Program Document of Education Sector Implementation Grant (ESPIG) for Punjab, Pakistan

Punjab
January 2020
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CURRENCY EQUIVALENTS

Exchange Rate Effective January 21, 2020
Currency Unit = Pakistani Rupee (Rs)
US$ 1 = 155 Rs
Fiscal Year: July 1 – 30 June
# Abbreviations and Acronyms

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>AdLC</td>
<td>Adult Literacy Center</td>
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<tr>
<td>ADU</td>
<td>Academic Development Unit</td>
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<tr>
<td>AEO</td>
<td>Assistant Education Officer</td>
</tr>
<tr>
<td>AGP</td>
<td>Auditor General of Pakistan</td>
</tr>
<tr>
<td>AGPR</td>
<td>Accountant General of Pakistan Revenue</td>
</tr>
<tr>
<td>ALC</td>
<td>Accelerated Learning Camp</td>
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<td>ALP</td>
<td>Accelerated Learning Program</td>
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<tr>
<td>AoLC</td>
<td>Adolescent Literacy Center</td>
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<td>ASC</td>
<td>Annual School Census</td>
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<tr>
<td>ASER</td>
<td>Annual Status of Education Report</td>
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<tr>
<td>ASP</td>
<td>Afternoon School Program</td>
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<tr>
<td>BER</td>
<td>Budget Execution Report</td>
</tr>
<tr>
<td>CA</td>
<td>Coordinating Agency</td>
</tr>
<tr>
<td>Capex</td>
<td>Capital Expenditures</td>
</tr>
<tr>
<td>CBR</td>
<td>Community Based Rehabilitation</td>
</tr>
<tr>
<td>CEO</td>
<td>Chief Executive Officer</td>
</tr>
<tr>
<td>COP</td>
<td>Communities of Practice</td>
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<tr>
<td>COT</td>
<td>Classroom Observation Tool</td>
</tr>
<tr>
<td>CPDP</td>
<td>Continuous Professional Development Program</td>
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<tr>
<td>CSO</td>
<td>Civil Society Organization</td>
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<tr>
<td>DEA</td>
<td>District Education Authority</td>
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<tr>
<td>DEO</td>
<td>District Education Officer</td>
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<tr>
<td>DfID</td>
<td>Department for International Development</td>
</tr>
<tr>
<td>DLI</td>
<td>Disbursement Linked Indicator</td>
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<tr>
<td>DMO</td>
<td>District Monitoring Officer</td>
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<tr>
<td>EAD</td>
<td>Economic Affairs Division</td>
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<tr>
<td>ECE</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>ECoP</td>
<td>Environmental Code of Practice</td>
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<tr>
<td>ESA</td>
<td>Education Sector Analysis</td>
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<td>ESP</td>
<td>Education Sector Plan</td>
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<td>ESPIG</td>
<td>Education Sector Plan Implementation Grant</td>
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<tr>
<td>FGD</td>
<td>Focus Group Discussion</td>
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<td>FMIS</td>
<td>Financial Management Information System</td>
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<tr>
<td>FMS</td>
<td>Finance Management Specialist</td>
</tr>
<tr>
<td>GA</td>
<td>Grant Agent</td>
</tr>
<tr>
<td>GER</td>
<td>Gross Enrolment Ratio</td>
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</table>
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  Literacy 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
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tr>
<td>PIFRA</td>
<td>Project to Improve Financial Reporting and Auditing</td>
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<tr>
<td>PITB</td>
<td>Punjab Information Technology Board</td>
</tr>
<tr>
<td>PLGA</td>
<td>Punjab Local Government Act</td>
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<tr>
<td>PMIU</td>
<td>Programme Monitoring and Implementation Unit</td>
</tr>
<tr>
<td>PMS</td>
<td>Procurement Management Specialist</td>
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<tr>
<td>PSES</td>
<td>Punjab School Education Survey</td>
</tr>
<tr>
<td>PSC</td>
<td>Private School Census</td>
</tr>
<tr>
<td>PSLMS</td>
<td>Pakistan Social and Living Standards Measurement Survey</td>
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<tr>
<td>PWD</td>
<td>Persons with Disabilities</td>
</tr>
<tr>
<td>QAED</td>
<td>Quaid-e-Azam Academy for Educational Development</td>
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<tr>
<td>SCRP</td>
<td>School Construction and Rehabilitation Program</td>
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<td>SCs</td>
<td>School Councils</td>
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<tr>
<td>SDGs</td>
<td>Sustainable Development Goals</td>
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<tr>
<td>SED</td>
<td>School Education Department</td>
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<tr>
<td>SIS</td>
<td>School Information System</td>
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<tr>
<td>SLOs</td>
<td>Student Learning Objectives</td>
</tr>
<tr>
<td>SMF</td>
<td>Social Management Framework (SMF)</td>
</tr>
<tr>
<td>SORT</td>
<td>Systematic Operations Risk-rating Tool</td>
</tr>
<tr>
<td>SpED</td>
<td>Special Education Department</td>
</tr>
<tr>
<td>TEVTA</td>
<td>Training Education and Vocational Training Authority</td>
</tr>
<tr>
<td>TG</td>
<td>Technical Group</td>
</tr>
<tr>
<td>TPV</td>
<td>Third Party Validation</td>
</tr>
<tr>
<td>ToC</td>
<td>Theory of Change</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations International Children's Emergency Fund</td>
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In order to formulate a comprehensive guiding document for the entire education sector, the Government of Punjab (GoPb) conducted an Education Sector Analysis (ESA) which was followed by an Education Sector Plan (ESP). It was a consultative process involving all stakeholders – government departments, development partners as well as civil society organizations. As a part of this process, an implementation plan was also developed with potential interventions for the next five years. From this, the relevant departments - School Education Department (SED), Literacy Non-Formal and Basic Education Department (L&NFBED) and Special Education Department (SpEd) – identified and prioritized the key interventions to be funded through the Education Sector Plan Implementation Grant (ESPIG) as a part of Transformation in Access, Learning, Equity and Education Management (TALEEM). TALEEM is a five-year program starting from July 2020 to June 2025 with interventions of varying time-duration within this timeline.

The Program Document entails detailed information on the technical and financial aspects of these key interventions of PESP. It includes the intervention design, objectives, target beneficiaries, as well as outcomes. It has four broader portions: the first section deals with the Fixed Part followed by Variable Part and then it outlines the implementation arrangement, whereby the last section deals with the monitoring & evaluation (M&E) framework. Under the Fixed Part, 70% of ESPIG is allocated to seven interventions covering all 3 thematic areas of education reforms – Equity, Learning and Efficiency. Under the Variable Part, 30% of ESPIG is allocated to three distinct strategies of Equity, Learning and Efficiency of Afternoon School Program (ASP), which has a transformative impact and opens up the avenues of second chance learning. It brings in a transformative change as students who have dropped out of schools (or at-risk of dropping out) are provided opportunities for second chance learning through traditional schooling means in a cost-effective manner.

It is pertinent to note that all of these interventions, both from the fixed and variable part, are developed in consultation with the PEDPG and have buy in of all the relevant departments. PEDPG has also endorsed the final program document during the meeting held on 8th January 2020.

The program objectives in each of the three thematic areas are as follows:

I. Learning

**Goal:** Improve teaching and learning practices for better learning outcomes

The following interventions would contribute towards achieving the goal of thematic area of learning:

- **Rethinking Teachers’ Development:** Continuous Professional Development Program (CPDP) aims to improve the quality of learning by introducing a new model of teacher training at the primary level. This entails developing the capacity of AEOs as effective mentors, teacher training via e-learning and AEO mentoring, and a digitized Classroom Observation Tool (COT). It is designed as a 5-year program with a focus on imparting core teaching competencies followed by advanced teaching and leadership skills.

- **ASP Learning Strategy** introduces a robust teachers’ training at the level of middle school. The province of Punjab doesn’t have any training content and training program for middle school teachers. Furthermore, the training program will not only cater to the needs of subject knowledge but will also provide guidance to teachers regarding pedagogical skills and managing children from marginalised groups.

II. Access & Equity

**Goal:** Ensure that all children have equitable access to quality education and are provided equal opportunity to learn.

Interventions corresponding to this thematic area focus on marginalized children and are designed while keeping in view the factors leading to marginalization – economic, socio-cultural, geographic, disability etc. It is noteworthy to mention that most of these interventions have subcomponents with cross-cutting themes, like strengthening communication and teacher training. A comprehensive data analysis is conducted to ensure that evidence-based programs are designed. It reveals that around 5.3 million children between the ages of 5-16 years are out of school, poverty has a substantial impact on education, rural areas have a lower participation rate than urban centers, there is a greater gender disparity in rural parts of the province, and southern Punjab suffers the most from access & equity
related challenges. The following interventions would contribute towards achieving the goal of thematic area of access and equity:

- **Extending the Formal Schooling to Unserved: The Case of OOSC** focuses on the low-performing districts as identified by data analysis. It aims to identify, enroll and retain children who are out of school. It also has an accelerated learning component to ramp up the knowledge base of selected children so as to ensure better learning and retention.

- **Utilizing the Potential of Non Formal Sector: Establishment of 1000 NFEIs by L&NFBED** is a supply-side intervention which will add 1000 new non-formal primary schools in 4 districts with lowest participation rates for children age 5-9 years. Under this intervention, Literacy Mobilizers will engage with the community to identify sites and enroll OOSC, teachers will be trained to ensure quality learning, and Schools Kits with necessary tools for both teachers and students will be provided.

- **Inclusive Education Initiative of SED** will mainstream high functioning students with disabilities (mild-disabilities) in formal schooling system by providing them a conducive environment and need-based assistive devices. It will provide funds to make school infrastructure more disabled-friendly, train teachers on inclusive learning techniques, screen children to identify disabilities and provide assistive devices depending on the need.

- **Enabling the differently Abled: Provision of Assistive Devices for Children with Disabilities by SpED** targets students in 294 schools of SpED. It aims to give them an opportunity to learn and increase their retention by providing them with Assistive Devices based on their needs.

- **Changing Mindset through Effective Communication** entails multiple initiatives which will provide an impetus to the supply-side interventions and help achieve their objective by addressing socio-cultural barriers, perception challenges etc. These initiatives include events, campaigns and mobilization activities that target the community at large, parents, students and teachers.

- **ASP Equity Strategy** offers a second chance learning opportunity to children who dropped out of school or are at the risk of dropping out at the post primary level. Though it is targeted in 14 districts but brings in a system level change by addressing the needs of most vulnerable and marginalised segments of society. It also prioritises the girls’ education and will serve as catalyst for removing the barriers of access to post primary schooling.

### III. Efficiency

**Goal:** Foster evidence-based decision making at sectoral level thereby ensuring good governance

The following interventions would contribute towards achieving the goal of thematic area of efficiency:

- **Introducing Evidence Based Decision Making at Sectoral Level through the Integrated Management Information System (IMIS)** will bring a system level transformation, fostering evidence-based decision making in the education sector. All concerned departments (SED, SpEd, L&NFBED) plan to integrate their data, collect missing data and enable teachers, education managers and policy makers to make informed decisions.

- **ASP Learning Strategy** brings in system wide efficiency in terms of optimal utilization of existing infrastructure, human resources and management structure. It doesn’t only bring financial efficiency in the system but reduce the time for delivery of education services.

Considering the intricate nature of interventions, it is imperative to have a robust M&E mechanism so as to ensure optimal results. Hence, this approach includes operationalising TALEEM Cell, conducting routine monitoring, intermittent impact evaluations, TPVs, and field verifications. All these activities will be funded through the amount allocated to Fix Part.
The overarching Theory of Change (ToC) provides a broader overview of what the program aims to achieve. The results chain and monitoring framework below provide **intervention level details** and also **quantify** the targets.

### Overarching Theory of Change (ToC) for Taleem Program

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Activities</th>
<th>Outputs</th>
<th>Outcomes</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of quality teaching and effective training practices, leading to low student learning levels</td>
<td>Training of AEOs to serve as mentors</td>
<td>Number of AEOs trained on best mentoring practices</td>
<td>Improved pedagogy &amp; mentoring skills of AEOs</td>
<td>Improve quality of education in primary schools</td>
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<tr>
<td>Low access to primary education and lack of conducive environment for children with disabilities</td>
<td>Use of classroom observation tool to conduct monthly observations</td>
<td>Number of primary school teachers trained</td>
<td>% of primary school teachers trained</td>
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<td></td>
<td>Instructional videos and lesson plans delivered to teachers</td>
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<tr>
<td>Lack of efficiency due to inadequate decision support system, isolated and unreliable data sources, and absence of data integration between departments</td>
<td>Identification of OOSC</td>
<td>Number of NFEIs established</td>
<td>% decrease in OOSC</td>
<td>Increase equitable access to basic education</td>
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<tr>
<td></td>
<td>Establishment of NFEIs</td>
<td>Number of OOSC enrolled</td>
<td>% of disabled students provided assistive devices</td>
<td></td>
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<tr>
<td></td>
<td>Enrollment of OOSC in formal and non-formal schools</td>
<td>Number of children provided assistive devices</td>
<td></td>
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<tr>
<td></td>
<td>Screening children with disabilities in both regular and SpED schools</td>
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<td></td>
<td>Providing assistive devices to children on need basis</td>
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<td></td>
<td>Communication campaigns</td>
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<td></td>
<td>Procurement of IT equipment</td>
<td>Integrated data management system developed</td>
<td>Efficient and effective decision making and performance management as managers start using the IMIS</td>
<td>Enhance system efficiency by enabling evidence based decision making</td>
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<td>Development of software</td>
<td>Managers trained on usage of the new system</td>
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<td>Collection &amp; consolidation of data</td>
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<td></td>
<td>Training of managers to use the system</td>
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The results chain in the table below provides a snapshot pertaining to each intervention – the challenges it aims to address, activities that would be carried out, outputs as a result of those activities and the consequent outcomes. This is linked to the monitoring framework given in Section 3 which has quantifiable outputs and outcomes.

