institutions from three Member States serving six-year terms. This includes an assessment as to whether the expenses recorded in the financial statements had been incurred for the purposes approved by the governing body and whether revenue and expenses have been properly classified and recorded in accordance with the International Public Sector Accounting Standards (IPSAS). The audit also includes a general review of financial systems and internal controls as well as reviewing and reporting on the efficiency of the financial procedures, the accounting system, the internal financial controls, and the general administration and management of UNICEF operations. The audit is undertaken in accordance with the International Standards on Auditing. Management responses and plans for remedial action are integrated into the financial report and audited statements. The audit reports are

published online. UNICEF globally is committed to transparency and regularly publishes the results of its audits. It is available online at the following web link: [https://www.unicef.org/auditandinvestigation/index\\_102923.html](https://www.unicef.org/auditandinvestigation/index_102923.html)

Figure 33: Fund Flow Diagram – Harmonized Approach to Cash Transfer (HACT)



## 11.5 Strategy to Prevent and Respond to Sexual Exploitation and Abuse and Sexual Harassment

UNICEF considers Sexual Exploitation and Abuse (SEA) and Sexual Harassment (SH) as unacceptable breaches of fundamental human rights and a deep betrayal of the organisation's core values. UNICEF has comprehensive policies, strategies and procedures for managing and mitigating the risks of SEA and SH in all implementing partnerships. A summary is provided below:

1. UNICEF has a **Zero Tolerance Policy on Sexual Exploitation and Abuse** which draws on the UN Secretary General's Bulletin on Prevention of Sexual Exploitation and Abuse (PSEA). Among other things, the policy prohibits sexual activities with children regardless of the age of majority in the country; prohibits sexual relationships with beneficiaries of assistance; prohibits exchange of money, good, or services for sex; and also makes reporting of Sexual Exploitation and Abuse mandatory. The policy is also extended to all UNICEF implementing partners and is reflected in the Programme Cooperation Agreement with all Implementing Partners as well as Programme Documents.
2. **PSEA organizational assessments for potential partners** which are conducted prior to entering into partnership with all partners. The current procedure is explicit for CSOs. The assessment assesses organizational capacities against the 6 Core Standards of PSEA and their related indicators. The assessment analyses the existing capacities and identifies the gaps that need to be addressed. The findings inform development of a PSEA Action Plan that is implemented over a period of time and triggers improvements in the PSEA systems. The level of the existing capacity is converted into SEA Risk Rating. The results of the assessment also provide baseline information for tracking improvements in the PSEA systems of the organization. It is not mandatory to conduct PSEA assessments for government partners, as the government has its own policy against sexual harassment in the workplace.
3. **PSEA training** is also mandatory for all UNICEF staff as well as all partner staff. The mandatory online training on PSEA on UNICEF's AGORA platform is accessible not just to UNICEF staff but also to all implementing partners. UNICEF tracks staff completion of the PSEA trainings. This plays a significant role in increasing staff and partners knowledge on PSEA so that they are fully aware of the expected standards of behaviours, the prohibited behaviours and as well as consequences for violating the Zero Tolerance Policy. In addition to the online training, UNICEF has a capacity building plan on PSEA and delivers a range of PSEA trainings designed to address specific capacity gaps that have been identified during PSEA assessments.
4. **Reporting mechanisms that are safe and trusted:** UNICEF endeavours to create an environment where, in both situations, individuals, communities, UNICEF personnel and partners feel safe to report violations and trust that immediate and decisive action will be taken against perpetrators.
5. **Swift and Credible Investigation and Sanctions:** Ensure a fair process for swift and credible investigations and sanctions for violations by UNICEF personnel, and actively

promote swift and fair investigations and sanctions by (as appropriate) Government partners, implementing partners, commercial vendors, and other UN System organizations.

6. **A Quality Response that is Survivor-Centred:** UNICEF is committed to ensuring every child and adult survivor of SEA and SH has access to quality, survivor-centred assistance and support in line with their needs, including medical care, psychosocial support, legal assistance, and reintegration support.

### **Engaging Partners in the fight against SEA and SH**

Individuals, communities, staff and partners, including all four government partners (PMIU/SED, QAED, SpED, L&NFBED), will be engaged more directly and better equipped as allies in prevention and response.

PSEA training was conducted for the School Education Department, PMIU and QAED in 2019. UNICEF will continue to support the four government implementing partners for the TALEEM program to strengthen provincial capacities and systems to prevent and respond to sexual exploitation and abuse. Officers and staff at all levels will be provided PSEA training by UNICEF, including how to report abuse and harassment.

Posters and flyers were distributed and displayed in prominent places in partner government offices in 2018-19 by UNICEF as per its PSEA and SH policies. This practice will be extended to include the teacher training colleges at district level, Special Education institutes at provincial and district level and accelerated education centres in targeted districts.

**The Punjab Protection against Harassment of Women at the Workplace (Amendment) Act, 2012:** The Punjab Protection against Harassment of Women at the Workplace Act (the Act) was passed in 2012 to prevent harassment of women at the workplace and encourage reporting of cases of harassment, through the Ombudsperson's office and Inquiry Committees.

- Under the Act, all Provincial and District Government bodies and authorities, including educational institutes and medical facilities, must constitute Inquiry Committees for harassment at the workplace and display the Code of Conduct for Protection of Women from Harassment at the Workplace in their office premises.
- A Complainant has the option to submit a complaint to the Inquiry Committee, or the Ombudsperson.
- The Inquiry Committee will inform the accused person that he has been accused of harassment within 3 days of receiving a complaint. If the accused fails to submit his defence within 7 days, the Committee will decide the matter without the accused person.

- Under the Act, the Ombudsperson has the power of a Civil Court, and can summon the accused, examine him on oath, receive evidence on Affidavits, and enter office premises for the purpose of inspection or investigation.
- The Inquiry Committee or the Ombudsperson can decide the case and penalize the accused for harassment, as outlined in section 4 of the Act.

This Act of Parliament received the assent of the President on 9th March 2010 and published in the Gazette of Pakistan (Extraordinary), Pt. I, dated 11th March 2010, pages 63-74. This Act was originally in the Federal ambit, however, the subject on which this law was enacted devolved to the provinces by virtue of 18<sup>th</sup> Amendment in the Constitution, hence it was adapted, with amendments, for the province of the Punjab by the Punjab Protection Against Harassment of Women at the Workplace (Amendment) Act 2012 (III of 2013).

## 12 Result Monitoring, Reporting and Evaluation

The overall results monitoring, reporting and evaluation responsibilities of the programme will lie with the PMIU in close collaboration with UNICEF as the grant agent. PMIU will serve as a focal point and will coordinate with all the implementing units of School Education, Special Education and L&NFBE Departments for monitoring and evaluation activities. The results matrix (Annex 1) for the program will provide the overall framework for monitoring and evaluation activities. A detailed monitoring and evaluation matrix is also included in the programme (Annex 2).