<table>
<thead>
<tr>
<th>Thematic Area</th>
<th>Intervention</th>
<th>Challenges</th>
<th>Activities</th>
<th>Outputs</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| Learning       | Rethinking Teachers’ Development: Continuous Professional Development Program (CPDP) | ▪ Low learning levels in Punjab  
▪ Lack of good quality teacher training on pedagogical skills and instructional techniques  
▪ Outdated teacher training methods | ▪ Training of AEOs as effective mentors and capable trainers  
▪ AEOs to conduct classroom observations each month by using the classroom observation tool  
▪ AEOs to provide feedback to teachers and mentor them based on classroom observations  
▪ Instructional videos and lesson plans to be delivered to teachers  
▪ Formulation of Communities of Practice (COP) to serve as platforms for sharing knowledge | ▪ Number of AEOs trained on best mentoring practices  
▪ Number of primary school teachers trained on a yearly basis | ▪ Percentage of primary school teachers trained  
▪ Improved content and pedagogy related skills of AEOs for effective support level  
▪ Improvement in teaching practices at classroom level |
| Equity / Access| Inclusive Education Initiative of SED                                           | ▪ Absence of formal mechanism to cater to children with mild-disabilities  
▪ Lack of disable-friendly infrastructure in schools  
▪ Teachers lack the training to cater to the needs of children with mild disabilities | ▪ Upgradation of school infrastructure to make it more accessible for children with mobility needs  
▪ Train teachers on best practices, behavior management, and inclusive learning techniques  
▪ Provide ongoing supervision and support to teachers for quality assurance  
▪ Develop a framework for screening children to identify physical and learning disabilities  
▪ Provide assistive devise to children with mild-disabilities based on their need | ▪ Number of public schools provided accessible, disable-friendly infrastructure  
▪ Number of children with disabilities provided assistive devices  
▪ Number of teachers trained in inclusive techniques and best practices | ▪ Promotion of inclusive culture in public schooling system  
▪ Percentage of children with mild disabilities provided assistive devices in selected districts  
▪ Percentage of beneficiaries retained in schools in selected districts |
| Equity / Access| Enabling the differently                                                        | ▪ Lack of support systems to enhance inclusivity in the existing system | ▪ Recruitment of screening teams  
▪ Assessment/Screening of students to identify the need and | ▪ Number of children with disabilities in special | ▪ Percentage of children enrolled in special education |
<table>
<thead>
<tr>
<th>Abled: Provision of Assistive Devices for Children with Disabilities by SpED</th>
<th>▪ Lack of focus towards children with disabilities</th>
<th>▪ Lack of focus towards children with disabilities</th>
<th>▪ Selection of target areas</th>
<th>▪ Number of schools’ targeted</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Procurement of Assistive devices</td>
<td>▪ Number of children with disabilities provided assistive devices based on their need</td>
<td>▪ Number of children with disabilities provided assistive devices based on their need</td>
<td>▪ Number of Master Trainers trained</td>
<td>▪ Increase in participation rate for children of age 5-9 years in the selected 12 low-performing districts</td>
</tr>
<tr>
<td>▪ Distribution of assistive devices</td>
<td>▪ Mid-Year Evaluation</td>
<td>▪ Mid-Year Evaluation</td>
<td>▪ Number of teachers trained to conduct Accelerated Learning Camps</td>
<td></td>
</tr>
<tr>
<td>▪ Mid-Year Evaluation</td>
<td>▪ Education institutions assessed</td>
<td>▪ Education institutions assessed</td>
<td>▪ Number of OOSC enrolled in low-performing districts</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Equity / Access</th>
<th>Extending the Formal Schooling to Unserved: The Case of OOSC</th>
<th>High number of OOSC in Punjab between the ages of 5-9 years</th>
<th>High number of OOSC in Punjab between the ages of 5-9 years</th>
<th>Number of schools’ targeted</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Low participation rates</td>
<td>▪ Household survey to identify OOSC</td>
<td>▪ Household survey to identify OOSC</td>
<td>▪ Number of Master Trainers trained</td>
<td></td>
</tr>
<tr>
<td>▪ High dropout rates</td>
<td>▪ Awareness campaign targeting parents and OOSC children</td>
<td>▪ Awareness campaign targeting parents and OOSC children</td>
<td>▪ Number of teachers trained to conduct Accelerated Learning Camps</td>
<td></td>
</tr>
<tr>
<td>▪ Lack of an effective mechanism to mainstream OOSC of primary school age</td>
<td>▪ Enrolment of 5-9 year OOSC in schools</td>
<td>▪ Enrolment of 5-9 year OOSC in schools</td>
<td>▪ Number of OOSC enrolled in low-performing districts</td>
<td></td>
</tr>
<tr>
<td>▪ Teachers not trained to cater to OOSC children</td>
<td>▪ Teacher Training to conduct ALP</td>
<td>▪ Teacher Training to conduct ALP</td>
<td>▪ Increase in participation rate for children of age 5-9 years in the selected 12 low-performing districts</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Equity / Access</th>
<th>Utilizing the Potential of Non Formal Sector: Establishment of 1000 NFEIs by L&amp;NFBED</th>
<th>High number of OOSC in Punjab between the ages of 5-9 years</th>
<th>High number of OOSC in Punjab between the ages of 5-9 years</th>
<th>Number of 5-9 years OOSC enrolled in non-formal schools in 4 low performing districts</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ High dropout rates</td>
<td>▪ Recruitment of Literacy Mobilizers</td>
<td>▪ Recruitment of Literacy Mobilizers</td>
<td>▪ Number of literacy mobilizers trained</td>
<td></td>
</tr>
<tr>
<td>▪ Lack of primary schools in far flung areas</td>
<td>▪ Recruitment of Teachers</td>
<td>▪ Recruitment of Teachers</td>
<td>▪ Number of Master Trainers trained</td>
<td></td>
</tr>
<tr>
<td>▪ Lack of NFEIs to cater to 5-9 children never enrolled in schools</td>
<td>▪ Training of Master Trainers in Lahore</td>
<td>▪ Training of Master Trainers in Lahore</td>
<td>▪ Number of Master Trainers trained</td>
<td></td>
</tr>
<tr>
<td>▪ Identification of sites to establish non-formal schools</td>
<td>▪ Master Trainers to train the teachers at Tehsil level</td>
<td>▪ Master Trainers to train the teachers at Tehsil level</td>
<td>▪ Number of teachers trained to impart quality education</td>
<td></td>
</tr>
<tr>
<td>▪ Demand generation activities conducted by Literacy Mobilizers</td>
<td>▪ Enrolment of identified OOSC</td>
<td>▪ Enrolment of identified OOSC</td>
<td>▪ Increase in participation rate for children of age 5-9 years in the selected 4 districts</td>
<td></td>
</tr>
<tr>
<td>▪ Number of demands generated</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| ▪ Number of Master Trainers trained | | | | |
| Overarching Changing Mindset through Effective Communication | ▪ Lack of awareness for education  
▪ Lack of targeted community mobilization  
▪ Lack of appreciation of high-performing teachers and students at official level  
▪ Social perception towards children with disabilities  
▪ Events to reward over-performing teachers, parents, students and education officials  
▪ Communication campaign aimed at highlighting potential of students with disabilities  
▪ Annual award ceremony to increase visibility and motivation of children with disabilities  
▪ Community mobilization events  
▪ Policy dialogues  
▪ Education reporters’ training  
▪ Back to school campaign  
▪ School festivals  
▪ Sports events and carnivals for children with special needs  
▪ Awareness Events organized  
▪ Award ceremonies held  
▪ Media campaigns conducted  
▪ Increase in public awareness regarding education, leading to more children in school, staying longer and learning more |
| Efficiency Introducing Evidence Based Decision Making at Sectoral Level through the Integrated Management Information System (IMIS) | ▪ Lack of a modern decision support system  
▪ Absence of systemic ability to produce and use reliable and comprehensive data for decision making  
▪ Isolated data sources, making it difficult to utilize them effectively  
▪ Lack of comprehensive data necessary for effective decision making  
▪ Lack of integration between different departments  
▪ Procurement of IT equipment  
▪ Recruitment of IT team  
▪ Consolidation of existing datasets of SED, L&NFBED and SpED  
▪ Collection of private school data  
▪ Collection of data on OOSC, teacher training and other important areas  
▪ Development of software and integration of information system  
▪ Integrated data management system developed  
▪ Managers trained on usage of the new system  
▪ Efficient and effective decision making and performance management as managers start using the IMIS |
The table below spells out the information pertaining to indicators for each intervention. The TALEEM M&E team will be tracking these indicators, and monitoring the interventions at output as well as the outcome level. The outputs will be measured on an annual basis for the duration of the intervention while outcomes will be confirmed at the end. This framework should be read with the respective interventions so as to depict a holistic picture.

Table 2 Results Monitoring Grid

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator 1: Increase in participation rate for children of age 5-9 years in the selected 12 low-performing districts</td>
<td>• Program operational in 1954 schools</td>
<td>• Program operational in 3706 schools</td>
<td>• Program operational in 3706 schools</td>
<td>81%</td>
<td>86% of children of age 5-9 in the selected districts to be enrolled in schools (5% increase from baseline)</td>
</tr>
<tr>
<td></td>
<td>• 163 master trainers trained</td>
<td>• 309 master trainers trained</td>
<td>• 309 master trainers trained</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 1954 teachers trained on ALP</td>
<td>• 3706 teachers</td>
<td>• 3706 teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 78,160 OOSC enrolled – at least 50% enrolled OOSC to be girls</td>
<td>• 148,240 OOSC enrolled – 50% enrolled to be girls</td>
<td>• 148,240 OOSC enrolled – 50% enrolled to be girls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator 2: Increase in participation rate for children of age 5-9 years in the selected 4 districts (non-formal schools)</td>
<td>• 1000 new NFEIs operational</td>
<td>• 1000 teachers complete bi-annual refresher trainings – at least 50% female teachers</td>
<td>• 1000 teachers complete bi-annual refresher trainings – at least 50% female teachers</td>
<td>75%</td>
<td>77% of children of age 5-9 in the selected 4 districts to be enrolled in schools (2% increase from baseline)</td>
</tr>
<tr>
<td></td>
<td>• 1000 teachers recruited and trained – at least 50% female</td>
<td>• 95% retention of the cohort</td>
<td>• 95% retention of the cohort</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 36 master trainers trained</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 14 Literacy Mobilizers hired and trained</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 40,000 OOSC enrolled – at least 50% to be girls</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data Collection and Reporting:

- Frequency: Annual
- Data Source: PMIU data / TPV, L&NFBED / TPV
- Responsible Party: SED / PMIU, L&NFBED
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indicator 3:</strong> Percentage of children with mild disabilities provided assistive devices in selected districts, and percentage of girls benefiting (in regular schools)</td>
<td>▪ 111,721 children with mild-disabilities provided assistive devices – at least 50% to be girls with mild-disabilities</td>
<td></td>
<td></td>
<td>No such ongoing initiative</td>
<td>50% of children with mild-disabilities to be provided assistive devices</td>
</tr>
<tr>
<td></td>
<td>▪ 2,230 public schools provided accessible infrastructure (disable-friendly)</td>
<td></td>
<td></td>
<td></td>
<td>50% of the mild-disabled children provided assistive devices to be girls</td>
</tr>
<tr>
<td></td>
<td>▪ 10,376 teachers trained on inclusive learning techniques and best practices – at least 5188 female teachers</td>
<td></td>
<td></td>
<td></td>
<td>90% of beneficiaries retained</td>
</tr>
<tr>
<td><strong>Indicator 4:</strong> Percentage of beneficiaries retained in schools in selected districts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Indicator 5:</strong> Percentage of children enrolled in special education institutions assessed</td>
<td>▪ 32,000 children screened and assessed</td>
<td></td>
<td></td>
<td>No such ongoing initiative</td>
<td>100% (all children enrolled in SpED institutions to be assessed)</td>
</tr>
<tr>
<td></td>
<td>▪ At least 18,256 assistive devices procured based on the need identified after screening</td>
<td></td>
<td></td>
<td></td>
<td>At least 50% of the children enrolled in SpEd to be provided assistive devices</td>
</tr>
<tr>
<td></td>
<td>▪ At least 18,256 children with disabilities provided assistive devices</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Indicator 6:** Percentage of children enrolled in SpEd institutes provided with need-based assistive devices (at least) | | | | | |}

**Data Collection and Reporting**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Data Source</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual</td>
<td>PMIU data / TPV</td>
<td>SED / PMIU</td>
</tr>
<tr>
<td>Annual</td>
<td>SpED / TPV</td>
<td>SpED</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td><strong>Indicator 7:</strong> Percentage of primary school teachers trained on all CPD modules</td>
<td>▪ 3200 AEOs trained – <em>all female AEOs to be trained in Punjab</em></td>
<td>▪ 3200 AEOs receive refresher training - <em>all female AEOs to be trained in Punjab</em></td>
</tr>
<tr>
<td></td>
<td>▪ 238,089 primary school teachers utilizing the new CPD model – <em>this includes all female PSTs</em></td>
<td>▪ 238,089 primary school teachers utilizing the new CPD model - <em>this includes all female PSTs</em></td>
</tr>
<tr>
<td><strong>Indicator 8:</strong> Efficient and effective decision making and performance management as managers start using the IMIS</td>
<td>▪ Comprehensive framework for integrated database and management system</td>
<td>▪ Integrated data management system of SED and its attached departments</td>
</tr>
<tr>
<td></td>
<td>▪ IMIS/Data center established and HR on-boarded</td>
<td>▪ GIS integrated</td>
</tr>
<tr>
<td></td>
<td>▪ GIS system developed</td>
<td>▪ <em>Gender segregated data collected and integrated</em></td>
</tr>
<tr>
<td></td>
<td>▪ Managers trained on IMIS use</td>
<td>▪ Managers trained on IMIS use</td>
</tr>
</tbody>
</table>

**Data Collection and Reporting**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Data Source</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual</td>
<td>QAED / PMIU data / TPV</td>
<td>QAED / SED</td>
</tr>
<tr>
<td>Annual</td>
<td>PMIU</td>
<td>SED/PMIU</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>---------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td><strong>Indicator 9:</strong> Increase in public awareness regarding education, leading to more children in school, staying longer and learning more</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Awareness Events organized</td>
<td>Awareness Events organized</td>
</tr>
<tr>
<td></td>
<td>Award ceremonies held</td>
<td>Award ceremonies held</td>
</tr>
<tr>
<td></td>
<td>Media campaigns conducted</td>
<td>Media campaigns conducted</td>
</tr>
<tr>
<td></td>
<td>Events/campaigns focusing on girls’ education held across Punjab</td>
<td>Events/campaigns focusing on girls’ education held across Punjab</td>
</tr>
</tbody>
</table>
4. **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 programs 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, dangerous 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 thorough support to schools.

Despite these improvements, challenges continue to persist in the education sector of Punjab. Comprising a young population, it is estimated that more than 25 percent of the population of Punjab is of school-going age. Moreover, with an annual population growth rate of 2.13%, the number of children 5-16 years old is furthermore 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 enroll 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 program with support from the GPE and the Grant Agent (GA) i.e. Department for International Development (DfID) and Unicef as Coordinating Agency. The program is derived from the sector plan and, at the same time, contributes to the greatest possible transformational change in educational landscape of Punjab. Being the GA, DfID has ensured that the development of the program is done through an open, transparent, collaborative and participatory process with all key stakeholders. Under the oversight of the GA, the Programme Monitoring and Implementation Unit (PMIU) in the School Education Department (SED) has taken the lead and coordinating the process in close collaboration with other relevant government departments. The approach to developing and finalizing the proposed program is consultative, involving all key government and non-government stakeholders and leveraging the ownership of government counterparts.

4.1. **Grant Allocation and Funding Modality**

Based on the development of reliable education sector plan (ESP), GPE has allocated a grant for Pakistan. The maximum country allocation (MCA) of funds by GPE for Pakistan is US$ 125 million, and the share of Punjab is US$ 50.625 million. The grant is categorised into two parts; fixed and variable parts, whereby fixed part has 70% share of the total grant and 30% of the share is allocated for variable part. The funding will adhere to the country’s public financial management system and the GA will use the county system to route the funds. The following table highlights this share in original and local currency based on the contemporary exchange rates:

<table>
<thead>
<tr>
<th>Grant Share</th>
<th>US$ in Million</th>
<th>Exchange Rate</th>
<th>Rs in Million</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Amount</td>
<td>50.625</td>
<td>155</td>
<td>7,846.875</td>
</tr>
<tr>
<td>Fixed Portion (70%)</td>
<td>35.4375</td>
<td>155</td>
<td>5,492.813</td>
</tr>
<tr>
<td>Variable Portion (30%)</td>
<td>15.1875</td>
<td>155</td>
<td>2,354.063</td>
</tr>
</tbody>
</table>
GPE requires a comprehensive program document outlining all the technical and financial aspects of the initiatives being financed through the grant. As a first step in the program development process, the PMIU has led the development of first draft of the program document and Education Sector Plan Implementation Grant (ESPIG) Application in collaboration with relevant stakeholders, thereby jointly identifying and deliberating system-level changes/improvements in the education sector in Punjab. The strategies and interventions jointly agreed by all education departments are grouped into mutually reinforcing and cohering clusters, anchored to the three pillars of the GPE: Equity, Efficiency, and Learning. The proposed programs are aimed to cover institution and system strengthening, as well as service delivery.

4.2. Outline
This program document brings together the priority interventions of School Education Department (SED), Special Education Department (SpED), and Literacy and Non-formal Basic Education Department (L&NFBED). Technical Education and Vocational Training (TEVTA) was taken on-board during the development of PESP and also consulted during the development of program document. It was found during the departmental consultation meetings that the target population for skills development programs of TEVTA is 15 to 45 years of age. Thus, no intervention of TEVTA could be considered because it targets adults beyond the age of primary and lower secondary. Furthermore, 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 that contribute to all the thematic areas. A detailed overview with respect to technical aspects of each interventions is incorporated in this document.

This document is mainly comprised of four broader sections; the first section outlines the interventions of fixed part and respective interventions of each concerned department. This section has further sub-sections, whereby each sub-section corresponds to a complete intervention. This is followed by a section related to the intervention of variable part. The third section elaborates the implementation arrangements, and the last section deals with the monitoring & implementation (M&E) framework.
The program document development team held consultations with all the three departments to ensure inclusion, participation and buy-in from stakeholders, and developed interventions based on the needs and priorities of respective departments. This chapter describes the technical aspects of interventions along with sharing the rationale and reasoning for selection of interventions. A total of seven interventions will be financed by 70% of the ESPIG under the fixed part. Moreover, the expenditure of TALEEM Cell, M&E activities and GA’s Implementation Support cost will also be covered through the funds of fixed part. The table below highlights the allocation for each program.

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Interventions</th>
<th>Amount (Rs)</th>
<th>Amount (US$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Rethinking Teachers’ Development: Continuous Professional Development Program (CPDP)</td>
<td>1,652,447,560</td>
<td>10,660,951.50</td>
</tr>
<tr>
<td>2</td>
<td>Inclusive Education Initiative of SED</td>
<td>239,863,275</td>
<td>1,547,505.00</td>
</tr>
<tr>
<td>3</td>
<td>Enabling the differently Abled: Provision of Assistive Devices for Children with Disabilities by SpED</td>
<td>374,894,470</td>
<td>2,418,674.00</td>
</tr>
<tr>
<td>4</td>
<td>Extending the Formal Schooling to Unserved: The Case of OOSC</td>
<td>725,769,675</td>
<td>4,682,385.00</td>
</tr>
<tr>
<td>5</td>
<td>Utilizing the Potential of Non Formal Sector: Establishment of 1000 NFEIs by L&amp;NFBED</td>
<td>435,120,030</td>
<td>2,807,226.00</td>
</tr>
<tr>
<td>6</td>
<td>Changing Mindset through Effective Communication</td>
<td>202,275,000</td>
<td>1,305,000.00</td>
</tr>
<tr>
<td>7</td>
<td>Introducing Evidence Based Decision Making at Sectoral Level through the Integrated Management Information System (IMIS)</td>
<td>1,159,982,180</td>
<td>7,484,307.40</td>
</tr>
<tr>
<td>8</td>
<td>TALEEM Cell, M&amp;E Activities, and TPVs</td>
<td>582,405,060</td>
<td>3,757,451.60</td>
</tr>
<tr>
<td>9</td>
<td>Grant Agent’s Implementation &amp; Supervision Cost</td>
<td>119,970,000</td>
<td>774,000.00</td>
</tr>
<tr>
<td>10</td>
<td><strong>Grand Total</strong></td>
<td><strong>5,492,727,250</strong></td>
<td><strong>35,437,500</strong></td>
</tr>
</tbody>
</table>

The rest of the sections are further divided into the description of each of the aforementioned interventions.
6. RETHINKING TEACHERS’ DEVELOPMENT: CONTINUOUS PROFESSIONAL DEVELOPMENT PROGRAM (CPDP)

6.1. Overview

SED is the largest department in terms of its scale and mandate as compared to SpED and L&NFBED. Simultaneously, it is faced with tremendous challenges with respect to equity, efficiency and learning. Owing to the reform efforts of nearly a decade, the department has achieved significant gains on the fronts of equity and efficiency. Whereas the department still struggles on the front of learning, the results of six monthly assessments revealed that students of grade 3 are unable to comprehend a passage in Urdu and do double digit subtraction⁷.