### 12.1 M&E Routines and Reporting

- **Component Level:**

The TALEEM programme will be implemented through multiple implementing units of the three departments as explained in the section on the implementation arrangements including PMIU, QAED, Special Education Department and L&NFBED, which have their own dedicated administrative and monitoring systems. The day-to-day project implementation and monitoring will rely on their existing systems. At the component level, head (director) of the technical lead (main implementing units are designated as technical leads for components) will conduct monthly progress review and monitoring meetings to review progress and address issues in the implementation, if any. Technical leads will submit monthly progress updates to PMIU and UNICEF against activities planned in the operational work plan.

- **Program Level:**

As a focal point, PMIU will coordinate among all the implementing units to undertake M&E activities. Specific activities include (a) regular supervision of project implementation sites; (b) preparing biannual implementation progress reports by compiling implementation reports from various implementing units and specialized agencies, which would include the progress toward the overall programme outcomes and reporting on key performance indicators; and (c) organizing assessment and impact evaluation studies as relevant. Necessary TA support will be provided to build capacity of PMIU in establishing M&E mechanisms, monitoring tools and reporting for carrying out M&E activities.

At the program level, PMIU will conduct quarterly progress review and monitoring meetings to review progress and address issues in the implementation. All the implementing units will participate in the meetings to share status of progress and milestones under their respective components. The forum will be used to share experiences and lessons learned. In coordination with the implementing units, PMIU will compile a comprehensive quarterly progress report of the programme.

The Secretary SED will review progress of the program against indicators and targets at the departmental level stock take meetings twice a year. PMIU will provide secretariat services for the review meetings chaired by the Secretary SED. M&E unit of PMIU will provide the sector and school statistics respectively, to support monitoring efforts, in

addition to validation and evaluation studies conducted under the programme through third parties. The forum will be used to review progress, discuss issues impeding the progress and take important decisions to address issues. For any strategic level changes and course correction in the programme implementation, LEG will be taken on board for endorsement.

- **Strategic Level:**

At the strategic level, PMIU will facilitate monitoring and review of the programme within the overall sector review and monitoring including through periodic sector reviews by the Punjab Education Development Partners Group (PEDPG) quarterly and conducting Joint Education Sector Reviews (JESRs) annually. As envisaged in the ESP, JESR meetings will be conducted with representation from the three departments, development partners, civil society organizations and other stakeholders including school level representatives. Education statistics and analysis generated by M&E unit of the PMIU will augment monitoring and evaluation activities.

## 12.2 Monitoring of Results

The results of the programme and interventions will be assessed by using different data sets. For the Variable Part, the data collected by MEAs of PMIU will serve as the basis for regular monitoring of activities in each of three thematic areas. However, Third Party Validation (TPV) reports commissioned by the Grant Agent will serve as the basis for payment and verification of results against each indicator of all three thematic areas. For the Fixed Parts, the information from each concerned department will form the basis for the achievements but TPVs will be conducted for validation of results.

UNICEF as the Grant Agent will make the necessary arrangements for timely engagement of independent firms through a competitive process for conducting TPV studies.

### 13 Risks Assessment and Mitigation

This section briefly describes the risks assessment and mitigation analysis of the TALEEM programme. The Grant Agent and the relevant departments will regularly assess and monitor the risks associated with the implementation of the TALEEM Program. The nine risk categories described below will be consistently monitored, which will help manage and mitigate the risks. Two types of risks are being considered:

- Risks to achieving the intended (positive) results as per the Programme Objectives.
- Risks of adverse unintended (negative) consequences of the programme.

The risk assessment given below is based on the current residual risk, i.e. it takes into account the impact of existing mitigation measures, but not any additional mitigation measures which may be taken in the future. The overall risk associated to the implementation of the ESPIG is considered to be moderate.

*Table 24 Indicative Funds Disbursement Timeline*

Risk Category	Risk Rating
Political and Governance	Moderate
Macroeconomic	Moderate
Sector Strategies and Policies	Low
Technical Design of Programme	Low
Institutional Capacity for Implementation and Sustainability	Moderate
Fiduciary	Low
Environment and Social	Moderate
Stakeholders	Low
Overall	Moderate

#### 13.1 Political and Governance Risk (Moderate)

There is a likelihood that political factors can influence the governance structures thereby having an effect on the achievement of the ESPIG targets. However, high-level political support is available for the ESPIG. This is because the interventions identified in the ESPIG flow from the ESP and the Education New Deal 2023 of the incumbent government. It is also important to highlight that the process of ESPIG programme development was participatory and therefore the relevant education departments have full ownership of the programme.

In the last few years, the civil servants have witnessed frequent transfers and postings. This can be a key impediment in timely decision making and execution of activities. The risk rating for implementation has been assessed as moderate because of the frequent transfers and due to future challenges, that might arise in program implementation by the three education departments and their attached bodies, with varying degrees of implementation capacities. Overall, the education departments have arrangements in place to implement the relevant programs, including the technical, administrative and monitoring support.

There are two aspects of risk mitigation:

- The government has moved towards stability, so the possibility of frequent transfers is reduced.
- TALEEM Cell will keep all the relevant persons in departments updated about the program to ensure continuity even in case of transfer of a Secretary.

### 13.2 Fiduciary Risk (Low)

The overall fiduciary risk for the ESPIG programme is assessed as low. This is because all the government departments have financial accounting mechanisms in place which will ensure transparency and efficiency in utilization of funds and timely reporting. Banking channels, as prescribed by the government and HACT procedures, will be used for all the transactions under the programme.

### 13.3 Environment and Social Risks (Medium)

It is expected that the TALEEM programme will not have any substantial environmental impact. While certain interventions under this programme will involve civil works, they are of minor nature and limited to targeted sites.

There is a likelihood that social risks could affect the achievement of the programme targets. The programme will largely target formal and non-formal education service delivery. The selection of tehsils/areas to be targeted under the various interventions could lead to preferential targeting and exclusion.

The following risk mitigation measures are proposed in this regard:

- Transparency will be ensured in setting and implementing the pre-determined indicators and criteria for selecting of areas and schools.
- To ensure that appropriate steps are taken to identify marginalized populations and children in need, consultations will be undertaken with relevant stakeholders at the local and school levels during the design phase.
- Data will be used for evidence-based decision making; local context will be kept in view while making decisions.

## 14 Sustainability

The Programme will be implemented using existing government systems, support the upgrade of government policies and implementation mechanisms as needed, and provide necessary capacity-building support for implementation. Implementation of key activities through PMIU and related support institutions will increase technical and financial sustainability beyond the Programme time period.

PMIU, QAED, L&NBED and SpED. with official mandates for Programme areas of interventions will be further strengthened through direct and continuous engagement in the implementation of Programme activities and/or professional trainings in the technical areas of education including development of teacher training modules, establishment of learning camps and integrated information management. Programme activities focusing on the involvement of local communities through community mobilisation events and school-based events will also improve the overall sustainability of the Programme interventions.

The sustainability of interventions is supported by various factors. The PESP 2018/19 – 2023/24 has been endorsed by all the three departments and development partners. The Finance Department of the province has committed to finance different interventions of PESP. Financial sustainability is ensured through the funds of not only GoPb but by the generous support of international development partners. The GoPb will provide funds for these interventions in the long term. In addition, the World Bank, FCDO, UNICEF and JICA have commitments to provide financial and technical support in the development process.

Moreover, the ownership of political leadership, particularly of the Education Minister, is instrumental for the sustainability of the Programme. The political will of the government is evident in the education vision document of “New Deal 2018-2023”.

The process of education sector plan development has strengthened the capacity of all the three departments to set long terms goals, develop sector plans and identify activities to achieve the goals. This is a landmark achievement in terms of orienting the departments on these lines. Similarly, the implementation of the sector plan and the TALEEM Programme will develop the capacity of all the three departments in the areas of strategy, implementation, financial management and stakeholder engagement.

## Annex 1: TALEEM Results Chain

Results Chain	Indicators	Baseline	Targets				
			Year 1	Year 2	Year 3	Year 4	Year 5
<b>Program Objective: To improve access to inclusive and quality education in the province.</b>	<ul style="list-style-type: none"> <li>Percentage of primary school teachers completing CPD modules</li> </ul>	<ul style="list-style-type: none"> <li>Newly launched pilot.</li> </ul>	-	<ul style="list-style-type: none"> <li>70% of total primary school teachers (Total: 201,103; Female: 119,715; Male: 81,388) completing basic teaching and learning module.</li> </ul>	<ul style="list-style-type: none"> <li>70% of total primary school teachers (Total: 201,103; Female: 119,715; Male: 81,388) completing higher order teaching and learning skills module 1.</li> </ul>	<ul style="list-style-type: none"> <li>70% of total primary school teachers (Total: 201,103; Female: 119,715; Male: 81,388) completing higher order teaching and learning skills module 2.</li> </ul>	<ul style="list-style-type: none"> <li>70% of total primary school teachers (Total: 201,103; Female: 119,715; Male: 81,388) completing advance teaching and learning skills module.</li> </ul>
	<ul style="list-style-type: none"> <li>Increase in participation rate for children of age 5-9 years in the selected 12 low-performing districts</li> </ul>	<ul style="list-style-type: none"> <li>81%</li> </ul>	-	-	-	-	<ul style="list-style-type: none"> <li>86%.</li> </ul>
	<ul style="list-style-type: none"> <li>Cumulative number of out of school children enrolled at primary level in the selected 12 low performing districts</li> </ul>	<ul style="list-style-type: none"> <li>0</li> </ul>	<ul style="list-style-type: none"> <li>78,160 (Girls: 50%, Boys: 50%).</li> </ul>	<ul style="list-style-type: none"> <li>226,400 (Girls: 50%, Boys: 50%).</li> </ul>	<ul style="list-style-type: none"> <li>414,640 (Girls: 50%, Boys: 50%).</li> </ul>	-	-
	<ul style="list-style-type: none"> <li>Percentage of children with mild disabilities provided assistive devices and retained in schools in the 2 selected districts</li> </ul>	<ul style="list-style-type: none"> <li>No such ongoing initiative.</li> </ul>	-	-	-	-	<ul style="list-style-type: none"> <li>50% (Girls: 50%, Boys: 50%) provided assistive devices and 90% of beneficiaries retained.</li> </ul>
	<ul style="list-style-type: none"> <li>Percentage of children enrolled in special education institutions assessed and provided with need-based assistive devices.</li> </ul>	<ul style="list-style-type: none"> <li>No such ongoing initiative.</li> </ul>	-	-	-	-	<ul style="list-style-type: none"> <li>100% assessed and 50% provided assistive devices.</li> </ul>

Results Chain	Indicators	Baseline	Targets				
			Year 1	Year 2	Year 3	Year 4	Year 5
	<ul style="list-style-type: none"> <li>Percentage reduction in middle level out of school children (Age 10-14) in 14 districts.</li> </ul>	<ul style="list-style-type: none"> <li>~991,194 children of age 10-14 are out of school in 14 districts.</li> </ul>	<ul style="list-style-type: none"> <li>3.05% (1.36% Boys &amp; 1.69% Girls) reduction in OOSC (Age 10-14) over the baseline.</li> </ul>	<ul style="list-style-type: none"> <li>3.36% (1.49% Boys &amp; 1.86%) reduction in OOSC (Age 10-14) over the baseline.</li> </ul>	<ul style="list-style-type: none"> <li>3.69% (1.64% Boys &amp; 2.05% Girls) reduction in OOSC (Age 10-14) over the baseline.</li> </ul>	<ul style="list-style-type: none"> <li>4.06% (1.80% Boys &amp; 2.26% Girls) reduction in OOSC (Age 10-14) over the baseline.</li> </ul>	-
<b>Component 1: Improving Access and Learning at Primary Level.</b>							
<p><b>Intermediate Result 1.1:</b> Improved classroom teaching and learning at primary level through development and implementation of a province wide continuous professional development and mentoring program for all primary schools.</p>	<ul style="list-style-type: none"> <li>Development, availability and utilization of online Learning Management System and digital CPD modules by primary school teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Newly launched pilot.</li> </ul>	<ul style="list-style-type: none"> <li>Learning Management System, android application and online portal developed and available for use.</li> <li>238,089 SD cards procured and distributed to all primary schools and primary school teachers.</li> <li>32,383 tablets procured and distributed to primary schools.</li> <li>Basic teaching and learning including foundational literacy and numeracy content developed, digitized and available for all 32,383 Primary Schools.</li> </ul>	<ul style="list-style-type: none"> <li>Higher order teaching and learning skills content 1 developed, digitized and available for all 32,383 Primary Schools.</li> <li>70% of total primary school teachers (Total: 201,103; Female: 119,715; Male: 81,388) accessing and completing basic teaching and learning module.</li> </ul>	<ul style="list-style-type: none"> <li>Higher order teaching and learning skills content 2 developed, digitized and available for all 32,383 Primary Schools.</li> <li>70% of total primary school teachers (Total: 201,103; Female: 119,715; Male: 81,388) accessing and completing higher order teaching and learning skills module 1.</li> </ul>	<ul style="list-style-type: none"> <li>Advance teaching and learning skills content developed, digitized and available for all 32,383 Primary Schools.</li> <li>70% of total primary school teachers (Total: 201,103; Female: 119,715; Male: 81,388) accessing and completing higher order teaching and learning skills module 2.</li> </ul>	<ul style="list-style-type: none"> <li>Professional leadership skills content developed, digitized and available for all 32,383 Primary Schools.</li> <li>70% of total primary school teachers (Total: 201,103; Female: 119,715; Male: 81,388) accessing and completing advance teaching and learning skills module.</li> </ul>