Learning Challenge in Punjab

Although student learning has improved over years and students in primary schools of Punjab are learning but still Punjab is undergoing a learning crisis. Students are not able to absorb the curriculum being taught and at times teachers are unable to do so. The World Bank recently completed a study with the title “is there a learning crisis in Punjab?” to understand the state of learning in Punjab. The findings of the study are upsetting.

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:

[Figure 1 Learning Level of Grade 4 Students]

Average percentage correct for the main curriculum categories by subject

Teachers’ Training and Mentoring

Early years of schooling are crucial for learning and development of any child, therefore the focus of efforts is primary education. The prevailing situation of primary schooling in Punjab requires a great deal of improvements. Teachers are not equipped with robust pedagogical skills and also lack the understanding of content being taught to students. This is reflected in the classroom observations conducted by the World Bank’s team⁹.

The team observed 809 PSTs in 809 public schools and found out 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

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⁷ Six Monthly Assessment conducted by DfID TA in 2017
⁹ “is there a learning crisis in Punjab? 2019, Page 16
3. Providing feedback
4. Critical thinking

So, based on the results, it is evident that the teachers don’t care whether students were able to comprehend the lesson or not, and don’t provide feedback to students either. The following figure gives an overview of the situation of teachers’ instructional skills:

![Figure 2 Teaching Practices and Challenges](image)

6.2. Rationale

One of the core pre requisites of higher levels of student learning is merit based hiring of teachers. If teachers are not hired on merit, then it’s highly unlikely to reap gains in the domain of student learning. Fortunately, Punjab has developed a highly transparent and merit based mechanism for teacher recruitment for more than a decade now. This has resulted in recruitment of highly qualified individuals but their potential couldn’t be realized because of lack of guidance, training and mentoring. On the other hand, more than 50% of PSTs are part of the department for 1-2 decades. These senior teachers are less qualified, ill equipped and lack the effective teaching skills. Therefore, the department is facing a dual challenge of training the fresh recruits along with building the capacity of senior PSTs.

As teachers lie at the heart of learning challenge and they need tremendous support and guidance in building their capacities on both areas of content and pedagogy. So, the first step to improve student learning at primary level is to introduce effective teachers’ training program. Although, different training and mentoring programs have been launched in past but they were not designed keeping in consideration the needs of teachers. Thus, those programs didn’t yield the desired results and department is still facing a learning challenge. For the last few years, there isn’t mentoring mechanism in place for PSTs in the province. Considering the situation, SED realized the need to have a comprehensive model for teachers’ training and mentoring that addresses the core issues of student learning.

Punjab has over 238,089 primary school teachers (PSTs) deputed in 32,383 schools across 36 districts. The large scale of the department is key impediment in designing and implementing interventions that develop capacities of teachers. However, improving the student learning is top priority of SED, and therefore, the department has developed a five-year plan to address this challenge. As identified through strategic goals and priorities set in the PESP 2019/20 – 2023/24, the priority program 1.2 of the PESP highlights the importance of teacher training. Having a qualified and motivated teacher in a classroom is essential for children to learn and progress.

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Therefore, a new model of teacher mentoring is developed under the banner of continuous professional development program (CPDP). This new model focuses on classroom observation and mentoring the teacher based on the evidence as compared to traditional model of generic feedback. Quad-e-Azam Academy for Educational Development (QAED), an autonomous entity of SED, is mandated with the responsibility of teachers’ training and professional development.

**Lessons from the PILOT**

QAED has launched the pilot of new CPD Model in 6 districts of Punjab in November 2019 and will be completed by February 2020. The lesson plans and instructional videos for teachers, handbook and COT for AEOs have been developed and rolled out in PILOT districts. The focus group discussions (FGDs) and preliminary findings reveal that teachers found the videos very useful and have been regularly using the videos for understanding concepts.

### 6.3. Intervention Design & Implementation Arrangement

The new CPD model employs a blended approach of involving the education managers and also encourages peer to peer learning. It places the AEOs at the center of teaching and learning activities. AEOs are education managers responsible for managing 10-15 primary schools in Punjab. They are highly qualified resources and recently inducted to the department. Based on the qualification and skillset, they can be the real game changer in improving the learning landscape of Punjab. Therefore, they have been assigned the responsibility to mentor and train the PSTs. The focus of this approach is on literacy and numeracy of early grades (1-3) and Pedagogic Content Knowledge (PCK), however, all the PSTs will be trained. Furthermore, this CPD model emphasizes the usage of IT based tools because they are cost effective and easily scalable. There are two components of the professional development program:

<table>
<thead>
<tr>
<th>Components</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component 1: Training the Mentors</td>
<td>The first component of the CPD model emphasizes on training the AEOs as the effective mentors and capable trainers. It is aimed at developing the capacity of AEOs to serve as the agent of change in addressing the development needs of PSTs.</td>
</tr>
<tr>
<td>Component 2: Classroom Observations and Teachers Mentoring</td>
<td>The second component involves classroom observations and mentoring of PSTs by AEOs. AEOs will observe lessons and share targeted feedback with the teachers for improvement. These activities will enhance the pedagogical skills and content knowledge of PSTs.</td>
</tr>
</tbody>
</table>

**1. 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:

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4 Chiniot, Jhelum, Khushab, Lodhran, Pakpattan, Rawalpindi
- 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:

**2. Independent Learning and Supplementary Support**

In addition to classroom observation and feedback by AEOs, PSTs will be equipped with the high quality instructional videos and lesson plans delivered directly to school tablets or teacher mobile phones. These lesson plans will not only guide teachers on the content but also provide guidance on the four core variables of instructional techniques including lesson facilitation, checking for understanding, providing feedback and encouraging critical thinking. So, this supplementary support will enable teachers in improving their content knowledge and pedagogical skills.

**3. 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.

**4. Technical Specifications**

The program 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. Primary School teachers will go through an incremental training program on a yearly basis, with different competencies and skills imparted each year. Training imparted to the teachers will be aligned with the indicators of the COT for that specific year. The next year, indicators on which teachers perform well will be excluded and new indicators will be added. Figure 4 below explains the model further:
5. Training Modules

Therefore, the new CPD model will have a series of 6 learning modules each year and each module will last for six weeks. 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. During 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:
5.1 Development of Content: Modules & Videos

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.

6. 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 Super Trainers will be trained at the provincial level by QAED. These Super 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:
7. Provision of Equipment

All the 32,383 primary schools will be provided with a Tablet and SD Card (16 GB) to download and save videos for effective utilization of content and developing the capacity of teachers.

8. 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

9. Timeline of Activities

The timeline of this intervention is five years, it will be initiated in 2020 and concluded in 2025. This intervention will be led by QAED and PMIU will provide operational support.

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1: 2020-21</td>
<td>Training of AEOs, Classroom Observations, COP, Procurement of Tablet &amp; SD Cards, Maintenance of Android App &amp; Online Portal</td>
</tr>
<tr>
<td>Year 2: 2021-22</td>
<td>Development of Content: Training Modules &amp; Videos for Year 2, Training of AEOs, Classroom Observations, COP, Maintenance of Android App &amp; Online Portal</td>
</tr>
<tr>
<td>Year 3: 2022-23</td>
<td>Development of Content: Training Modules &amp; Videos for Year 3, Training of AEOs, Classroom Observations, COP, Maintenance of Android App &amp; Online Portal</td>
</tr>
<tr>
<td>Year 4: 2023-24</td>
<td>Development of Content: Training Modules &amp; Videos for Year 4, Training of AEOs, Classroom Observations, COP, Maintenance of Android App &amp; Online Portal</td>
</tr>
<tr>
<td>Year 5: 2024-25</td>
<td>Development of Content: Training Modules &amp; Videos for Year 5, Training of AEOs, Classroom Observations, COP, Maintenance of Android App &amp; Online Portal</td>
</tr>
</tbody>
</table>
6.4. Beneficiaries and Impact

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 ~238,089 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. The impact of the program will not be limited to the lifeline of intervention, rather it will impact the learning of upcoming generations.

Output: 3200 AEOs trained and 238,089 primary school teachers utilizing the new CPD model
Outcome: 100% of primary school teachers trained on all CPD modules
Impact: Improved learning levels & higher retention rates for 3,974,105 girls and boys enrolled in primary schools
Gender Lens: All female AEOs trained, all female PSTs trained and utilizing new CPD model, and all primary girl students benefitting from the improved teaching quality
7. Inclusive Education Initiative of SED

7.1. Overview

The most recent updated about the prevalence of disability are captured in MICS 2017-18, and it is also the most recent and reliable source regarding data on disability. The data is collected using the methodology of the Washington Group on Disability Statistics, established under the United Nations Statistical Commission. The 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%). Moreover, the rate of disability is almost evenly distributed in rural and urban areas among both genders. The further breakdown of age groups is highlighted in the table below:

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Disability Type: Vision</th>
<th>Disability Type: Hearing</th>
<th>Disability Type: Walking</th>
<th>Disability Type: Learning</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-9</td>
<td>0.3</td>
<td>0.4</td>
<td>4.2</td>
<td>1.3</td>
<td>19.5</td>
</tr>
<tr>
<td>10-14</td>
<td>0.4</td>
<td>0.4</td>
<td>2.3</td>
<td>1.1</td>
<td>16.6</td>
</tr>
<tr>
<td>15-17</td>
<td>0.3</td>
<td>0.3</td>
<td>1.6</td>
<td>0.9</td>
<td>16.4</td>
</tr>
</tbody>
</table>

As evident in the table above, the data reveals that disabilities are most prevalent among children of age 5-9 years, with mobility and learning disabilities being the most common. Therefore, interventions regarding inclusive education will be developed for primary grade students initially, to provide a model which middle and high schools can adopt and implement in the future. Based on research conducted in different areas of Punjab, we are able to identify the districts with the highest number of children with disabilities between ages 5 to 17 years:

<table>
<thead>
<tr>
<th>District Name</th>
<th>Disability Type: Vision</th>
<th>Disability Type: Hearing</th>
<th>Disability Type: Walking</th>
<th>Disability Type: Learning</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jhelum</td>
<td>1.1</td>
<td>0.9</td>
<td>1.4</td>
<td>2.7</td>
<td>29.9</td>
</tr>
<tr>
<td>Rawalpindi</td>
<td>0.2</td>
<td>0.3</td>
<td>3.9</td>
<td>1.0</td>
<td>28.6</td>
</tr>
<tr>
<td>Multan</td>
<td>0.2</td>
<td>0.1</td>
<td>3.5</td>
<td>1.6</td>
<td>27.6</td>
</tr>
<tr>
<td>Jhang</td>
<td>0.5</td>
<td>0.5</td>
<td>3.9</td>
<td>0.4</td>
<td>27.3</td>
</tr>
</tbody>
</table>

7.2. Rationale

PESP 2019/20 – 2023/24 emphasizes the need of creating equitable opportunities for high functioning children with disabilities (referred to in Pakistan as children with ‘mild-disabilities’). The Program Objective 3.3 of the PESP 2019/20 – 2023/24 aims to develop an enabling environment for children with mild disabilities in mainstream schools. There is significant prevalence of disability across different regions of Punjab. SED must channel resources to address the needs of children with mild disabilities. The required care and methods for integration into mainstream schools must be provided for high functioning children with certain types of disabilities. Therefore, the mainstream schools must adopt practices that enable an inclusive learning environment for such children.

There are two major reasons to mainstream high functioning children with disabilities:

1. Such integration will promote equality and empower children to advocate for their rights as productive citizens. Studies have shown that mainstreaming high functioning students with disabilities has greater benefit to their overall educational and social development.

2. The mainstream approach is not only more beneficial, but also more sustainable. Providing education for one child at a special education institute costs US$ 116 (Rs 18,000) per month whereas mainstreaming reduces the cost to
US$ 9 (Rs 1,400) per month. This will allow for a greater reach to ensure all children across the province are getting a fair and equal education.

Owing to availability of limited funds, the program will be launched in two districts only. Punjab has two broader geographical regions, south and north, with very different socio-economic dynamics. Therefore, the district with highest level of disability from each region is chosen for this program. Jhelum and Rawalpindi are located in the north region whereas Multan and Jhang are located in southern region. Thus, Jhelum is chosen from the northern region and Multan from the southern region. This will result in creating awareness among both the regions regarding inclusivity. Furthermore, the aim is to set an example that will generate a debate about the critical importance of identifying and mainstreaming children with mild-disabilities. This program will not only improve the retention of such children, rather it will lead to enhanced learning level. The results of the program will create a demand among the decision makers and key stakeholders to scale up the program to other districts of Punjab.

**Lessons from the Past**

To successfully mainstream children with disabilities at such a large scale will depend heavily on collaborating with SED and SpED. A pilot project, titled “Punjab Inclusive Education Project (PIEP)”, was launched in the province during 2015 and 2016, led by SpED in collaboration with SED. From this experiment it was observed that stronger coordination and involvement of field officials would be necessary to succeed going forward. After the learning from the implementation of the program, the GoPb has now mandated SED to take the ownership of inclusive education activities and strategy development in the province, with the goal of effective execution of interventions and improved accountability of education managers and teachers.

### 7.3. Intervention Design & Implementation Arrangement

To ensure that the pilot intervention has as much impact as possible, it will be launched in Jhelum and Multan districts. Plans to provide accommodations for each type of disability will be addressed. The schools for inclusive interventions will include standalone primary schools (Grades 1-5), as well as K-12 type schools, but will initiate only with primary grades. 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>
<thead>
<tr>
<th>District Name</th>
<th>Primary Schools</th>
<th>Middle Schools</th>
<th>High Schools</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jhelum</td>
<td>538</td>
<td>140</td>
<td>145</td>
<td>823</td>
</tr>
<tr>
<td>Multan</td>
<td>1,003</td>
<td>214</td>
<td>190</td>
<td>1,407</td>
</tr>
</tbody>
</table>

A comprehensive approach is needed to create opportunities for children with disabilities in mainstream schools. For this purpose, three components under this intervention will be introduced in public schools of Jhelum and Multan districts.

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1. Accessible Infrastructure | The school infrastructure will be designed in a way that is accessible for children with mobility needs. This includes construction or modification of:  
  a) Ramps  
  b) Handrails  
  c) Proper lighting and seating for classrooms  
  d) Accessible restrooms and washrooms |
| 2. Content Development and Teacher Training |  
  ▪ Provision of training to teachers and equip them with tools for behaviour management in the classroom  
  ▪ Training of teachers on best practices and inclusive learning techniques such as differentiation and tiered learning  
  ▪ Supervision and support to teachers for quality assurance |
3. Screening and Provision of Assistive Devices

- Recruitment of Screening Team for screening children to identify physical and learning disabilities
- Provision of Assistive Devices such as hearing and visual aids, etc.
- Facilitate and implement training for teachers on the use of assistive technologies

1. Accessible Infrastructure

The physical features of the schools will be altered to increase accessibility for students with disabilities. These enhancements will include installing wheelchair ramps, handrails, chalk boards, and bathroom stalls. The program will provide an initial US$ 258 (Rs 40,000) to each school through the School Councils. Head teachers will utilize in required construction and modification, eventually making the schools inclusive and disability friendly.

2. Content Development and Teachers' Training

Qaid-e-Azam Academy for Educational Development (QAED) in collaboration with Directorate of Special Education, will develop modules on inclusive education for Education Managers, Master Trainers, Assistant Education Officers (AEOs) and Teachers. The training will be organised in a cascade model: Master Trainers will train AEOs and AEOs will conduct the trainings of teachers of public schools. Teachers and school administrators will also be trained on what resources and referrals to provide families when a child is referred to be tested for a learning or other type of disability. They will provide resource materials that dissolve stereotypes and give a clear outline for children with disabilities to succeed in their education. This exercise will record disability in already enrolled children. However, there is still a need of professionally qualified team to verify the cases.

In order to increase 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 and rating schools. QAED will develop guidelines for teachers to teach students about diversity and inclusion, disability awareness, and reducing stereotypes. Classroom lessons and assemblies will be organised to address issues such as stigmatization and bullying.

4. Screening and Provision of Assistive Devices

A screening and assessment system will be established for children with disabilities. This will comprise of:
- Trained teachers capable to do initial screening and record at 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 the assistance from trained teachers. PMIU has incorporated disability specific indicators into annual school censes, such as the number of children with disabilities enrolled, type of disability, and school accessibility ratings. 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 allows for screening to be conducted at the schools. The team will maintain a database of children needing regular services. The following table shows the team members of screening team:
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.

5. Provision of Assistive Devices

Needs of underprivileged and marginalized children will be assessed in the screening and assessment system to determine the need and eligibility for Assistive Devices. Children with disabilities will be given devices to aid their learning and mobility, such as hearing aids, glasses, wheelchairs, support sticks etc. TALEEM Cell will establish a resource center for Assistive Devices. It will procure Assistive Devices in bulk based on the needs assessment, and delivery of the devices to children in a timely manner through the schools. Three months after the initiation date, the needs and requirements for Assistive Devices will be reassessed after collecting data to measure the effectiveness of the use of the devices. The table below gives the types of Assistive Devices:

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Types of Assistive Devices</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Glasses</td>
</tr>
<tr>
<td>2</td>
<td>Hearing Aids</td>
</tr>
<tr>
<td>3</td>
<td>Wheel Chairs</td>
</tr>
<tr>
<td>4</td>
<td>Support Sticks / Crutches</td>
</tr>
</tbody>
</table>

6. Monitoring Framework

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.

7. Timeline of Activities

This intervention will be led by SED with management support of TALEEM Cell. This intervention is designed for a period of one year starting from July 2021 to May 2022.
<table>
<thead>
<tr>
<th>Period</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2021 to Oct 2021</td>
<td>Development of training modules by QAED, Training of teachers and managers</td>
</tr>
<tr>
<td>July 2021 to Sep 2021</td>
<td>Recruitment of Screening Teams, Procurement of Assistive Devices and equipment</td>
</tr>
<tr>
<td>Oct 2021 to May 2022</td>
<td>Screening of children and provision of Assistive Devices, Completion of infrastructure component</td>
</tr>
</tbody>
</table>

### 7.4. Beneficiaries and Impact

This program will have lasting and large scale 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. This will result in improved retention, higher primary completion rates, and enhanced learning. The beneficiaries of this program 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 program. It will also positively affect the lives of children in private schools. The district wise breakdown of beneficiaries is as follows:

**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 program and remaining 24,216 children will be indirect beneficiaries. As, it is expected that private schools will quickly adopt these standard practices to maintain their statuses as quality schools. Therefore, the intervention will ideally benefit all students with disabilities district wide.

**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 program whereas it will have indirect impact on rest of the 87,504 children in the district.

**Output:** 111,721 children with mild-disabilities provided assistive devices, 2230 public schools provided accessible infrastructure, and 10,376 teachers trained on inclusive learning techniques and best practices.

**Outcome:** 50% of children with mild-disabilities in selected districts provided assistive devices, 90% of beneficiaries retained in schools

**Impact:** Increased equitable access for children with mild disabilities, improved learning and increased retention

**Gender Lens:** At least 50% of the children with mild-disabilities who receive assistive devices will be girls, 5188 female teachers trained on inclusive best practices

8.1. **Overview**

While education provision in the province is generally showing encouraging signs, there are particular areas of focus that still need to be worked upon. One such challenge, towards which the government needs to shift its focus, is that of enhancing inclusivity in the existing education system. Quality education should be provided to all such social groups which have hitherto not received their fair share of attention in the government’s education policy. These subgroups include children who are either disabled, handicapped or have special needs.

The necessity to shift focus towards disabled, handicapped or special children must be emphasized at the very outset. These children form part of a subgroup which is not just traditionally marginalized and kept away from mainstream education, but additionally these children have special needs that must be catered to in order to enable them to learn effectively. Thus, children with special needs are held back on two counts from receiving an education, which is a fundamental right of all citizens of the country without discrimination.

**Special Education Department (SpED)**

Special Education Department (SpED) is mandated to provide opportunities of education to children with special needs. SpED has taken a number of steps to initiate the process of bringing children with special needs into special education institutes, centers and colleges. It is running 294 schools across Punjab for children with special needs, these schools offer classes for primary, middle, secondary and higher secondary grades. SpED also provide pick and drop facilities to its students. The steps taken so far by the GoPb towards improving special education have been considerable. It is generally acknowledged that the GoPb has taken the lead in including children with special needs effectively into the education system. However, some major challenges still remain that need to be tackled in order to move forward and improving the existing situation.

**Major Challenge**

One major challenge that deserves particular attention is the quality of education that is provided to special children who do manage to get enrolled in special education institutes. 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. 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.

8.2. **Rationale**

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. The intervention is necessary from both a policy as well as a need-based standpoint. PESP 2019/20 – 2023/24 highlights the importance of addressing the needs of children with disabilities. The Program Objective 2.4.6 of Implementation Plan of PESP 2019/20 – 2023/24 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 both the number of children with special needs, as well as the kinds of disabilities that need to be catered to. 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 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.

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5 ASER Annual Report 2017
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. 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.” Assistive Devices help children interact better with their peers, provide children much-needed support and increase academic success of students with special needs.

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, prosthetic devices, and orthotic devices.
- **Hearing aids**
- **Cognitive aids**, including computer or electrical assistive devices, to help people with memory, attention, or other challenges in their thinking skills.
- **Computer software** such as voice recognition programs.

### 8.3. Intervention Design & Implementation Arrangement

This is noteworthy that this intervention is completely different from the inclusive education initiative of SED in terms of its scale and scope. This intervention focuses only on children with moderate and severe disabilities enrolled in special education institutes, whereas the inclusive education institute focuses on children with mild-disabilities enrolled in mainstream schools. Moreover, this intervention does not have any teacher’s training or infrastructure development like the one led by SED. Secondly, the target audience is children with special needs enrolled in special education institutes.

The essential purpose of the intervention is to enhance the learning outcomes of children enrolled in special education institutes and improve the quality of education provided to children with special needs. SpED aims to achieve this objective through the provision of Assistive Devices for children with special needs. In practical terms, to accomplish the aforementioned objective the intervention focuses on two major targets:

1. Identifying students with special needs
2. Providing Assistive Devices

SpED plans to adopt a five steps approach to complete the implementation of intervention. An estimation of children with disabilities will be completed for the purpose of initial procurement. The duration of the intervention will be one year and the process of screening to distribution of devices will be completed in this time period. The following figure elaborates the steps involved in this process.

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12 International Society for Prosthetics and Orthotics. Prosthetics and orthotics services.
14 Ibid.
1. Screening Team

The next step entails the recruitment of Screening Teams with the relevant skills 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 essential to form a total of Three Screening Teams looking after institutes in North, Center and South regions respectively. These screening teams will be hired for a period of one year. It will also be the Screening Team's responsibility to inform and prepare students and teachers about how to use certain advanced Assistive Devices such as hearing aids. The following table shows the composition of Screening team:

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Screening Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Screening Team Manager</td>
</tr>
<tr>
<td>2</td>
<td>Optometrist</td>
</tr>
<tr>
<td>3</td>
<td>Audiologist</td>
</tr>
<tr>
<td>4</td>
<td>Health Professional</td>
</tr>
<tr>
<td>5</td>
<td>Psychologist</td>
</tr>
<tr>
<td>6</td>
<td>Physio-Therapist</td>
</tr>
<tr>
<td>7</td>
<td>Counsellor</td>
</tr>
<tr>
<td>8</td>
<td>Driver</td>
</tr>
</tbody>
</table>

2. Procurement and Distribution of Assistive Devices

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

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Types of Assistive Devices</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Spectacles/low vision devices</td>
</tr>
<tr>
<td>2</td>
<td>Magnifying Glasses</td>
</tr>
<tr>
<td>3</td>
<td>Hearing aids</td>
</tr>
<tr>
<td>4</td>
<td>Wheel Chairs</td>
</tr>
<tr>
<td>5</td>
<td>Walkers</td>
</tr>
</tbody>
</table>
3. Mid-Year Evaluation

This step will require a mid-year evaluation to be conducted by SpED in order to update data in case of dropouts and new entrants into the special education system. This will serve as the feedback mechanism for further procurement and distribution of Assistive Devices, as any new requirements of Assistive Devices will need to be procured and distributed to the relevant special education institute. 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 need of each special education institute.

7. Timeline of Activities

This intervention will be led by SpED and implemented by its field formation in collaboration with screening teams. This intervention is designed for a period of **one year** starting from July 2021 to May 2022.

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2021 to Sep 2021</td>
<td>Recruitment of Screening Teams, Procurement of Assistive Devices and equipment</td>
</tr>
<tr>
<td>Oct 2021 to May 2022</td>
<td>Screening of Children and Provision of Assistive Devices</td>
</tr>
<tr>
<td>Dec 2021- Jan 2022</td>
<td>Conduction of Mid-Year Evaluation, Procurement of additional Assistive Devices (if needed)</td>
</tr>
</tbody>
</table>

8.4. Beneficiaries and Impact

The screening teams will assess all children enrolled in special education institutes across Punjab. Over **32,000 students** in these institutions will benefit from regular assessments. Based on the need identified, students will be provided assistive devices. It is estimated that **at least 18,256 children** with severe disabilities will benefit from the assistive devices. Other less-severely disabled children will also be provided assistive devices depending on their need.

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.

This intervention will contribute effectively towards the vision of the GoPb to make education inclusive for all children of school going age. In this regard, it will allow more special children to participate in the special education institutes, thereby leading to an **increase in the GER for children with disabilities** in the province.

Lastly, the emphasis of this intervention on regular screening and monitoring will help SpED **accumulate useful quantitative data on children with special needs** which will allow for better informed interventions and policies targeting special children in the future. Thus, this will also address the problems resulting because of the gaps in data pertaining to special education in Punjab.

**Output:** 32,000 children screened and assessed, at least 18,256 assistive devices provided to children with mild to severe disabilities as per their need.

**Outcome:** 100% of children enrolled in SpED institutions assessed and at least 50% provided with need-based assistive devices.

**Impact:** Improved equitable access, increased learning levels and retention of children with disabilities in the SpED institutes.

**Note:** This is a need-based intervention, and both girls and boys with severe disabilities will be provided devices as per their need.
9. **EXTENDING THE FORMAL SCHOOLING TO UNSERVED: THE CASE OF OOSC**

9.1. **Overview**

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 marginalization in the context of education is wide-spread. In order to tackle this challenge in an optimal manner, a multifaceted, customized, sustainable and impact-oriented strategy must be adopted. PESP identifies many of the access and equity related challenges, and proposes solutions for the same. Punjab views ESPIG as an opportunity to initiate the priority interventions and give momentum to the wider reform efforts.

The PSES Survey is a household survey that was conducted by Nielsen under Punjab Education Sector Programme 2 (PESP 2) with the aim to produce statistically reliable estimates pertaining to the participation rate and OOSC at the district level. The two main indicators assessed as a part of this study were the participation rate and non-participation rate of the children of school-going age (5-16 years) in Punjab. Using the participation rates from PSES, an estimated **4.7 Million children** in Punjab are out of school.

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**Figure 8 Overall Participation Rate of Children Aged 5-16 Years in Punjab by PSES**

As shown in the map above, the districts in southern Punjab have the lowest participation rate in the province, meaning thereby that the percentage of OOSC in these districts is the highest. This is one of the primary reasons that OOSC interventions need to particularly focus on these districts. A similar trend is observed for 5-9 years old children as well.

In order to get a deeper insight into this issue, Urban-Rural split needs to be considered. The overall participation rate for 5-16 years old children in Urban areas is 91.4%, while in the 11 Priority districts it is 87.9%. For the Rural areas, the participation rate is 82.5% 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 16 Participation Rate for 5-16 by PSES

<table>
<thead>
<tr>
<th>Region</th>
<th>Overall</th>
<th>11 Priority Districts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>91.4%</td>
<td>87.9%</td>
</tr>
<tr>
<td>Rural</td>
<td>82.5%</td>
<td>73.6%</td>
</tr>
</tbody>
</table>

Economic factors and poverty has 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. Figure 6 and 7 below highlight this gap.

Figure 9 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 10 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 11 District-wise Dropout Rate from Grade 1 to Grade 5 by PMIU](image)

### 9.2. Rationale

This is an innovative program that aims to enrol out of school children (OOSC) in schools through a combination of demand- and supply-side interventions. It particularly targets the children between the ages of 5-9 years, who have either dropped out or never been enrolled in schools.

As shown in Figure below, OOSC can be divided into three broad categories. This intervention focuses on the first category - OOSC between the ages of 5 and 10 years; it includes the children who dropped out as well as those who never enrolled in schools. The reason to focus on the said age bracket is that such children can be mainstreamed into the formal schooling system and have a higher chance of retention. As identified through strategic goals and priorities set in the PESP 2019/20 – 2023/24, the priority program 2.1 of the PESP16 highlights the need to increase school access and retention to cater to the OOSC.

The second and third category of OOSC fall under the ambit of L&NFBED and TEVTA. It is difficult to mainstream OOSC between the ages of 11 and 16 years who have never been to school or dropped out for many years. For such children, accelerated learning programs and/or skill development programs can prove more beneficial than enrolling them in regular schools. If enrolled in regular schools, these children are at a higher risk of dropping out as it is difficult for them to integrate and learn.

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The reasons for the children being out of school include a lack of demand for education on part of both the family as well as the child. This means that an awareness campaign can play a crucial role in enrolling the OOSC in schools. Hence, the 'Survey-cum-Awareness Campaign' approach of this intervention, whereby the Local Mobilizers will be conducting a door to door awareness drive in parallel to conducting a household survey to identify the OOSC.
Lack of quality education is also one of the contributing factors that cause children to remain out of school. In the 11 lowest performing districts of Punjab, 17% of the children in 5-9 years age bracket do not attend schools. Out of these 17% OOSC, 15.1% are those who have never enrolled in a school while only 1.9% are the dropouts. This highlights the dire need for an accelerated learning program (ALP) before these children can be mainstreamed into regular schools. For instance, if a child of primary school going age who has never been to a school, is enrolled in his/her age-appropriate grade and made to learn with regular students, he/she will be at a high risk of dropping out. Hence, the ‘3-month Accelerated Learning Camp’ will help to ramp-up the knowledge base of these OOSC to a level where they can more comfortably learn with their peers in their age-appropriate classes.
9.3. Intervention Design & Implementation Arrangement

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:

(a) PMIU data will be used to identify the of ‘Markaz’ with schools having highest percentage of dropouts at the primary level

(b) 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 8000 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. Four-Month Accelerated Learning Camp (ALC)
This program integrates the demand generation component with a supply-side intervention, a 3 month Accelerated Learning Camp. 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, require additional support to come at par with the regular students. In order to ramp-up their knowledge base to a level where they can comfortably start learning with the regular students, the program incorporates an accelerated learning camp in the intervention. This component will be led by SED but facilitated by a Civil Society Organization (CSO) whereby they assist with the content as well as teachers’ training. The Master Trainers (MTs) will be trained, who will thereafter train teachers of the respective schools via a cascade model. Similar accelerated learning components have been piloted by CSOs under DFID intervention.

5. Monitoring & Evaluation (M&E)
In order to ensure the efficiency of the intervention and ascertain the retention of the enrolled OOSC, a multilayered monitoring mechanism will be adopted across all phases of the program. The role of SCs, LMs, AEOs, teachers and MEAs will be crucial as shown in Figure 18.

9.4. Beneficiaries and Impact
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 11 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 11 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.
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 (Mianwali and 11 Priority districts).

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 11 Priority Districts along with Mianwali. 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.

**Output:** Program operational in 9366 schools, 781 master trainers trained, 9366 teachers trained on ALP, and 374,640 OOSC enrolled

**Outcome:** 5% increase in participation rate for children of age 5-9 years in the selected 12 districts (86% participation rate)

**Impact:** Improved equitable access for children of age 5-9 years

**Gender Lens:** 187,320 out of school girls to be enrolled, 4683 female teachers trained on ALP
10. **Utilizing the Potential of Non Formal Sector: Establishment of 1000 NFEIs by L&NFBED**

10.1. **Overview**

As elaborated earlier as well, the province of Punjab is facing tremendous challenges with respect to OOSC. Few districts of Punjab have the highest concentration of OOSC. This is evident from the results of MICS 2017-18. The Figure below depicts the district wise percentage of OOSC of age 5-9 years:

![Figure 16 Percentage of OOSC between the Ages of 5-9 Years by MICS](image)

The presence of highest numbers of OOSC is validated by the dropout rates of students in public schools of these districts. The monitoring data of Programme Monitoring and Implementation Unit (PMIU) reveals that the dropout of students from Grade K to 1 from the public schools is highest in the same districts. The graph below shows the trend of Grade K to 1 dropout in Punjab:

![Figure 17 District-wise Dropout Rate from Kachi to Grade 1 by PMIU](image)
10.2. **Rationale**

Although, SED is also catering to the needs of OOSC by launching intervention in 11 low performing districts but L&NFBED brings in its expertise of addressing the challenge of OOSC. The unique aspect of L&NFBED is that it will extend the outreach in areas where formal schools are not available, thereby complementing the intervention of SED. Thus, both the interventions of SED and L&NFBED contribute to the same goal of providing equitable access to education and reduce the OOSC in the province.