Results Chain	Indicators	Baseline	Targets				
			Year 1	Year 2	Year 3	Year 4	Year 5
	<ul style="list-style-type: none"> <li>Cumulative number of AEOs trained and providing support to Primary Schools in classroom teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>3,200 (Female: 1,140, Male: 2,060) AEOs deployed in province for mentoring and supervision of primary schools.</li> </ul>	<ul style="list-style-type: none"> <li>3,200 (Female: 1,140, Male: 2,060) AEOs trained, conducting classroom observations and mentoring 32,383 Primary Schools on basic teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>3,200 (Female: 1,140, Male: 2,060) AEOs trained, conducting classroom observations and mentoring 32,383 Primary Schools on higher order teaching and learning skills 1.</li> </ul>	<ul style="list-style-type: none"> <li>3,200 (Female: 1,140, Male: 2,060) AEOs trained, conducting classroom observations and mentoring 32,383 Primary Schools on higher order teaching and learning skills 2.</li> </ul>	<ul style="list-style-type: none"> <li>3,200 (Female: 1,140, Male: 2,060) AEOs trained, conducting classroom observations and mentoring 32,383 Primary Schools on advance teaching and learning skills.</li> </ul>	<ul style="list-style-type: none"> <li>3,200 (Female: 1,140, Male: 2,060) AEOs trained, conducting classroom observations and mentoring 32,383 Primary Schools on professional leadership skills.</li> </ul>
<p><b>Intermediate Result 1.2:</b> Improved access and provision of quality primary education opportunities for marginalized children in remote districts.</p>	<ul style="list-style-type: none"> <li>Designing and operationalization of 3 months learning camps for at risk enrolled and primary age out of school children in selected districts.</li> </ul>	<ul style="list-style-type: none"> <li>No programme in place for bringing and assimilating out of school children in schools at appropriate levels through specific learning pathways.</li> </ul>	<ul style="list-style-type: none"> <li>Three months learning programme designed including assessment tools, teaching strategies and teaching learning materials.</li> <li>163 AEOs (Female: 58, Male: 105) trained as master trainers.</li> <li>1,954 (Female: 982, Male: 972) teachers trained.</li> <li>Learning camps operational in 1,954 schools in 5 districts.</li> <li>7,816 Local mobilizers engaged in conducting surveys and awareness campaigns in 12 districts.</li> <li>78,160 (Girls: 50%, Boys: 50%) cumulative number of OOSC enrolled.</li> </ul>	<ul style="list-style-type: none"> <li>472 (Female: 167, Male: 305) cumulative number of AEOs trained as master trainers.</li> <li>5,660 (Female: 2,828, Male: 2,832) cumulative number of teachers trained.</li> <li>Learning camps operational in 5,660 schools in 12 districts.</li> <li>14,824 Local mobilizers engaged in conducting surveys and awareness campaigns in 12 districts.</li> <li>226,400 (Girls: 50%, Boys: 50%) cumulative number of OOSC enrolled.</li> </ul>	<ul style="list-style-type: none"> <li>781 (Female: 276, Male: 505) cumulative number of AEOs trained as master trainers.</li> <li>9,366 (Female: 4,680, Male: 4,686) cumulative number of teachers trained.</li> <li>Learning camps operational in 9,366 schools in 12 districts.</li> <li>14,828 Local mobilizers engaged in conducting surveys and awareness campaigns in 12 districts.</li> <li>374,640 (Girls: 50%, Boys: 50%) cumulative number of OOSC enrolled.</li> </ul>	-	-

Results Chain	Indicators	Baseline	Targets					
			Year 1	Year 2	Year 3	Year 4	Year 5	
			OOSC enrolled in the 32-month AEP.					
<b>Intermediate Result 1.3:</b> Enhanced access to primary level education for the most marginalized and disadvantaged children, especially girls in remote areas through institutionalized Accelerated Education Program (AEP).	<ul style="list-style-type: none"> <li>Primary level accelerated education pathways designed and implemented for overage at risk enrolled and out of school children.</li> </ul>	<ul style="list-style-type: none"> <li>56% out of school children between the ages 10-14 years.</li> <li>~25% out of school children between the ages of 5-9 years.</li> <li>Adhoc AEP/Non-formal Education service delivery through partners.</li> <li>No AEP model available in the province at scale.</li> </ul>	<ul style="list-style-type: none"> <li>AEP designed with learning materials.</li> <li>1,000 number of new Government NFEIs for AEP established and equipped with teaching learning materials in 5 districts.</li> <li>36 (Female: 60%, Male: 40%) master trainers trained.</li> <li>192 Literacy Mobilizers engaged for community mobilization and awareness.</li> <li>1,000 (Female: 70%, Male: 30%) engaged and trained.</li> </ul>	<ul style="list-style-type: none"> <li>1,000 teachers complete bi-annual refresher trainings.</li> <li>192 Literacy Mobilizers engaged for community mobilization and awareness.</li> <li>40,000 (Girls: 50%, Boys: 50%) OOSC enrolled in the new NFEIs for primary level AEP.</li> </ul>	<ul style="list-style-type: none"> <li>1,000 (Female: 70%, Male: 30%) teachers complete bi-annual refresher trainings.</li> <li>192 Literacy Mobilizers engaged for community mobilization and awareness.</li> <li>80% (Girls: 50%, Boys: 50%) of children enrolled in NFEIs completing 32 months primary AEP.</li> </ul>	-	-	
<b>Component 2: Improving Equity and Inclusive Education.</b>								
<b>Intermediate Result 2.1:</b> Children with mild cognitive and physical disabilities have improved access to mainstream schools through inclusive learning environment and provision of assistive devices.	<ul style="list-style-type: none"> <li>Development and implementation of a comprehensive inclusive education approaches framework for mainstream schools including approaches for safe, accessible and relevant learning environments and provision of assistive devices.</li> </ul>	<ul style="list-style-type: none"> <li>Indicators on disabilities added in the annual school census. No regular screening and needs assessment in place especially covering cognitive disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensive inclusive education approaches framework developed including approaches for intra and intersectoral coordination, screening mechanism, curriculum and</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensive screening and needs assessment conducted in the mainstream schools of Jhelum and Multan districts.</li> <li>5,188 (Female: 2,907, Male: 2,281) teachers trained on inclusive classroom</li> </ul>	<ul style="list-style-type: none"> <li>10,376 (Female: 5,813, Male: 4,563) cumulative number of teachers trained on inclusive classroom teaching, learning and assessments.</li> <li>2,105 (Girls: 1221, Boys: 884) cumulative number of public schools provided accessible</li> </ul>	-	-	

Results Chain	Indicators	Baseline	Targets				
			Year 1	Year 2	Year 3	Year 4	Year 5
			<p>learning materials development and availability, inclusive classroom teaching and learning and special and inclusive learning assessments mechanism and tools.</p> <ul style="list-style-type: none"> <li>• Training program on inclusive learning techniques and best practices for inclusive classroom teaching, learning and assessments developed.</li> </ul>	<p>teaching, learning and assessments.</p> <ul style="list-style-type: none"> <li>• 1,053 (Girls: 611, Boys: 442) public schools provided accessible infrastructure (disabled-friendly).</li> <li>• 8,436 (Girls: 50%, Boys: 50%) children with mild disabilities provided assistive devices.</li> </ul>	<p>infrastructure (disabled-friendly).</p> <ul style="list-style-type: none"> <li>• 16,872 (Girls: 50%, Boys: 50%) cumulative number of children with mild disabilities provided assistive devices.</li> </ul>		
<p><b>Intermediate Result 2.2:</b> Supporting Children with Moderate to Severe Disabilities in Special Education Institutes through provision of assistive devices.</p>	<ul style="list-style-type: none"> <li>• Review of the existing screening and response mechanism with provision of assistive devices to children based on a needs' assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• No such ongoing initiative.</li> </ul>	<ul style="list-style-type: none"> <li>• Screening process implementation starts in all 303 special education schools for approximately 34,000 children.</li> </ul>	<ul style="list-style-type: none"> <li>• 15,475 number of children with moderate and severe disabilities provided assistive devices.</li> </ul>	<ul style="list-style-type: none"> <li>• 34,000 cumulative number of children screened in all 303 special education schools.</li> <li>• 23,213 cumulative number of children with moderate and severe disabilities provided assistive devices.</li> </ul>	-	-

Results Chain	Indicators	Baseline	Targets				
			Year 1	Year 2	Year 3	Year 4	Year 5
<b>Component 3: Improving Efficiency in Education Planning and Decision Making.</b>							
<b>Intermediate Result 3.1:</b> Improved performance management and efficiency in service delivery through development and utilization of Integrated Management Information System (IMIS).	<ul style="list-style-type: none"> <li>Operationalization of IMIS and fully equipped education data centre with data analysis and utilization capacity.</li> </ul>	<ul style="list-style-type: none"> <li>Lack of effective decision making due to isolated data bases and no integrated platform for all departments.</li> <li>Low levels of capacity to manage and utilize data and information systems.</li> </ul>	<ul style="list-style-type: none"> <li>Education data centre with capacity to host and manage integrated databases and information management system established and functional.</li> <li>Databases and information systems of SED, SpED and L&amp;NFBED integrated in the IMIS.</li> </ul>	<ul style="list-style-type: none"> <li>GIS developed and integrated with additional layers from multiple databases.</li> </ul>	<ul style="list-style-type: none"> <li>Databases of sample-based surveys (PSLM, MICS &amp; ASER) integrated in the IMIS.</li> </ul>	<ul style="list-style-type: none"> <li>Periodic analytical reports for different users generated and disseminated.</li> </ul>	-
<b>Component 4: Improving Access and Learning at Middle Level (Afternoon School Program). Variable Part</b>							
<b>Intermediate Result 4.1 (VP Efficiency Dimension):</b> Availability of cost-effective solution for middle schools' shortage in underserved areas utilizing existing infrastructure and human resources.	<ul style="list-style-type: none"> <li>Number of afternoon middle schools established with availability of at least two teachers.</li> </ul>	<ul style="list-style-type: none"> <li>0 middle schools under ASP operational in 14 districts.</li> </ul>	<ul style="list-style-type: none"> <li>800 middle schools under ASP operational in 14 selected districts.</li> <li>Registration of at least 2 teachers in each school.</li> <li>-At least 2 teachers on board in each school and teaching the respective grades.</li> </ul>	-	-	-	-
<b>Intermediate Result 4.2 (VP Equity Dimension):</b> Increased access to middle schools and reduction in out of school children at middle level.	<ul style="list-style-type: none"> <li>Percentage reduction in OOSC (Age 10-14) in 14 districts.</li> </ul>	<ul style="list-style-type: none"> <li>~991,194 children of age 10-14 are out of school in 14 districts.</li> </ul>	<ul style="list-style-type: none"> <li>3.05% (1.36% Boys &amp; 1.69% Girls) reduction in OOSC (Age 10-14) over the baseline.</li> </ul>	<ul style="list-style-type: none"> <li>3.36% (1.49% Boys &amp; 1.86%) reduction in OOSC (Age 10-14) over the baseline.</li> </ul>	<ul style="list-style-type: none"> <li>3.69% (1.64% Boys &amp; 2.05% Girls) reduction in OOSC (Age 10-14) over the baseline.</li> </ul>	<ul style="list-style-type: none"> <li>4.06% (1.80% Boys &amp; 2.26% Girls) reduction in OOSC (Age 10-14) over the baseline.</li> </ul>	-

Results Chain	Indicators	Baseline	Targets				
			Year 1	Year 2	Year 3	Year 4	Year 5
<b>Intermediate Result 4.3 (VP Learning Dimension):</b> Improved quality of education and retention and cohort survival rates in new ASP middle schools.	<ul style="list-style-type: none"> <li>• Availability of training manuals and number of teachers trained at middle school level.</li> </ul>	<ul style="list-style-type: none"> <li>• No comprehensive teacher training material at the middle school level, particularly for ASP teachers (Grades 6-8).</li> <li>• 0 Teachers trained for ASP middle schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher training manuals with subject knowledge and pedagogical skills for ASP teachers at the middle school level developed.</li> </ul>	<ul style="list-style-type: none"> <li>• 3,864 registered teachers of all ASP middle schools across 36 districts of Punjab trained. <i>(these include teachers of 800 new ASP &amp; ASP pilot schools)</i></li> </ul>	-	-	-
	<ul style="list-style-type: none"> <li>• Increase in average cohort survival rate at the middle school level.</li> </ul>	<ul style="list-style-type: none"> <li>• 81% average cohort survival rate in 14 ASP districts.</li> </ul>	-	-	<ul style="list-style-type: none"> <li>• Increase in average cohort survival rate to 89% at middle school level in 14 selected districts.</li> </ul>	-	-
<b>Component 5: Changing mindset through effective communication</b>							
<b>Intermediate Result 5.1:</b> Increased public awareness regarding education, leading to more children in school, staying longer and learning more.	<ul style="list-style-type: none"> <li>• Number of community mobilization events, awareness campaigns and policy dialogues conducted.</li> </ul>	<ul style="list-style-type: none"> <li>• No such ongoing initiative apart from the enrolment campaigns.</li> </ul>	<ul style="list-style-type: none"> <li>• Community mobilization event held by SED.</li> <li>• School Councils Campaign held by SED.</li> <li>• Back to School Campaign held by SED.</li> <li>• Policy Dialogue: Bringing Change Together held by SED.</li> </ul>	<ul style="list-style-type: none"> <li>• Community mobilization event held by Special Education Department.</li> <li>• Learn by doing campaign held by SED.</li> <li>• Policy Dialogue: Bringing Change Together held by Special Education Department.</li> </ul>	<ul style="list-style-type: none"> <li>• Disabilities (removing social barriers) campaign held by SpED.</li> <li>• Documentary based on study highlighting direct connection between education and employability and how education in Punjab is contributing to transforming lives based on case studies developed and disseminated by SED and Special Education Department.</li> </ul>	-	-