L&NFBED is mandated to enroll out of school children (OOSC) and is responsible to make arrangements for mainstreaming enrolled students in formal schools. It is managing a wide range of programs to cater to the needs of different age groups. The following table highlights the ongoing programs of the department for respective target population:

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Program</th>
<th>Target Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Non Formal Education Institutions (NFEIs)</td>
<td>Children of age 5-9 years</td>
</tr>
<tr>
<td>2</td>
<td>Adolescent Literacy Centers (AoLC)</td>
<td>Children of age 10-19 years</td>
</tr>
<tr>
<td>3</td>
<td>Adult Literacy Centers (AdLC)</td>
<td>Adults of age 18-55 years</td>
</tr>
</tbody>
</table>

Considering the challenge of OOSC in Punjab, the most relevant program for the early primary education is establishment of NFEIs because it caters to the respective age group of 5-9 years old. Whereas the focus of other two programs is beyond the ambit of primary and lower secondary. NFEIs are playing an effective role in addressing the challenge of OOSC in Punjab because of their target age population of children aged 5-9 years. L&NFBED is currently operating 12,019 NFEIs across Punjab with a total enrolment of 574,206 students. Furthermore, the department is in the process to enhance the outreach of its NFEIs to remote areas. Therefore, this intervention corresponds to the establishment of NFEIs in districts with highest percentage of OOSC.

10.3. **Intervention Design & Implementation Arrangements**

As identified through strategic goals and priorities set in the PESP 2019/20 – 2023/24, the Program Objective 2.3 recognizes the importance of non-formal education and aims at enhancing access of NFEIs to children of age 5-9 years. To address the challenge of OOSC, L&NFBED has prioritized the establishment of 1000 new NFEIs in four districts of Punjab with the highest OOSC population. Based on the OOSC children data, the following districts has the lowest participation rate for children of age 5-9 years therefore the new NFEIs will be opened in these areas:

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>District Name</th>
<th>Number of NFEIs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Rajanpur</td>
<td>250</td>
</tr>
<tr>
<td>2</td>
<td>D G Khan</td>
<td>250</td>
</tr>
<tr>
<td>3</td>
<td>Rahim Yar Khan</td>
<td>250</td>
</tr>
<tr>
<td>4</td>
<td>Bahawalnagar</td>
<td>250</td>
</tr>
</tbody>
</table>

A total of 16 Literacy 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 literacy mobilisers will be completed based on the need in each region.

The concept of establishing and running NFEIs is very unique because of its efficacy and low cost. NFEIs provide schooling from Kachi (i.e. Kindergarten) to Grade 5 only. They are established in remote areas where no formal school exists in close proximity and children are out of school. This model is based on the principal of engaging local human resource. 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. 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.

This approach includes two major components:

- **Demand generation and identification of sites for NFEIs**
  Literacy mobilisers are field force of L&NFBED and they work as agents of demand generation and identification of sites to establish NFEIs in their assigned regions.

- **Recruitment and training of trainers and literacy mobilizers**
  Whereas the goals of quality and learning are dependent on recruiting capable teachers and offering rigorous training. This will also serve as a major contributor in retaining the enrolled children.

**Training Programs**

A training framework for teachers is instrumental in achieving the goals of quality learning and retention. Therefore, a robust program is designed to train the teachers as well as literacy mobiliser to deliver high quality services at the grassroots level. The literacy department has a dedicated wing with the name of Human Resource Development Institute (HRDI) to train the teachers and literacy mobilisers. HRDI has presence in all the 36 districts of Punjab with a pool of master trainers in each district. HRDI will employ a cascade model of training the teachers, where master trainers will be trained in Lahore and then they will deliver trainings at tehsil level. Around 3% of the total budget is allocated for training purposes.

1. **Training of Literacy Mobilisers**

   ![Diagram of HRDI and Literacy Mobilizers]

   HRDI has a training centre located in Lahore and has the capacity to train the Literacy Mobilizers. These mobilisers will start the activities in the field after completion of their trainings.

2. **Cascade Training Model for Teachers**

<table>
<thead>
<tr>
<th>HRDI</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Training Headquarter in Lahore</td>
<td>• MTs to train teachers at tehsil level</td>
</tr>
<tr>
<td>Master Trainers (MTs)</td>
<td>• 36 MTs to be trained in Lahore</td>
</tr>
</tbody>
</table>
3. Two Fold Training Model for Teachers

The training model for teachers is designed to offer them a pre service training prior to joining the program 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.

4. Monitoring & Evaluation

The literacy department has an extensive network of field monitoring teams based at district level. The monitoring teams are equipped with the GPS enabled smart phones. The field monitoring officers pay surprise visits of NFEIs on monthly basis to ensure the functioning of institute, presence of teacher and students.

5. Timeline of Activities

This intervention is designed for a period of three years starting from July 2020 to June 2023. This intervention will be led by L&NFBED:

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1: 2020 - 2021</td>
<td>Identification of sights and establishment of NFEIs, Training of Trainers and Teachers</td>
</tr>
<tr>
<td>Year 2: 2021 - 2022</td>
<td>Retention of Students, Training of Trainers and Teachers</td>
</tr>
<tr>
<td>Year 3: 2022 - 2023</td>
<td>Retention of Students, Training of Trainers and Teachers</td>
</tr>
</tbody>
</table>

10.4. Beneficiaries and Impact

This intervention will result in enrolment of approximately 40,000 OOSC over a period of three years. It will also enhance the scale of Literacy department by 8% in terms of total schools and 7% in terms of student population. Although, the primary aim is to address the challenge of access yet it equally contributes to other thematic areas of learning and efficiency. The robust training component is added to impart quality education and it directly affect the learning levels of students. Moreover, this intervention adds value to the thematic area of efficiency because of minimal cost of establishing the school and effective utilization of funds. In Punjab, a formal school costs around US$58,064 (Rs 9 million) to be constructed. In addition, this intervention also entails a social aspect of creating opportunities for female members of society, particularly in regions with very scarce opportunities for women.

**Output:** 1000 new NFEIs operational, 1000 teachers recruited and trained, 36 master trainers trained, 14 literacy mobilizers hired, and 40,000 OOSC enrolled

**Outcome:** 77% Participation Rate for children of age 5-9 years in the selected 4 districts (2% increase)

**Impact:** Improved equitable access for children of age 5-9 years

**Gender Lens:** At least 20,000 out of school girls will be enrolled and 500 female teachers recruited
11. Changing Mindset through Effective Communication

11.1. Overview

More than a decade of education discourse in the media has largely been dominated by supply-side press coverage, embedded mainly with the poor condition of schools and the areas entirely underserved by the provision of state education. The coverage has been focused on describing "not enough" schooling being provided in the country, and that which is provided being "not good enough". However, issues of demand have been raised, but not with the same vitality that insufficient supply has received, in part because the inadequacy of the system is easier to quantify and discuss than more antagonistic issues like quality where other factors come into play.

At the moment, the education communications landscape is mainly dominated by an education supply discourse, in part because work done by the government over the past has focused more on that front. However, the education outcomes have not been as substantial in the overall communications picture, partly because achievements have been minimal compared to the results the state has achieved in dealing ghost schools, improving governance, completing missing facilities, etc.

The manner in which education communication has traditionally been delivered during the past has concentrated primarily on outbound messaging by both SpED 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 communications, targeting parents for behaviour change and to generate demand for education has not been the subject of communication.

11.2. Rationale

PESP recognizes that effective communication programs are pivotal in generating demand for education for marginalized children. For instance, Priority Program 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. If both SpED and SED continue to communicate primarily supply-side initiatives, the chance of getting attention and desired outcome is low. If both departments are to deliver education campaigns that rehabilitate the image of the public sector schooling system, they need to move beyond telling citizens what they are doing for education budgets, school infrastructure and rehashing what has already been done with new and incremental efficiencies. The departments have to identify new avenues for communications that are necessary and haven’t to date been highlighted – this newness will also make their image fresh enough to generate attention, and ultimately if done right, positive perception for parents to trust the public schooling system.

There are four areas where this can be done, and each area reflects improvement areas that need communications support:

1. Treating Education as an Ecosystem
SpED 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 rehabilitate the image of teachers and engage parents beyond asking them to send their children to school.

2. Creating Communications Driven Programs
SpED and SED will respond to the needs of school-going children by creating programs to address their needs where communications will be a significant part of delivery. Organise current, and sporadic, competitions into a more discrete and province-wide focus that has a fixed calendar to generate sufficient material to communicate the diversity of schools and children in the province, mitigating against the generally poor impression of state schools. These programs will also provide an opportunity for children to develop themselves more broadly and serve as a conduit for the recognition of talent.

3. Positioning as Thought Leaders
There is significant space for both SpED and SED to become one of the main channels of thought leadership around schooling in the country, and if they do choose to do so, the openness and flexibility of this will be of benefit to both
the departments. Current thought leadership on issues of schooling and special/inclusive education comes primarily from non-governmental and donor-funded entities. If SpED and SED were to own this, it would begin to develop far more credibility with the media and be able to channel input more openly and transparently. It would eventually place SpED and SED in a much better position of being able to drive the narrative rather than respond to it.

4. **Focus Quality**

Connected to thought leadership is the issue of quality, shifting the discourse to a need for quality will require building communications initiatives that generate support from the public for them. Shifting the debate to quality is key as it is also the preeminent challenge now of the education system. As quality initiatives are formulated, they need to be communicated to build a groundswell of support.

11.3. **Intervention Design and Implementation Plan**

In order for the campaign to register with audiences, the campaign needs to communicate consistently throughout the year on different fronts with a clearly defined calendar. It should undertake one campaign every four months each for paid and earned media in order to convey momentum, purpose and improvement. This will help in reorienting perceptions that have developed over decades, and ultimately contributing to the idea that state schooling is 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 SED and SpEd will execute. A separate budget for each initiative is allocated from the fixed part funding, the detailed breakdown of activities will be shared with GA and GPE once the department finalise the plans. The initiatives may vary depending on the communications strategy that the department develops:

1. **Hero Awards**

SED will hold an event to reward over-performing teachers, parents, students and the individuals involved in the district delivery chain. This will result in earned media and provide an avenue to demonstrate how the reform process is working and who its stars are.

2. **Disabilities:**

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 perception of their suitability for mainstream education. Using the earned media content, students with disabilities who have done well will be highlighted and an explanation of what school has done to their lives will be included, with relevant endorsements from teachers and supportive SpED messages welcoming and congratulating them.

3. **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 state school system, and to encourage the belief that children with disabilities should be in school and do well. It will also serve the purpose of negating the idea that state schools cannot accommodate children with disabilities given the proposed changes to make schooling more inclusive.

4. **Community Mobilization Events**

Leverage existing resources to initiate Education Ambassador Program. Collaboration with the Health Department to mobilize lady health workers and polio campaign team to raise awareness about right age of schooling.

5. **School Councils Campaign**

Development of a campaign to encourage community engagement among the school committees. The campaign would deploy various communications vehicles to reach out to local community, parents, teachers and students.
6. **Policy Dialogue – Bringing Change Together**

Events will be held with the Influencers to showcase progress of the reforms, address concerns and identify potential areas of collaboration. This will serve as an opportunity for SpED and SED to become thought-leaders rather than being passive recipient.

7. **Senior News Editors’ Training**

Event will be organized for the journalists to strengthen relations with the key media personnel. They will be sensitized on the fundamentals of education in Pakistan and essential journalistic skills required to cover educational stories. Invite Senior Reporters and Editors only.

8. **Education Reporters’ Training**

A separate event for the Education Reporters will be arranged to enable them better identify powerful stories in the education sector, understand key drivers of education in Pakistan, and to encourage more accurate and fact based reporting.

9. **Back to School Campaign**

A campaign will be run for the South Punjab to reduce dropout rate of the female students after the summer break. The campaign will deploy mass mediums to highlight conditional cash transfers to the female students to encourage parents to send their children to schools.

10. **Learn By Doing Campaign**

Partnerships will be forged with the Corporate Sector and Social Organizations to hold fun activities at public schools to inspire and motivate students. Encourage partner organizations to arrange required resources to contribute while SpED and SED can provide access to the schools for these events.

11. **Debating Competition/Essay Writing Competition/Science Exhibition**

Different events will be held throughout the province to encourage students to participate in extra-curricular activities. Distribute cash prizes among the winners. A limited mass campaign will be held to disseminate the message to ensure maximum participation. Eventually, winning entries will be shared with the media for publication.

12. **School Film Festival**

An event will be organised to draw media attention apart from engaging students. The senior students would be encouraged to develop videos on any social issues while linking it to education. The students would be provided with guidelines and a template for ease. The videos would have higher possibility of going viral than the one commission by the department itself.

13. **Sports events / Extra-curricular activities / Carnivals**

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.

14. **Education and Employability**

A study will be conducted to highlight the direct connection between education and employability, and its social benefits. As a result, the findings of the study will be shared in the form of documentary highlighting how education in Punjab is contributing in transforming lives – complement with compelling case studies.
### 11.4. Timeline of Activities

The communication programs will last for three years starting from 2020 to 2023. Both SED and SpED will manage their relevant activities. TALEEM Cell will provide technical support to both of the departments in planning and implementation phase. The following table gives a detailed overview of the year wise activities:

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Campaign</th>
<th>Key Activities</th>
<th>Owner</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Community Mobilization Events</td>
<td>- Print collaterals</td>
<td>SED &amp; SpED</td>
<td>2020</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Banners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>School Councils Campaign</td>
<td>- Print collaterals</td>
<td>SED</td>
<td>2020</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Banners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Back to School Campaign</td>
<td>- TVC</td>
<td>SED</td>
<td>2020</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Print campaign</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Policy Dialogue – Bringing Change Together</td>
<td>- Event management</td>
<td>SED &amp; SpED</td>
<td>2020</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Videos/collaterals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Learn By Doing Campaign</td>
<td>- Event management</td>
<td>SED</td>
<td>2021</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Print collaterals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Sports events / Extra-curricular activities / Musical events / Carnivals</td>
<td>- Required goods/ transportation</td>
<td>SpED</td>
<td>2021</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Event management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Senior News Editors’ Training</td>
<td>- Training firm</td>
<td>SED &amp; SpED</td>
<td>2021</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Content development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Education Reporters’ Training</td>
<td>- Training firm</td>
<td>SED &amp; SpED</td>
<td>2021</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Content development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Debating Competition/Essay Writing Competition/Science Exhibition</td>
<td>- Event management</td>
<td>SED</td>
<td>2022</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Print collaterals</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- TVC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>School Film Festival</td>
<td>- Print collaterals</td>
<td>SED</td>
<td>2022</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Event management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>- TVC</td>
<td>SpED</td>
<td>2022</td>
</tr>
</tbody>
</table>
| Disabilities: Removing Social Barriers | - Event management  
| - Videos/collaterals | |
| 12 PWD High Achiever Awards | - TVC  
| - Event management  
| - Videos/collaterals | SED & SpED  
| 2022 |
| 13 Education and Employability | - Content development  
|  | SED & SpED  
| 2023 |
| 14 Hero Awards | - TVC  
| - Event management  
| - Videos/collaterals | SED  
| 2023 |

### Beneficiaries and Impact

The communication programs 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.

**Output:** Awareness events organized, Award ceremonies held, Media campaigns conducted etc.

**Outcome:** Increase in public awareness regarding education

**Impact:** More children in school, staying longer and learning more

**Gender Lens:** Events/Campaigns pertaining to girls’ education and female teachers held across Punjab
12. **INTRODUCING EVIDENCE-BASED DECISION MAKING AT SECTORAL LEVEL THROUGH THE INTEGRATED MANAGEMENT INFORMATION SYSTEM (IMIS)**

12.1. *Overview*

The management and governance of education sector in Punjab lacks a modern 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 set of indicators. Moreover, the departments are also introducing new information systems for effective management. Whereas, 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 efforts 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.

Furthermore, 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 exacerbates the issues. Whereas, this 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.

12.2. *Rationale*

The need for evidence-based decision making through development of a 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 programs 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. Under the fixed part of the ESPIG; PMIU propose integration of all the information systems, as well as the digitization and integration of SpED and L&NFBED data, and suggest to collect missing data on important aspects required for better planning so as to promote a culture of evidence-based decision making. 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.

PMIU has been focusing on digitization of SED’s services with an aim to leverage the existing advancements in technology for enhanced and streamlined education management and service delivery. Teacher transfer and leave management systems are two of the recent initiatives of SED in this regard. PMIU has provided its support in development and management of these initiatives.

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.
12.3 Intervention Design & Implementation Arrangement

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 system mainly related to management of human resource function:

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 and they 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:
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 current circumstances, the following activities will be undertaken:

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 private sector schools including enrolment, human resource, facilities and location of schools will also be collected and added to the system

d. Data of learning assessments, examinations and teachers’ training will be added and maintained as part of this integrated data management system

e. 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.

f. 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.

g. The dashboard will consist of elements such as maps, lists, charts, gauges and indicators, to assist with identification of data trends.

h. 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. Furthermore, 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.

1. Stages of Development

PMIU will establish and manage the IMIS by make 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
2. 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:

3. Staff Requirement
In order to operationalize the IMIS, following staff is required. The funding will be utilized for salaries 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.

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Position Title</th>
<th>Total Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Director</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Manager Development/Software Team Lead</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>System Analyst</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>System Architect</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Process Engineer</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Web Developer</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>Software Engineer</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>Android Developer</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>Web/Graphic Designer</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Frontend Developer</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>Quality Assurance Officer</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>Database Architect</td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>Database Administrator</td>
<td>2</td>
</tr>
<tr>
<td>14</td>
<td>Database Manager</td>
<td>1</td>
</tr>
<tr>
<td>15</td>
<td>GIS Developer</td>
<td>1</td>
</tr>
<tr>
<td>16</td>
<td>Manager Network and Support</td>
<td>1</td>
</tr>
<tr>
<td>17</td>
<td>Network Administrator</td>
<td>1</td>
</tr>
<tr>
<td>18</td>
<td>Support Technician</td>
<td>1</td>
</tr>
<tr>
<td>19</td>
<td>System Administrator</td>
<td>1</td>
</tr>
<tr>
<td>20</td>
<td>Support Technician</td>
<td>1</td>
</tr>
<tr>
<td>21</td>
<td>Call Center Officers</td>
<td>6</td>
</tr>
</tbody>
</table>

Table 24 Staff Requirement of IMIS

To initiate the implementation, IMIS will start with the following functions and the scope of activities will scale 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 any non-technical people to access and analyze data with the click of a few buttons

4. Timeline of Activities

The intervention has a timeline of four years, starting from July 2020 to June 2024. PMIU will be responsible for establishment of IMIS; starting from the hiring of staff to procurement of IT equipment and its management.

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2020 to Oct 2020</td>
<td>Procurement of IT Equipment &amp; Recruitment of Team</td>
</tr>
<tr>
<td>Oct 2020 to Dec 2021</td>
<td>Development of Software, Integration of Systems and Training Sessions</td>
</tr>
<tr>
<td>Oct 2020 to June 2024</td>
<td>Operationalization and Maintenance of IMIS</td>
</tr>
</tbody>
</table>

12.4. Beneficiaries and Impact

This intervention will bring system level transformation as the integration of information will not 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>
<thead>
<tr>
<th>Department</th>
<th>Schools</th>
<th>Teachers</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>SED/PMIU</td>
<td>52,492</td>
<td>380,641</td>
<td>11,540,740</td>
</tr>
<tr>
<td>L&amp;NFBED</td>
<td>12,019</td>
<td>19,140</td>
<td>574,206</td>
</tr>
<tr>
<td>SpED</td>
<td>294</td>
<td>5,880</td>
<td>32,345</td>
</tr>
</tbody>
</table>

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.

**Output:** Integrated data management system developed, managers trained to use the new system

**Outcome:** Efficient and effective decision making & performance management as managers start using IMIS

**Impact:** Enhanced efficiency by enabling evidence based decision making

**Gender Lens:** Gender segregated data and GIS information on out of school girls to be used for making evidence based decision making
13. **VARIABLE PART: SECOND CHANCE LEARNING THROUGH AFTERNOON SCHOOL PROGRAM (ASP)**

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 Program (ASP) pilot, validates the approach and attest the enrolment gains.17 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 programs 2.1 of PESP18, 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 districts19 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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**Figure 20 Districts (14) for ASP**

17 Third Party Validation Report 2019, Commissioned by DfID
19 Chakwal, Faisalabad, Gujranwala, Gujrat, Khanewal, Lahore, Mandi Bahauddin, Multan, Narowal, Rawalpindi, Sahiwal, Sargodha, Sialkot and Toba Tek Singh
Building on the lessons from the pilot in 22 districts, SED will add a specialized teacher training component to the program. 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 program 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>
<thead>
<tr>
<th>Thematic Area</th>
<th>Share</th>
<th>Amount in US$</th>
<th>Amount in Rs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Efficiency</td>
<td>30%</td>
<td>4,556,250</td>
<td>706,218,750</td>
</tr>
<tr>
<td>Equity</td>
<td>30%</td>
<td>4,556,250</td>
<td>706,218,750</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>40%</td>
<td>6,075,000</td>
<td>941,625,000</td>
</tr>
<tr>
<td>Grand Total</td>
<td>100%</td>
<td>15,187,500</td>
<td>2,354,062,500</td>
</tr>
</tbody>
</table>

2. Sustainability of the Program

The aim of SED is to keep all the ASP schools operational both in pilot 22 districts and the new 14 districts beyond the life of TALEEM program. The political leadership is on board and has taken the ownership of ASP expansion. SED is in the process to get this program 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 program 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 program and will achieve the targets in timely manner.
13.1. Dimension of Efficiency

a. 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>
<thead>
<tr>
<th>School Category</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>K-5</td>
</tr>
<tr>
<td>Middle</td>
<td>6-8</td>
</tr>
<tr>
<td>High</td>
<td>6-10</td>
</tr>
<tr>
<td>Higher Secondary</td>
<td>6-12</td>
</tr>
</tbody>
</table>

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:

![Figure 21 Supply Gap of Post Primary Schools in Punjab](image)
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 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\(^21\) (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 Program (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 program does not require any capital or infrastructural cost as it uses the premises of existing primary schools and employs the same school teachers. There are two categories of schools in this program:

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 Program

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.

b. 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 program 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 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\(^22\) and operationalized\(^23\) 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)

\(^{21}\) US$-Rs Exchange Rate: 1 US$ = 155 Rs, Costing from section 2.1 of PESP Implementation Plan
\(^{22}\) Construction refers to brick and mortar infrastructure i.e. construction of classrooms, boundary walls, toilet etc.
\(^{23}\) Operationalization refers to the availability of teachers, students enrolled, and teachers conducting regular teaching activities in the school
therefore ASP’s approach will result in saving US$ 60 per teacher and US$ 240 per school\textsuperscript{24} 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 program 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\textsuperscript{25}. Whereas GoPb is saving US$ 138,480 (Rs 21,464,400)\textsuperscript{26} 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.

c. 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 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:

\textsuperscript{24} With the assumption of at least 4 schools middle school teachers in regular middle school
\textsuperscript{25} 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
\textsuperscript{26} US$ 240 per school and the total number of schools are 577
### Results Chain for Efficiency

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Activities</th>
<th>Output</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supply gap of post primary schools</td>
<td>Data used to help with the identification of existing primary schools to be given the status of middle school under ASP. Activity to be completed during July-August 2020²⁷.</td>
<td>-Indicator 1.1: 800 existing primary schools transformed under ASP and offering classes for Grades 6-8</td>
<td>-Enhanced supply of middle schools in shortest possible time in selected districts</td>
</tr>
<tr>
<td>Unavailability of funds for construction/upgradation of middle and high schools</td>
<td>Consultations with the community and education managers for finalising the schools to be selected for ASP. Activity to be completed during July-August 2020.</td>
<td>-Indicator 1.2: Availability of at least 2 teachers in each ASP school</td>
<td>-Optimal utilization of existing school infrastructure and human resource:</td>
</tr>
<tr>
<td>Lengthy and time taking process of upgrading primary schools to middle level</td>
<td>Registration²⁸ of primary school teachers of selected primary schools to teach middle classes (Grade 6-8). Activity to be completed during July-August 2020.</td>
<td></td>
<td>a. One-time financial savings of US$ 59,354,839 for CapEx</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>b. Savings of US$ 9,414,192 per school in lieu of teachers’ salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Change in attitude of political and bureaucratic leadership to expand the ASP model to remaining primary schools</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Change in mindset of citizens about new schooling practices due to ASP success</td>
</tr>
</tbody>
</table>

The availability of at least two teachers is ensured at the beginning of the program 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.

²⁷ The academic year in Punjab runs from April to March and observe summer vacations from June to Mid-August, whereby schools reopen in Mid-August. If the process is not initiated at this stage, then it would result in delay of one year to start the activities in April 2021. This timeline is suggested based on the assumption that the program will be approved in May and SED will start the activities in June-July and eventually be able to get the students enrolled at the beginning of academic year. Otherwise, it would be very difficult to get the children back to school after the summer vacations.

²⁸ 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.

²⁹ This is the minimum number of teachers in each ASP school but teachers will be posted based on the enrolment in each school.
### e. Indicators, Targets and Verifications Protocols

Distinct annual targets are set for the indicators of dimension of efficiency for the first three years of the program to ensure the operationalization of schools. The table below outlines the indicators, and explains the baselines, targets, timeline for achievement, proof of achievement, and the verification protocols for year 1 (2020-2021):

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Baseline</th>
<th>Target</th>
<th>Deadline</th>
<th>Description of Achievement</th>
<th>Proof of Achievement</th>
<th>Verification Protocols</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1:</strong> Availability of middle schools</td>
<td>0 middle schools under ASP operational in 14 districts</td>
<td>800 middle schools under ASP operational</td>
<td>Sep 2020</td>
<td>The target will be considered achieved when SED will have 800 schools operational under ASP in 14 selected districts.</td>
<td>Notification of SED issued by Sep 2020 confirming the operationalisation of 800 schools</td>
<td>Taleem M&amp;E Cell at PMIU will engage an independent third party 2-3 months prior to the conduction of TPV study to verify the achievements.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The notification should include:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- List containing the EMIS code, name, district, tehsil, gender, rural/urban status of schools</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The proof of achievement will be shared with third party for validation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The third party will visit a sample of schools and share the findings in a TPV report to M&amp;E Cell.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Results of TPV will be shared with LEG</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The TPV report will be used for processing of payments.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- TPV for indicators 1 and 2 will be conducted in Oct 2020</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- TPV report to be shared in Nov 2020</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Baseline</th>
<th>Target</th>
<th>Deadline</th>
<th>Description of Achievement</th>
<th>Proof of Achievement</th>
<th>Verification Protocols</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.2:</strong> Availability of teachers in middle schools</td>
<td>0 primary school teachers registered for ASP schools</td>
<td>Registration of at least 2 teachers in each school</td>
<td>Sep 2020</td>
<td>The target will be considered achieved when SED will have at least 2 teachers on board in each school and teaching the respective Grades.</td>
<td>SED approved list of registered teachers for ASP issued by Sep 2022</td>
<td>- Results of TPV will be shared with LEG</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The TPV report will be used for processing of payments.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- TPV for indicators 1 and 2 will be conducted in Oct 2020</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- TPV report to be shared in Nov 2020</td>
</tr>
</tbody>
</table>

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20 The deadline of Sep is used on the basis of assumption that the program is approved in May and the process can be initiated at the beginning of academic year 2020-2021. Although the activities will be completed in July & August but a grace period of one month in the deadline is allocated after the summer vacations in case of any delays.

21 Operationalization refers to the availability of teachers, students enrolled, and teachers conducting regular teaching activities in the school.
The table below outlines the indicators, and explains the baselines, targets, timeline for achievement, proof of achievement, and the verification protocols for year 2 (2021-2022):

### Table 30 Target Verification Matrix for Efficiency Year 1 (2021-2022)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Baseline</th>
<th>Target</th>
<th>Deadline</th>
<th>Description of Achievement</th>
<th>Proof of Achievement</th>
<th>Verification Protocols</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1:</strong> Availability of middle schools</td>
<td>0 middle schools under ASP operational in 14 districts</td>
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<td>Sep 2021</td>
<td>The target will be considered achieved when SED will have 800 schools operational under ASP in 14 selected districts.</td>
<td>Notification of SED issued by Sep 2021 confirming the operationalisation of 800 schools</td>
<td>- Taleem M&amp;E Cell at PMIU will engage an independent third party 2-3 months prior to the conduction of TPV study to verify the achievements. - The proof of achievement will be shared with third party for validation. - The third party will visit a sample of schools and share the findings in a TPV report to M&amp;E Cell.</td>
</tr>
<tr>
<td><strong>1.2:</strong> Availability of teachers in middle schools</td>
<td>0 primary school teachers registered for ASP schools</td>
<td>Registration of at least 2 teachers in each school</td>
<td>Sep 2021</td>
<td>The target will be considered achieved when SED will have at least 2 teachers on board in each school and teaching the respective Grades.</td>
<td>SED approved list of registered teachers for ASP issued by Sep 2021</td>
<td>- Results of TPV will be shared with LEG - The TPV report will be used for processing of payments. - TPV for indicators 1 and 2 will be conducted in Oct 2021 - TPV report to be shared in Nov 2021</td>
</tr>
</tbody>
</table>

---

32 Operationalization refers to the availability of teachers, students enrolled, and teachers conducting regular teaching activities in the school.
The table below outlines the indicators, and explains the baselines, targets, timeline for achievement, proof of achievement, and the verification protocols for year 3 (2022-2023):

Table 31 Target Verification Matrix for Efficiency Year 1 (2022-2023)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Baseline</th>
<th>Target</th>
<th>Deadline</th>
<th>Description of Achievement</th>
<th>Proof of Achievement</th>
<th>Verification Protocols</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1: Availability of middle schools</td>
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<td>Sep 2022</td>
<td>The target will be considered achieved when SED will have 800 schools operational under ASP in 14 selected districts.</td>
<td>Notification of SED issued by Sep 2022 confirming the operationalisation of 800 The notification should include: -List containing the EMIS code, name, district, tehsil, gender, rural/urban status of schools</td>
<td>-Taleem M&amp;E Cell at PMIU will engage an independent third party 2-3 months prior to the conduction of TPV study to verify the achievements. -The proof of achievement will be shared with third party for validation. -The third party will visit a sample of schools and share the findings in a TPV report to M&amp;E Cell.</td>
</tr>
<tr>
<td>1.2: Availability of teachers in middle schools</td>
<td>0 primary school teachers registered for ASP schools</td>
<td>Registration of at least 2 teachers in each school</td>
<td>Sep 2022</td>
<td>The target will be considered achieved when SED will have at least 2 teachers on board in each school and teaching the respective Grades.</td>
<td>SED approved list of registered teachers for ASP issued by Sep 2022 The list should include: -EMIS code, name of school, total numbers and credentials of teachers in each school</td>
<td>--Results of TPV will be shared with LEG -The TPV report will be used for processing of payments. -TPV for indicators 1 and 2 will be conducted in Oct 2022 -TPV report to be shared in Nov 2022</td>
</tr>
</tbody>
</table>

27 The deadline of Sep is used on the basis of assumption that the program is approved in May and the process can be initiated at the beginning of academic year 2020-2021. Although the activities will be completed in July & August but a grace period of one month in the deadline is allocated after the summer vacations in case of any delays.

28 Operationalization refers to the availability of teachers, students enrolled, and teachers conducting regular teaching activities in the school.
f. Payments and Disbursement Mechanism:

Year 1 (2020-2021)
Upon the successful achievement of targets and validation by TPV, DfID will inform GPE to release payments by Jan 2021:

- **Target 1.1:** 20% of the total allocated amount of thematic area of efficiency i.e. US$ 911,250 (Rs 141,243,750)
- **Target 1.2:** 20% of the total allocated amount of thematic area of efficiency i.e. US$ 911,250 (Rs 141,243,750)

Year 2 (2021-2022)
Upon the successful achievement of targets and validation by TPV, DfID will inform GPE to release payments by Jan 2022:

- **Target 1.1:** 15% of the total allocated amount of thematic area of efficiency i.e. US$ 683,438 (Rs 105,932,813)
- **Target 1.2:** 15% of the total allocated amount of thematic area of efficiency i.e. US$ 683,438 (Rs 105,932,813)

Year 3 (2022-2023)
Upon the successful achievement of targets and validation by TPV, DfID will inform GPE to release payments by Jan 2023:

- **Target 1.1:** 15% of the total allocated amount of thematic area of efficiency i.e. US$ 683,438 (Rs 105,932,813)
- **Target 1.2:** 15% of the total allocated amount of thematic area of efficiency i.e. US$ 683,438 (Rs 105,932,813)
13.2. Dimension of Equity

a. Overview

Despite Punjab’s progress in achieving the participation rate of ~90% 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. Pakistan Education Statistics (2016-17) 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 22 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:

---

25 Punjab School Education Survey 2017 by Nielsen
26 Punjab School Education Survey 2017 by Nielsen
27 Punjab Education Statistics 2016-17, P 24
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\textsuperscript{38}. 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:

\textsuperscript{38} Punjab School Education Survey 2017 conducted by Nielsen
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 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.

Table 32 OOSC of Post-Primary Age (10-14 years) in Selected 14 Districts

<table>
<thead>
<tr>
<th>District</th>
<th>OOSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chakwal</td>
<td>11,102</td>
</tr>
<tr>
<td>Faisalabad</td>
<td>142,842</td>
</tr>
<tr>
<td>Gujranwala</td>
<td>75,606</td>
</tr>
<tr>
<td>Gujrat</td>
<td>21,428</td>
</tr>
<tr>
<td>Khanewal</td>
<td>67,465</td>
</tr>
<tr>
<td>Lahore</td>
<td>178,252</td>
</tr>
<tr>
<td>Mandi Bahauddin</td>
<td>25,901</td>
</tr>
<tr>
<td>Multan</td>
<td>145,333</td>
</tr>
<tr>
<td>Narowal</td>
<td>16,717</td>
</tr>
</tbody>
</table>

Estimation is done using the OOSC numbers from recent MICS (2017-18) and population figures from Pakistan Bureau of Statistics.
### 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 program. 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:

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:

<table>
<thead>
<tr>
<th>District</th>
<th>OOSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rawalpindi</td>
<td>69,409</td>
</tr>
<tr>
<td>Sahiwal</td>
<td>67,618</td>
</tr>
<tr>
<td>Sargodha</td>
<td>80,712</td>
</tr>
<tr>
<td>Sialkot</td>
<td>49,078</td>
</tr>
<tr>
<td>Toba Tek Singh</td>
<td>39,730</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>991,194</strong></td>
</tr>
</tbody>
</table>
b. 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:

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 program, 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 job40 and the mother was a housewife41. 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.