Results Chain	Indicators	Baseline	Targets				
			Year 1	Year 2	Year 3	Year 4	Year 5
	<ul style="list-style-type: none"> <li>• Number of extracurricular events held in schools.</li> </ul>	<ul style="list-style-type: none"> <li>• There are very little extracurricular opportunities for students enrolled in educational institutions.</li> </ul>		<ul style="list-style-type: none"> <li>• Extra-curricular activities, sports and musical events held by Special Education Department in Special Education Institutes.</li> </ul>	<ul style="list-style-type: none"> <li>• Science exhibition, debating and essay writing competitions held by SED in schools.</li> <li>• School film festival held by SED.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Number of trainings events held for news editors and education reporters.</li> </ul>	<ul style="list-style-type: none"> <li>• Education gets very little coverage in the newspapers and education reporters and news editors are often not trained in technical issues of education leading to poor quality of news reporting on education. There is no current initiative to train education reporters and news editors.</li> </ul>		<ul style="list-style-type: none"> <li>• Senior news editors' and education reporters' training held by SED and Special Education Department especially focusing on gender, equity and exclusion issues in education.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Number of award events held to recognize efforts of students, best performing teachers and education officials and parents in education.</li> </ul>	<ul style="list-style-type: none"> <li>• Inadequate recognition for best performers in education system especially of children with disabilities.</li> </ul>			<ul style="list-style-type: none"> <li>• High achiever award events held for children with disabilities by SED and Special Education Department.</li> <li>• Hero Award events held to recognize best performing students, teachers</li> </ul>		

Results Chain	Indicators	Baseline	Targets				
			Year 1	Year 2	Year 3	Year 4	Year 5
					and education officials by SED.		

## Annex 2: TALEEM Monitoring and Evaluation Matrix

Indicators/Results	Definition/ Description/ Target	Frequency	Data Source	Methodology for Data Collection	Responsibility for Data Collection
<ul style="list-style-type: none"> <li>Percentage of primary school teachers completing CPD modules.</li> </ul>	Monitors the percent of primary teachers completing six continuous professional development (CPD) modules each year. The target is for 70% of total primary school teachers (Total: 201,103; Female: 119,715; Male: 81,388) to complete six designated CPD modules each year, beginning in Year 2.	Annual beginning in Year 2	Learning Management System (LMS) module completion records	LMS will generate completion reports	PMIU
<ul style="list-style-type: none"> <li>Increase in participation rate for children of age 5-9 years in the selected 12 low-performing districts.</li> </ul>	This indicator measures the participation rate of children aged 5-9 in primary education in the 12 low-performing districts. The target is an increase of 5% (to 86%) by Year 5.	Year 5	PSES	Household survey	PMIU to oversee process
<ul style="list-style-type: none"> <li>Cumulative number of out of school children enrolled at primary level in the selected 12 low performing districts.</li> </ul>	This indicator measures the number of out-of-school and at-risk children enrolled at primary level (through formal schools or the AEP). The cumulative target is 414,640 (Girls: 50%, Boys: 50%) children.	Annual	AEOs and L&NFBED Field Monitoring Teams	School Information System (SIS); IMIS once operational	SED L&NFBED
<ul style="list-style-type: none"> <li>Percentage of children with mild disabilities provided assistive devices and retained in schools in the 2 selected districts.</li> </ul>	This indicator measures the percentage of children with mild disabilities who will benefit from more accessible infrastructure, teachers trained on inclusive education and, for some, needed assistive devices. The target is 50% of primary school age children with mild disabilities in the districts of Jhelum and Multan.	Annual	PMIU	IMIS	SED
<ul style="list-style-type: none"> <li>Percentage of children enrolled in special education institutions assessed and provided with need-based assistive devices.</li> </ul>	This indicator measures the percentage of children enrolled in special education institutes who are assessed and provided with needed assistive devices. The target is to assess all children enrolled in the 303 special education institutes and to provide needed assistive devices for 50% of them.	Years 1-3	SpED	IMIS	SpED
<ul style="list-style-type: none"> <li>Percentage reduction in middle level out of school children (Age 10-14) in 14 districts.</li> </ul>	This indicator measures the percentage reduction (over the baseline) in out-of-school children aged 10-14 in the 14 selected districts. The target is a 4.06% (1.80% Boys & 2.26% Girls) reduction in OOSC (Age 10-14) over the baseline.	Annual	PMIU	School census	SED

Indicators/Results	Definition/ Description/ Target	Frequency	Data Source	Methodology for Data Collection	Responsibility for Data Collection
<b>Component 1: Improving Access and Learning at Primary Level</b>					
<ul style="list-style-type: none"> <li>Development, availability and utilization of online Learning Management System and digital CPD modules by primary school teachers.</li> </ul>	<p>This indicator monitors the development, availability and utilization of an online Learning Management System and digital CPD modules developed for primary school teachers. The targets are to develop an android application and online learning portal and distribute 238,089 SD cards and 32,383 tablets to all primary schools for use by primary school teachers by the end of Year 1. In addition, a cumulative total of 30 digital modules will be developed by Year 5 and six modules will be completed by 70% of total primary school teachers (Total: 201,103; Female: 119,715; Male: 81,388) each year.</p>	Annual	PMIU, LMS QAED	Administrative information and CPD completion reports	PMIU QAED
<ul style="list-style-type: none"> <li>Development and availability of online Learning Management System.</li> </ul>	<p><i>This indicator monitors the development and availability of an online Learning Management System. The target is for the android application and online portal to be developed and available for use by the end of Year 1, and for 238,089 SD cards and 32,383 tablets to be distributed to all primary schools for use by primary school teachers.</i></p>	Year 1	PMIU	Administrative information/ notification	PMIU
<ul style="list-style-type: none"> <li>Development of digital CPD modules for primary school teachers.</li> </ul>	<p><i>This indicator measures the number of digital CPD modules developed, loaded to the online LMS and distributed to the 32,383 primary schools. The target is a cumulative total of 30 digital modules by Year 5 (or 6 modules per year).</i></p>	Annual	QAED	Administrative information/ notification	QAED
<ul style="list-style-type: none"> <li>Utilization of online Learning Management System and completion of digital CPD modules by primary school teachers.</li> </ul>	<p><i>This indicator measures the number of digital modules completed by primary school teachers. The target is for 70% of total primary school teachers (Total: 201,103; Female: 119,715; Male: 81,388) to access and complete the CPD modules designated for each year.</i></p>	Annual	LMS module completion records	Training report	PMIU
<ul style="list-style-type: none"> <li>Cumulative number of AEOs trained and providing support to Primary Schools in classroom teaching and learning.</li> </ul>	<p>This indicator monitors the number of AEOs trained and providing coaching and mentoring support to develop the knowledge and skills of primary school teachers on the CPD modules designated for each year. The targets are for 3,200 AEOs (Female: 1,140, Male: 2,060) to be trained each year and for the AEOs to conduct monthly classroom observations in 32,383 primary schools using the Classroom Observation Tool (COT).</p>	Annual	QAED COT	Training reports Administrative information	QAED SED

Indicators/Results	Definition/ Description/ Target	Frequency	Data Source	Methodology for Data Collection	Responsibility for Data Collection
<ul style="list-style-type: none"> <li>Number of AEOs trained in providing support to primary school classroom teaching and learning.</li> </ul>	This indicator monitors the number of AEOs trained to coach, mentor and develop the knowledge and skills of primary school teachers on the CPD modules designated for each year. The target is for 3,200 AEOs (Female: 1,140, Male: 2,060) to be trained each year.	Annual	QAED	Training report	QAED
<ul style="list-style-type: none"> <li>Number of AEOs providing support to primary school teachers.</li> </ul>	This indicator measures the number of AEOs providing support to primary schools. The target is for AEOs to conduct monthly classroom observations in 32,383 primary schools using the Classroom Observation Tool (COT).	Annual	COT	Administrative information	SED
<ul style="list-style-type: none"> <li>Designing and operationalization of 3 months learning camps for at risk enrolled and primary age out of school children in selected districts.</li> </ul>	This indicator measures the operationalization of 3-month learning camps for at risk enrolled and primary age out-of-school children in 9,366 schools in 12 districts. The cumulative targets by Year 3 are: 9,366 operational learning camps, 781 AEOs trained as master trainers, 9,366 teachers trained and 374,640 (Girls: 50%, Boys: 50%) of OOSC enrolled.	Annual	AEOs	School Information System (SIS); IMIS once operational	SED
<ul style="list-style-type: none"> <li>Primary level accelerated education pathways designed and implemented for marginalized, overage at risk enrolled and out of school children.</li> </ul>	This indicator measures the design and implementation of a 32-month Accelerated Education Programme (AEP) for marginalized, overage at risk and out-of-school children in the 5 districts with the largest numbers of out-of-school children. Targeted age brackets include both 5-9 years and 10-14 years. The cumulative targets by Year 4 are: 1,000 new NFEIs established and equipped, 36 (Female: 60%, Male: 40%) master trainers trained, 192 Literacy Mobilizers engaged, 1,000 (Female: 70%, Male: 30%) engaged and trained, and 40,000 children (Girls: 50%, Boys: 50%) enrolled.	Annual	L&NFBED Field Monitoring Teams	Administrative information	L&NFBED
<b>Component 2: Improving Equity and Inclusive Education</b>					
<ul style="list-style-type: none"> <li>Development and implementation of a comprehensive inclusive education approaches framework for mainstream schools including approaches for safe, accessible and relevant learning environments and</li> </ul>	This indicator measures the overall development and implementation of the inclusive education framework in the two target districts of Jhelum and Multan. Specific targets are development of a comprehensive inclusive education approaches framework including approaches for intra and intersectoral coordination and screening mechanisms and development of curriculum and teaching and learning materials for inclusive classroom teaching, learning assessments, mechanisms and tools in Year 1. By Year 4, a	Annual	PMIU QAED (training)	School census Administrative information Training records	PMIU

Indicators/Results	Definition/ Description/ Target	Frequency	Data Source	Methodology for Data Collection	Responsibility for Data Collection
provision of assistive devices.	comprehensive screening and needs assessment will have been conducted in the mainstream schools of Jhelum and Multan districts and 10,376 (Female: 5,813, Male: 4,563) cumulative number of teachers trained on inclusive classroom teaching, learning and assessments; 2,230 (Girls: 1221, Boys: 884) cumulative number of public schools provided accessible infrastructure (disabled-friendly); and 16,872 (Girls: 50%, Boys: 50%) cumulative number of children with mild disabilities provided assistive devices.				
<ul style="list-style-type: none"> <li>Review of the existing screening and response mechanism with provision of assistive devices to children based on a need's assessment.</li> </ul>	This indicator measures implementation of the screening process in all in all 303 special education schools for approximately 34,000 children by the end of Year 3. As a result of the screening process, 23,213 cumulative number of children with moderate and severe disabilities will be provided with assistive devices by the end of Year 3.	Annual	SpED	Administrative information	SpED
<b>Component 3: Improving Efficiency in Education Planning and Decision Making</b>					
<ul style="list-style-type: none"> <li>Operationalization of IMIS and fully equipped education data centre with data analysis and utilization capacity.</li> </ul>	This indicator measures the development, operationalization and usage of IMIS The targets are to equip fully an education data centre with the capacity to host and manage the IMIS; the integration of the SED, SpED and L&NFBED databases and information systems into IMIS; and the development and integration of GIS. In addition, managers will be trained on IMIS use and will be able to produce periodic analytical reports for different users.	Annual	PMIU	Administrative information	PMIU
<b>Component 4: Improving Access and Learning at Middle Level (Afternoon School Program). Variable Part</b>					
<ul style="list-style-type: none"> <li>Number of afternoon middle schools established with availability of at least two teachers.</li> </ul>	This indicator measures the availability of afternoon middle schools within the existing primary schools along with provision of two teachers in each afternoon middle school. In Year 1, 800 afternoon middle schools will be established in existing primary schools of the selected 14 districts, and two teachers will be selected, registered and notified to teach in each of the afternoon middle schools.	Year 1	EMIS	School census	SED
<ul style="list-style-type: none"> <li>Percentage reduction in OOSC (Age 10-14) in 14 districts.</li> </ul>	This indicator measures the reduction in out of school (Age 10-14) children in selected 14 districts. The indicator has the following targets:	Annual	EMIS	School Census	SED