40 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.
41 89% of the mothers of students enrolled are housewives
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.

b. At least 15 ≤ students enrolled in Grade 5

c. At least two classrooms available along with all necessary basic facilities43 in the existing primary school

d. The school has easy ≤ 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 children45 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 also the children who dropped out of school earlier and are enrolled in any of the grades based on their academic record. Thus, the enrolment figures for target will include the new enrolment in all the grades (Grade 6-8) and the children promoted to next grades won’t be counted. The table below shows the annual expected enrolment in ASP schools and percentage reduction in OOSC:

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total Enrolment</th>
<th>Reduction in OOSC %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 (2020)</td>
<td>13,440</td>
<td>16,800</td>
<td>30,240</td>
<td>3.05%</td>
</tr>
<tr>
<td>Year 2 (2021)</td>
<td>14,784</td>
<td>18,480</td>
<td>33,264</td>
<td>3.36%</td>
</tr>
<tr>
<td>Year 3 (2022)</td>
<td>16,262</td>
<td>20,328</td>
<td>36,590</td>
<td>3.69%</td>
</tr>
<tr>
<td>Year 4 (2023)</td>
<td>17,889</td>
<td>22,361</td>
<td>40,249</td>
<td>4.06%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>62,375</td>
<td>77,969</td>
<td>140,344</td>
<td>14.16%</td>
</tr>
</tbody>
</table>

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 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

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42 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.

43 Including availability of drinking water, boundary wall, toilet, and electricity

44 Centrally located to avoid extensive transporting and to minimize student travel distance

45 The estimation of enrollment is done based on the results from ASP PILOT: The enrollment for boys is calculated based on the average enrollment of 42 students and 320 schools, whereas for girls 35 average enrollment and 480 schools. In addition, a 10% annual increment is added to drive progress and reduce OOSC.
will reduce 14.16% of OOSC (10-14 years) in 14 districts. This will pave the way for reduction in post middle drop outs - 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:
### d. Results Chain for Equity

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Activities</th>
<th>Output</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>- High post primary dropout rate particularly from Grade 5 to 6</td>
<td>- Enrolment of children passing Grade 5 into Grade 6</td>
<td>A total of 140,344 children enrolled in Grades 6-8 of ASP schools over 4 years: Boys: 62,375 Girls: 77,969</td>
<td>- Improved access to post primary education</td>
</tr>
<tr>
<td>- Higher dropouts of girls and students in remote areas</td>
<td>- Mainstreaming OOSC of Age 10-14 in Grades 6-8, thereby providing second chance learning opportunities to previously dropped out students</td>
<td><strong>Year 1</strong> - Sep 2020: Enrolment of ~30,240 students in ASP schools Boys: 13,440 Girls: 16,800</td>
<td>- Reduction in post primary dropouts</td>
</tr>
<tr>
<td>- Highest share of OOSC is of middle school going age i.e. 10-14</td>
<td>- Prioritization for girls, students of marginalised groups, and remote areas</td>
<td><strong>Year 2</strong> - Sep 2021: Enrolment of ~33,264 students in ASP schools Boys: 14,784 Girls: 18,480</td>
<td><strong>Indicator 2.0</strong>: Percentage reduction in OOSC in the age group of 10-14 years’ old</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Year 3</strong> - Sep 2022: Enrolment of ~36,590 students in ASP schools Boys: 16,262 Girls: 20,328</td>
<td><strong>Year 1</strong>: 3.05 % reduction in OOSC (Age 10-14)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Year 4</strong> - Sep 2023: Enrolment of ~40,249 students in ASP schools Boys: 17,889 Girls: 22,361</td>
<td><strong>Year 2</strong>: 3.365 % reduction in OOSC (Age 10-14)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Year 3</strong>: 3.69 % reduction in OOSC (Age 10-14)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Year 4</strong>: 4.06 % reduction in OOSC (Age 10-14)</td>
</tr>
</tbody>
</table>

Table 37 Results Chain for Equity
### e. 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>
<thead>
<tr>
<th>Indicator</th>
<th>Baseline</th>
<th>Target</th>
<th>Deadline</th>
<th>Description of Achievement</th>
<th>Proof of Achievement</th>
<th>Verification Protocols</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.0 Percentage reduction in OOSC (Age 10-14) in 14 districts</strong></td>
<td>~991,194 children of age 10-14 are out of school in 14 districts</td>
<td><strong>2.1 For Year 1:</strong> 3.05 % reduction in OOSC (Age 10-14)</td>
<td>Sep 2020</td>
<td>The target will be considered as achieved when SED will get the 30,240 students (Boys: 13,440 Girls: 16,800) enrolled in 800 ASP schools.</td>
<td>Certificate/Letter issued by SED in Sep 2020 confirming the enrolment of 800 ASP Schools The letter should include: - A gender wise disaggregated list containing the EMIS code, name of school, district, tehsil, and rural/urban status, and Grade wise enrolment</td>
<td>- Taleem Cell at PMIU will engage an independent third party 2-3 months prior to the conduction of TPV study to verify the achievements. - The proof of achievement will be shared with third party for validation. - The third party will visit a sample of schools and share the findings in a TPV report to M&amp;E Cell. - Results of the TPV will be shared with LEG - The TPV report will be used for processing of payments. - TPV to be conducted in Oct 2021 - TPV report to be shared in Nov 2021</td>
</tr>
<tr>
<td><strong>2.2 For Year 2:</strong> 3.365 % reduction in OOSC (Age 10-14)</td>
<td></td>
<td>Sep 2021</td>
<td>The target will be considered as achieved when SED will get the 33,264 students (Boys: 14,784 Girls: 18,480) enrolled in 800 ASP schools.</td>
<td>Certificate/Letter issued by SED in Sep 2021 confirming the enrolment of 800 ASP Schools The letter should include: - A gender wise disaggregated list containing the EMIS code, name of school, district,</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** The percentage reduction in OOSC is calculated by using the formula: 
\[
\text{Percentage Reduction} = \left( \frac{\text{# of students enrolled in ASP}}{\text{Total OOSC of age 10–14 years}} \right) \times 100
\]
### Payments and Disbursement Mechanism:

Upon the successful achievement of targets and validation by TPV, DfID will inform GPE to release payments:

- **Target 2.1:** 25% of the total allocated amount of thematic area of equity i.e. US$ 1,139,063 (Rs 176,554,688) to be paid by Jan 2021
- **Target 2.2:** 25% of the total allocated amount of thematic area of equity i.e. US$ 1,139,063 (Rs 176,554,688) to be paid by Jan 2022
- **Target 2.3:** 25% of the total allocated amount of thematic area of equity i.e. US$ 1,139,063 (Rs 176,554,688) to be paid by Jan 2023
- **Target 2.4:** 25% of the total allocated amount of thematic area of equity i.e. US$ 1,139,063 (Rs 176,554,688) to be paid by Jan 2024

| 2.3 For Year 3: 3.69 % reduction in OOSC (Age 10-14) | Sep 2022 | The target will be considered as achieved when SED will get the 36,590 students (Boys: 16,262 Girls: 20,328) enrolled in 800 ASP schools. Certificate/Letter issued by SED in Sep 2022 confirming the enrolment of 800 ASP Schools
The letter should include:
-A gender wise disaggregated list containing the EMIS code, name of school, district, tehsil, rural/urban status, and Grade wise enrolment | -TPV to be conducted in Oct 2022
-TPV report to be shared in Nov 2022
- Results of the TPV will be shared with LEG |
| 2.4 For Year 4: 4.06 % reduction in OOSC (Age 10-14) | Sep 2023 | The target will be considered as achieved when SED will get the 40,249 students (Boys: 17,889 Girls: 22,361) enrolled in 800 ASP schools. Certificate/Letter issued by SED in Sep 2023 confirming the enrolment of 800 ASP Schools
The letter should include:
-A gender wise disaggregated list containing the EMIS code, name of school, district, tehsil, rural/urban status, and Grade wise enrolment | -TPV to be conducted in Oct 2023
-TPV report to be shared in Nov 2023
- Results of the TPV will be shared with LEG |
13.3. Dimension of Learning

a. 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. 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.

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.

b. 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.

46 REAL Center and IDEAS (Mimeo), University of Cambridge and IDEAS
**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>
<thead>
<tr>
<th>District</th>
<th>Cohort Survival Rate (6-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faisalabad</td>
<td>90</td>
</tr>
<tr>
<td>Khanewal</td>
<td>89</td>
</tr>
<tr>
<td>Toba Tek Singh</td>
<td>88</td>
</tr>
<tr>
<td>Sargodha</td>
<td>83</td>
</tr>
<tr>
<td>Sahiwal</td>
<td>82</td>
</tr>
<tr>
<td>Multan</td>
<td>81</td>
</tr>
<tr>
<td>Chakwal</td>
<td>81</td>
</tr>
<tr>
<td>Gujranwala</td>
<td>81</td>
</tr>
<tr>
<td>Narowal</td>
<td>81</td>
</tr>
<tr>
<td>Rawalpindi</td>
<td>80</td>
</tr>
<tr>
<td>Lahore</td>
<td>78</td>
</tr>
<tr>
<td>Gujrat</td>
<td>77</td>
</tr>
<tr>
<td>Sialkot</td>
<td>76</td>
</tr>
<tr>
<td>Mandi Bahauddin</td>
<td>71</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>81</strong></td>
</tr>
</tbody>
</table>

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.

**c. 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 ASP teachers from the 14 selected and 664 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.

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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48 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.

49 This is the actual number of teachers registered in already running 577 ASP schools.

50 PMIU Data
### d. Results Chain for Learning

#### Table 34 Results Chain for Learning

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Activities</th>
<th>Output</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Unavailability of training material for teachers at the middle school (Grades 6-8) level</td>
<td>- Content generation for subject specific training (English, Mathematics and Science), pedagogical skills, as well as student management.</td>
<td>- <strong>Indicator 3.1</strong>: Training material prepared</td>
<td>- Enhanced capacity of teachers in terms of subject knowledge, pedagogical skills and student management for Grades 6-8</td>
</tr>
<tr>
<td>- Lack of capacity in primary school teachers who are to teach students at the middle-level (Grade 6-8) under the ASP</td>
<td>- Training of Master Trainers at QAED</td>
<td>-72 Master Trainers² trained to conduct teacher training in all 36 districts</td>
<td>- Optimal utilization of existing primary school teachers to teach students at the middle level in ASP schools</td>
</tr>
<tr>
<td>- Low cohort survival rates at middle level</td>
<td>- Training of selected primary school teachers under the ASP, to prepare them to impart quality education at the middle-school level</td>
<td>- <strong>Indicator 3.2</strong>: 3864 teachers trained across Punjab</td>
<td>- Improved retention levels as well as cohort survival rates for new ASP middle schools</td>
</tr>
</tbody>
</table>

---

² Master Trainers per district

²⁺ 3200 teachers from new 800 ASP schools and 664 teachers from existing ASP schools
### e. Indicators, Targets and Verification Protocols

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Baseline</th>
<th>Target</th>
<th>Deadline</th>
<th>Description of Achievement</th>
<th>Proof of Achievement</th>
<th>Verification Protocols</th>
</tr>
</thead>
</table>
| 3.1 Availability of training manuals for teachers at the middle school level | No comprehensive teacher training material at the middle school level, particularly for ASP teachers (Grades 6-8) | **3.1 Teacher training manuals** with subject knowledge and pedagogical skills for teachers at the middle school level | Nov 2020     | The target will be considered as achieved once QAED finalize the training manuals which will include Grade 6-8 subject knowledge (Maths, Science, English), pedagogical skills as well as student management strategies | Certificate/Letter issued by SED/QAED confirming the development of teacher training manuals and the original copies of manuals | - Taleem Cell at PMIU will engage an independent third party 2-3 months prior to the conduction of TPV study to verify the achievements.  
- The proof of achievement will be shared with third party for validation.  
- The third party will check and ensure that training manuals have been prepared as per the guidelines.  
- Results of TPV will be shared with LEG  
- The TPV report as well as the training manuals will be shared with DfID for the release of payment.  
- TPV to be conducted in Dec 2020  
- TPV report to be shared by Dec 2020 |

### Table 35 Target Verification Matrix for Learning
| 3.2 Teachers trained at middle school level | 0 Teachers trained for ASP | 3.2 At least **3864** registered teachers of all ASP middle schools across 36 districts of Punjab **trained** (these include teachers of **800 new ASP & ASP pilot schools**) | July 2021 | The target will be considered achieved when 3864 teachers of ASP will complete their training with SED/QAED Certificate/Letter issued by SED/QAED confirming the teachers trained. The letter should include: - A list of teachers with their allocated schools and EMIS code |
| TPV will be conducted to ensure that teacher training has been conducted as per the guidelines. - Results of TPV will be shared with LEG - A detailed report of the external evaluation, as well as the official notification by QAED along with the official list of ASP teachers trained will be shared with DfID. - TPV to be conducted in June-July 2021 - TPV report to be shared by August 2021 |

| 3.3 Increase in average cohort survival rate at the middle school level | 81% average cohort survival rate at middle school level in 14 selected districts | 3.3 Increase in average cohort survival rate to **89%** at middle school level in 14 selected districts | March 2023 | The cohort of students enrolled in Grade 6 in 2020 shall have at least 89% survival rate by the time they reach Grade 8. Cohort Survival Rate will be calculated by dividing the total enrolment of students enrolled in Grade 6 in year 1 and dividing it by the total number of those students reaching the Grade 8. Certificate/Letter by SED confirming the enrolment of Cohort of Grade 6 from baseline to Grade 8 in 800 ASP schools The letter should include: - A gender wise disaggregated list containing the EMIS code, name of school, district, tehsil, rural/urban status, and Grade wise enrolment |
| - The third party will visit the schools to verify the achievement and share the findings in a TPV report. - TPV to be conducted in April 2023 - TPV report to be shared by May 2023 - Results of TPV will be shared with LEG |
f. Payments and Disbursement Mechanism:
Upon the successful achievement of targets and validation by TPV, DFID will inform GPE to release the following payments for year 1, 2, and 4:
- **Target 3.1**: 33.3% of the total allocated amount of thematic area of learning i.e. US$ 2,025,000 (Rs 313,875,000) to be paid by Jan 2021
- **Target 3.2**: 33.3% of the total allocated amount of thematic area of learning i.e. US$ 2,025,000 (Rs 313,875,000) to be paid by Jan 2022
- **Target 3.3**: 33.3% of the total allocated amount of thematic area of learning i.e. US$ 2,025,000 (Rs 313,875,000) to be paid by Jan 2024

13.4. Summary of Variable Part Allocation
The table below highlights detailed information of indicators of each thematic area of efficiency, equity and learning along with year wise targets to be achieved. The budget reflected in the table is against the achievement of targets and this will form the basis of funds disbursement, whereas the annual operational budget is available in the budget document:

<table>
<thead>
<tr>
<th>Thematic Area</th>
<th>Indicator</th>
<th>Allocated Financing (US$)</th>
<th>Percentage share of VP Financing</th>
<th>Baseline</th>
<th>Year 1 (July 2020-June 2021)</th>
<th>Year 2 (July 2021-June 2022)</th>
<th>Year 3 (July 2022-June 2023)</th>
<th>Year 4 (July 2023-June 2024)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Efficiency:</td>
<td>Enhanced supply of Post Primary Schools and</td>
<td>4,556,250</td>
<td>30%</td>
<td>0 middle schools under ASP operational in 14 districts</td>
<td>1.1 800 middle schools under ASP operational</td>
<td>1.1 800 middle schools under ASP operational</td>
<td>1.1 800 middle schools under ASP operational</td>
<td></td>
</tr>
<tr>
<td>Thematic Area</td>
<td>Indicator</td>
<td>Allocated Financing (US$)</td>
<td>Percentage share of VP Financing</td>
<td>Baseline</td>
<td>Year 1 (July 2020-June 2021)</td>
<td>Year 2 (July 2021-June 2022)</td>
<td>Year 3 (July 2022-June 2023)</td>
<td>Year 4 (July 2023-June 2024)</td>
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<td>-----------------------------</td>
</tr>
<tr>
<td>opportunities to continue post primary education</td>
<td>1.2: Availability of teachers in middle schools</td>
<td></td>
<td></td>
<td>0 primary school teachers registered for ASP schools</td>
<td>1.2 Registration of at least 2 teachers in each school</td>
<td>1.2 Registration of at least 2 teachers in each school</td>
<td>1.2 Registration of at least 2 teachers in each school</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.1 = $ 911,250</td>
<td>1.1 = $ 683,438</td>
<td>1.1 = $ 683,438</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.2 = $ 911,250</td>
<td>1.2 = $ 683,438</td>
<td>1.2 = $ 683,438</td>
<td></td>
</tr>
<tr>
<td>Equity: Equitable opportunities for children of post primary age, particularly girls and marginalised groups</td>
<td>2: Reduction in OOSC (Age 10-14) in 14 districts</td>
<td>4,556,250</td>
<td>30%</td>
<td>~991,194 children of age 10-14 are out of school in 14 districts</td>
<td>3.05 % reduction in OOSC (Age 10-14)</td>
<td>3.36 % reduction in OOSC (Age 10-14)</td>
<td>3.69 % reduction in OOSC (Age 10-14)</td>
<td>4.06 % reduction in OOSC (Age 10-14)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>US$ 1,139,063</td>
<td>US$ 1,139,063</td>
<td>US$ 1,139,063</td>
<td>US$ 1,139,063</td>
</tr>
<tr>
<td>Thematic Area</td>
<td>Indicator</td>
<td>Allocated Financing (US$)</td>
<td>Percentage share of VP Financing</td>
<td>Baseline</td>
<td>Year 1 (July 2020-June 2021)</td>
<td>Year 2 (July 2021-June 2022)</td>
<td>Year 3 (July 2022-June 2023)</td>
<td>Year 4 (July 2023-June 2024)</td>
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<td>-------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Learning:</td>
<td>3.1</td>
<td>6,075,000</td>
<td>40%</td>
<td>No comprehensive teacher training material at the middle school level, particularly for ASP teachers (Grades 6-8)</td>
<td>3.1 Teacher training manuals with subject knowledge and pedagogical skills for ASP teachers at the middle school level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.2</td>
<td></td>
<td></td>
<td>0 Teachers trained for ASP middle schools</td>
<td>3.2 At least 3864 registered teachers of all ASP middle schools across Punjab trained</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.3</td>
<td></td>
<td>81% average cohort survival rate in 14 ASP districts</td>
<td>3.3 Increase in average cohort survival rate to 89%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thematic Area</td>
<td>Indicator</td>
<td>Allocated Financing (US$)</td>
<td>Percentage share of VP Financing</td>
<td>Baseline</td>
<td>Year 1 (July 2020-June 2021)</td>
<td>Year 2 (July 2021-June 2022)</td>
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<td>Year 4 (July 2023-June 2024)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>US$ 2,025,000</td>
<td>US$ 2,025,000</td>
<td>US$ 2,025,000</td>
<td>US$ 2,025,000</td>
<td>US$ 2,025,000</td>
</tr>
</tbody>
</table>
13.5. Implementation Arrangement of ASP

Timeline:

ASP will be financed through GPE funding for a period of four years, starting from July 2020 to June 2024. A total of four academic terms will be completed in this timeline and students will be enrolled in all the Grades (6-8) every year.