Indicators/Results	Definition/ Description/ Target	Frequency	Data Source	Methodology for Data Collection	Responsibility for Data Collection
	<p>Year 1: 3.05% (1.36% boys, 1.69% girls) reduction in OOSC (Age 10-14) in selected 14 districts based on enrolment of 30,240 students (Boys: 13,440 Girls: 16,800) in the 800 afternoon middle schools.</p> <p>Year 2: 3.36% (1.49% Boys &amp; 1.86%) reduction in OOSC (Age 10-14) in selected 14 districts based on enrolment of 33,264 students (Boys: 14,784 Girls: 18,480) in 800 afternoon middle schools.</p> <p>Year 3: 3.69% (1.64% Boys &amp; 2.05% Girls) reduction in OOSC (Age 10-14) in selected 14 districts based on enrolment of 36,590 students (Boys: 16,262 Girls: 20,328) in 800 afternoon middle schools.</p> <p>Year 4: 4.06% (1.80% Boys &amp; 2.26% Girls) reduction in OOSC (Age 10-14) in selected 14 districts based on enrolment of 40,249 students (Boys: 17,889 Girls: 22,361) in 800 afternoon middle schools.</p>				
<ul style="list-style-type: none"> <li>• Availability of training manuals for middle school level.</li> </ul>	This indicator measures the availability of teacher training manuals with subject knowledge and pedagogical skills for ASP teachers at the middle school level, specifically Grade 6-8 subject knowledge (Maths, Science, English), pedagogical skills and student management strategies, which will be developed by QAED and approved by SED in Year 1.	Year 1	SED	Administrative information/ notification	SED
<ul style="list-style-type: none"> <li>• Number of teachers trained at middle school level.</li> </ul>	This indicator measures the number of AEP teachers trained across Punjab. The targets are: Year 2: Training of 3,864 registered teachers of all ASP middle schools across 36 districts of Punjab.	Year 2	SED	Administrative information/ notification	SED
<ul style="list-style-type: none"> <li>• Increase in average cohort survival rate at the middle school level.</li> </ul>	This indicator measures the average cohort survival rate at the middle school level in the 800 ASP schools. Year 3: The cohort of students enrolled in Grade 6 in Year 1 shall have at least 89% survival rate by the time they reach Grade 8 in Year 3 (and similarly for the two remaining cohorts).	Years 3-5	EMIS	Annual school survey	SED
<b>Component 5: Changing mindset through effective communication</b>					
<ul style="list-style-type: none"> <li>• Number of community mobilization events, awareness campaigns and policy dialogues conducted.</li> </ul>	This indicator measures the number of community mobilization events and/or campaigns held by SED (such as the School Councils Campaign, Back to School Campaign, Learn by doing campaign, and Policy Dialogue: Bringing Change Together event) and SpED (such as the Disabilities (removing social barriers)	Annual	SED SpED	Administrative information	SED SpED

Indicators/Results	Definition/ Description/ Target	Frequency	Data Source	Methodology for Data Collection	Responsibility for Data Collection
	campaign); and the development and dissemination by SED and SpED of a documentary based highlighting direct connection between education and employability and how education in Punjab is contributing to transforming lives.				
<ul style="list-style-type: none"> <li>Number of extracurricular events held in schools.</li> </ul>	This indicator measures the number of extra-curricular activities, sports and musical events held in Special Education Institutes; and events such as Science exhibition, debating and essay writing competitions and school film festival held by SED.	Annual	SED SpED	Administrative information	SED SpED
<ul style="list-style-type: none"> <li>Number of trainings events held for news editors and education reporters.</li> </ul>	This indicator measures the number of training events held for news editors and education reporters. The target is one senior news editors' and one education reporters' training held by SED and the SpED in Year 2.	Annual	SED SpED	Administrative information	SED SpED
<ul style="list-style-type: none"> <li>Number of award events held to recognize efforts of students, best performing teachers and education officials and parents in education.</li> </ul>	This indicator measures the number of award events held by SED and SpED. The targets are a High achiever award events for children with disabilities by SED and Special Education Department; and a Hero Award events to recognize best performing students, teachers and education officials by SED to be held in Year 3.	Annual	SED SpED	Administrative information	SED SpED

## Annex 3: Roles and Responsibilities of the Departments

Table 25: Roles and Responsibilities of Departments

Sub-components	Department	Roles and Responsibilities
Subcomponent 1.1: Rethinking Teachers' Development: Continuous Professional Development Programme (CPDP)	QAED	-QAED is an autonomous entity under SED, this intervention will be managed by QAED. QAED will train the trainers, develop the content for teachers, conduct trainings. It will utilize its extensive network of training institutes and trainers. -TALEEM Cell will lead the reporting activities by maintaining close liaison with QAED.
Subcomponent 1.2: Extending the Formal Schooling to Unserved: The Case of OOSC	PMIU	-SED will lead this intervention with the support of Implementation Unit of TALEEM Cell. The CEOs of DEAs will be managing the activities at district level whereas Manager Implementation will provide technical support at central level. -TALEEM Cell will coordinate with the concerned CEOs and prepare progress reports.
Subcomponent 1.3: Utilizing the Potential of Non-Formal Sector: Establishment of 1000 NFEIs by L&NFBED	L&NFBED	-L&NFBED will lead all the activities starting from identification of sites to operationalisation of institutes. The department will utilize the resources at district level under the command of District Education Officer (DEO) Literacy. -M&E Wing of L&NFBED will prepare reports on implementation progress and share with TALEEM Cell.
Subcomponent 2.1: Inclusive Education Initiative of SED	SED/PMIU	-This intervention will be led and managed by SED in collaboration with PMIU. SED will be utilising its field formation of Chief Executive Officers (CEOs) of District Education Authorities (DEAs) in rolling out all the activities. -SED will prepare reports on implementation progress and share with TALEEM Cell.
Subcomponent 2.2: Enabling the differently Abled: Provision of Assistive Devices for Children with Disabilities by SpED	SpED	-SpED will run this intervention through its field formation and network of Special Education Institutes in the province. The provincial office will maintain liaison with TALEEM Cell for management and reporting. -SpED's provincial office will prepare reports and share with TALEEM Cell.
Subcomponent 3.1: Introducing Evidence Based Decision Making at Sectoral Level through IMIS	SED/PMIU	-PMIU will set up IMIS and integrate all the currently functional information systems in the province. It will lead all the activities from setting up the unit to operationalising it. -M&E Wing of PMIU will prepare progress reports and share with TALEEM Cell.
Subcomponent 4.1: Afternoon School Programme (ASP) (Variable Part)	PMIU and QAED	-PMIU will lead the implementation of ASP as its already running the PILOT and scale up. However, it will require human resource of TALEEM Cell to cater to additional management responsibilities. -QAED will lead the development of teacher training module component of the intervention and will also be responsible for teachers' training. -TALEEM Cell will be managing the reporting of ASP through the designed Programme Officer and Associates.