<table>
<thead>
<tr>
<th>Interventions</th>
<th>Owner</th>
<th>Implementation Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Academic Year</td>
<td>2020-2021</td>
<td>2021-2022</td>
<td>2022-203</td>
<td>2023-2024</td>
</tr>
<tr>
<td>Afternoon Schools Program (ASP) in 800 schools of 14 districts</td>
<td>SED/PMIU</td>
<td>Start of Activities</td>
<td>▶</td>
<td>▶</td>
<td>▶</td>
<td>▶</td>
</tr>
</tbody>
</table>

Description

The detailed information about the implementation is outlined in the implementation arrangements section. PMIU will manage the ASP and will hire a small team to lead the activities of ASP for effective and timely implementation of the program. The team will also provide technical assistance and work on developing the capacities of staff in district office. Furthermore, the M&E wing of TALEEM Cell will be driving the monitoring and evaluation activities. M&E wing will be responsible for contracting independent third parties via competitive bidding to conduct the validation of results and targets. M&E Wing will share the TPV results with DfID to make the payments against achieved targets. The cost of these activities will be covered from the Fixed Portion.

Timelines for Disbursements of Funds

Once the TPV reports will be shared with DfID by Taleem Cell, DfID will share the findings with members of PEGPG (the local education group in Punjab) to assess the validity of results. After consultation with PEDPG, DfID will inform GPE to disburse the payments against achievement of targets. In order to make the payment process smooth and consistent, an annual payment cycle will be in place. All the TPV reports will be shared with DfID by Dec every year and DfID will make request the GPE for payment by Jan every year. The payment schedule is based on the target based budget whereas the budget document gives an overview of annual operational budget. The funds will be utilised by SED/PMIU for payment of honoraria to teachers & support staff in schools along with the cost on content development and training of teachers.

A grace time-period of one quarter will be provided in-case of delays in achieving the target. In such cases, TALEEM Cell will work closely with the GA and SED to ensure the achievement of targets in grace period. After the completion of quarter, the results will be shared with DfID for processing of payment. In order to avoid any ambiguity and potential procedural challenges, the option of partial payment is not preferred by the department.

Limitations and Key Risks:

Despite well-rounded efforts to keep into consideration the varied challenges of OOSC, the new ASP program may have some potential limitations. ASP would be focusing on the needs of children of middle school age bracket (10-14 years). However, the problem of OOSC also exists at the high-school level – transition rates are low and there is a lack of availability of high-schools in many areas. There will also be areas with a need for ASP, but the primary schools in those areas may not qualify for the program due to enrolment or infrastructural requirements.

While this is an innovative, efficient program that will immediately address some of the key the challenges of OOSC, it has to be coupled with a multipronged approach for sustainability purposes. SED will need to upgrade primary schools to middle schools and open new middle schools in certain areas. This means that the government will have to invest in infrastructure and recruit additional staff for the new middle schools in the long-term.
Considering the large scale of the program, SED/PMIU may face hurdles in the process of ensuring that district officials and teachers achieve the targets in timely manner. On the implementation front, the timely transfer of honorarium to teachers will have to be streamlined. A delay in honoraria can cause teachers to lose motivation thereby affecting the program. These limitations can be minimized by employing a pro-active approach and regularly following up with the district education managers.
14. IMPLEMENTATION ARRANGEMENT

14.1. Role of PMIU

The core departments concerned with the implementation of TALEEM program includes L&NFBED, SED, QAED, PMIU, and SpED. The implementation of programs will primarily be the responsibility of relevant departments, whereas PMIU will serve as the central unit in providing technical support in driving implementation, and will lead the monitoring and evaluation activities. PMIU was created in 2003 and has a strong experience in managing large scale and multifaceted programs and its staff has been deeply involved in leading similar programs. Currently PMIU is leading a five year US$300 million PESP III of the World Bank and School Construction and Rehabilitation Programme (SCRP) worth £35 million funded by DfID. Over the time, PMIU has also developed the capacity and has experienced staff in the field of financial management, procurement and auditing. Therefore, PMIU is best suited in this role of facilitating the implementation of program.

Furthermore, PMIU has a field force of ~1,000 independent monitors named as Monitoring & Evaluation Assistants (MEA) across 36 districts of Punjab. These MEAs conduct monitoring visits of the ~52,000 schools of SED on monthly basis and collect impartial data. PMIU will provide regular support of MEAs in monitoring of TALEEM interventions rolled out in SED schools.

14.2. Establishment of TALEEM Cell

A dedicated cell, named as TALEEM Cell, will be established under the auspices of PMIU to lead all the day to day activities of TALEEM program. TALEEM Cell will be responsible for coordination with all the relevant departments, financial management, funds disbursements, procurements, auditing, monitoring and evaluation, and reporting to GPE, DfID, Unicef and other stakeholders. The Head of TALEEM Cell will report to Project Director of PMIU and will be primary point of contact for all the stakeholder. PMIU will setup TALEEM Cell, allocate office space and will recruit its team. It will also provide strategic and technical guidance to TALEEM Cell in the areas of implementation, financial management, and monitoring and evaluation.

TALEEM Cell will coordinate with all the departments and provide technical assistance where required. Head of TALEEM Cell be managing two wings:

1) Project Management Wing
2) Monitoring and Evaluation (M&E) Wing

Staffing and Team Organisation

1. Role of Project Management Wing

Project Management Wing will primarily be steering the project management and implementation activities of the program. The most important responsibility of the wing is to ensure timely availability of funds, their transfer to relevant entities and utilization of funds as per the rules and regulations. It will have to maintain a very close liaison with the finance department for efficient and effective financial management. Simultaneously, it will be managing the procurement and auditing processes of the interventions pertaining to SED and PMIU, whereas it will provide strategic guidance and technical support to SpED and L&NFBED if needed. It will also coordinate with the office of Auditor General of Pakistan (AGP) to get the financial audit of the program completed on time. In addition, it will dedicate team members to lead the key interventions of Project of OOSC and Inclusive Education of PMIU/SED.

The Project Management Wing will comprise of following members:

- Manager Implementation
- Finance Management Specialist (FMS)
- Procurement Management Specialist (PMS)
- 2 Program Officer
- 4 Associates
2. Role of M&E Wing

M&E wing will be instrumental in tracking the progress of activities, drawing insights from the field and informing the decision making. Its core functions include conducting regular monitoring of activities, maintaining close liaison and collaboration with all the departments i.e. PMIU, SED, SpED, L&NFBED, and Planning & Development (P&D) Board for timely implementation of activities and achievements of set targets. Moreover, M&E wing will be responsible for maintaining very close coordination with DfID, Unicef, GPE, and PEDPG. It will be producing monthly, quarterly, bi-annual, and annual progress reports and updates to be shared particularly with DfID, Unicef, GPE, PEDPG in addition to relevant stakeholders. In addition to regular monitoring and reporting, it will make arrangements in collaboration with the Project Management Wing to engage independent third parties to conduct TPV studies for verification of results. It will also utilise the MEAs of PMIU to conduct internal field verifications from time to time.

The Monitoring and Evaluation Wing will comprise of following team members:

- Manager M&E
- 1 Program Officer
- 2 Associates

In addition to the above mentioned staff, Project Management and M&E Wings may hire individual consultants as the need arise. The figure below depicts the organogram of the TALEEM Cell:
14.3. Role of Grant Agent (GA)

DfID will serve as the GA for ESPIG and will provide its technical input on the following two areas:

1. Implementation Oversight

DfID will provide implementation oversight to all the interventions proposed by relevant departments. The purpose is to ensure that implementation of interventions is in line with the priorities of ESP and as stipulated in the approved program document. Meanwhile, this oversight will serve as a tool to diagnose any bottlenecks in implementation of interventions and suggest the strategies to overcome the challenges. DfID has rich experience of managing large scale education reform programs in the province so this oversight will be highly instrumental. Furthermore, it will also provide technical assistance to the relevant departments in case of any challenges.

2. Fiduciary Oversight

As funds will be channelled through DfID, so 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. DfID 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 TALEEM Cell about the utilization of funds and analyse that funds are disbursed in the right manner and spending are in line with the agreed protocols.

3. Monitoring, Quality Assurance and Reporting

DfID will regularly monitor the activities to ensure effective implementation of interventions, timely achievement of targets, and quality assurance. For this purpose, GA will maintain a close liaison with the TALEEM Cell and collect regular reports about the progress of the program and will appraise GPE about the country situation. DfID will also hold quarterly review meetings inviting all the departments to review the progress. DfID team will conduct field visits to see the developments at grassroots level, if required. Based on the reports of TALEEM Cell, field visits and TPV reports, DfID will prepare bi-annual and annual progress report in consultation with PEDPG and submit to GPE.

4. Funds Required by GA

DfID being the GA requires funds to provide implementation and fiduciary oversight, including the management and administration of the grant funds. A Country Program Coordinator will be employed for a period of five years to manage all the coordination with relevant departments, key stakeholders and GPE. DfID may hire other consultants to provide technical assistance to department, if need arise.

a. Implementation & Supervision Fee

The table below gives an estimated amount required for GA’s implementation fee:

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Activity</th>
<th>Rate (US$)</th>
<th>Days Per Month</th>
<th>Months</th>
<th>Total Amount (US$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Program Coordinator</td>
<td>520</td>
<td>20</td>
<td>60</td>
<td>624,000</td>
</tr>
<tr>
<td>2</td>
<td>Local Travel</td>
<td></td>
<td></td>
<td></td>
<td>100,000</td>
</tr>
<tr>
<td>3</td>
<td>Contingency for Technical Assistance</td>
<td></td>
<td></td>
<td></td>
<td>50,000</td>
</tr>
<tr>
<td>4</td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>774,000</td>
</tr>
</tbody>
</table>
### 14.4. Interventions, Owners, Role and Responsibilities

**Table 39 Roles and Responsibilities of Departments**

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Intervention</th>
<th>Fixed / Variable</th>
<th>Owner</th>
<th>Roles and Responsibilities</th>
</tr>
</thead>
</table>
| 1      | Rethinking Teachers’ Development: Continuous Professional Development Program (CPDP) | Fixed             | 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. |
| 2      | Inclusive Education Initiative of SED                                          | Fixed             | SED/PMIU| SED will lead this intervention with the support of Project Management Wing 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. |
| 3      | Enabling the differently Abled: Provision of Assistive Devices for Children with Disabilities by SpED | Fixed             | 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. |
<p>| 4      | Extending the Formal Schooling to Unserved: The Case of OOSC                  | Fixed             | 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. |</p>
<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Intervention</th>
<th>Fixed / Variable</th>
<th>Owner</th>
<th>Roles and Responsibilities</th>
</tr>
</thead>
</table>
| 5     | Utilizing the Potential of Non Formal Sector: Establishment of 1000 NFEIs by L&NFBED | Fixed            | L&NFBED       | -L&NFBED will lead all the activities starting from identification of sites to operationalization 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. |
| 6     | Changing Mindset through Effective Communication                              | Fixed            | SpED and SED  | This intervention has two components:  
- One component will be led by SED where SED will engage a firm to develop the communication plans and execute the activities.  
- The second component is led by SpED to develop communication content about children with disabilities. SpED will also engage a firm to execute activities. |
| 7     | Introducing Evidence Based Decision Making at Sectoral Level through the Integrated Management Information System (IMIS) | Fixed            | 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. |
| 8     | Second Chance Learning through Afternoon School Program (ASP)                 | Variable         | PMIU and QAED | There are two broader areas of this intervention:  
- 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 Program Officer and Associates. |
### Implementation Timeline:

Considering the multi stakeholder engagement and priorities of each department, the interventions in both the fixed and variable part have their own timelines and are designed from one year to five years. The following figure depicts the timeline of each intervention.

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Type</th>
<th>Intervention</th>
<th>Owner</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fixed</td>
<td>Rethinking Teachers' Development: Continuous Professional Development Program (CPDP)</td>
<td>QAED</td>
<td>➤</td>
<td>➤</td>
<td>➤</td>
<td>➤</td>
<td>➤</td>
</tr>
<tr>
<td>2</td>
<td>Fixed</td>
<td>Inclusive Education Initiative of SED</td>
<td>SED/PMIU</td>
<td>➤</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Fixed</td>
<td>Enabling the differently Abled: Provision of Assistive Devices for Children with Disabilities by SpED</td>
<td>SpED</td>
<td>➤</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Fixed</td>
<td>Extending the Formal Schooling to Unserved: The Case of OOSC</td>
<td>SED/PMIU</td>
<td>➤</td>
<td>➤</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Fixed</td>
<td>Utilizing the Potential of Non Formal Sector: Establishment of 1000 NFEIs by L&amp;NFBED</td>
<td>L&amp;NFBED</td>
<td>➤</td>
<td>➤</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Fixed</td>
<td>Changing Mindset through Effective Communication</td>
<td>SpED and SED</td>
<td>➤</td>
<td>➤</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Fixed</td>
<td>Introducing Evidence Based Decision Making at Sectoral Level through the</td>
<td>SED/PMIU</td>
<td>➤</td>
<td>➤</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sr. No</td>
<td>Type</td>
<td>Intervention</td>
<td>Owner</td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
<td>Year 5</td>
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</tr>
<tr>
<td>8</td>
<td>Variable</td>
<td>Integrated Management Information System (IMIS)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Variable</td>
<td>Second Chance Learning through Afternoon School Program (ASP)</td>
<td>PMIU and QAED</td>
<td>▶</td>
<td>▶</td>
<td>▶</td>
<td>▶</td>
<td>▶</td>
</tr>
</tbody>
</table>
14.6. Sustainability

There are three broader dimensions of sustainability include financial sustainability, sustainability of interventions, and the enhanced capacity of departments. 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 assured the commitment to finance different interventions of PESP. Financial sustainability is ensured through the funds of not only GoP but by tremendous support of international development partners. The GoP will provide funds for these interventions in the long term. Furthermore, international partners like Unicef, DFID, JICA, and the World Bank 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 program. Even the political will of the government is evident in the education vision document of “New Deal 2018-2023”. Furthermore, the inclusive approach adopted during the development of PESP and Program Document has resulted in buy-in from development partners and members of PEDPG. In addition, the interventions of teacher’s professional development and ASP will be operational beyond the tenure of the current government, this will pave the way for upcoming government to prioritise quality and build on previous interventions. Therefore, it will serve as the tool for continuity of the interventions and brings in sustainability.

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 departments on these lines. In addition, the concept of joint efforts with inclusion of all the relevant stakeholders has given a completely new direction in policy development and implementation. Similarly, the implementation of sector plan and the TALEEM program will develop the capacity of all the three departments in areas of strategy, implementation, financial management and stakeholder engagement. The case in point is L&NFBED, whereby this program will expand the scale of department by 8% in terms of total schools and 7% in terms of student population. TALEEM Cell at PMIU will be developing the capacity of education managers at district level that will eventually contribute towards the long term gains in the education sector.

14.7. Financial Management

The financial management of program funds will be carried out using the country’s financial management system for budget preparation, expenditures, accounting, internal controls and audits. Pakistan has three tier financial management system ranging from federal, provincial to district level. Financial statements at all level of government are prepared on the cash basis of accounting and are aligned with the International Public Sector Accounting Standard ‘Cash Basis’. The transfers from federal government to provincial government are transparent and made under the rules outline under the constitution. Accountant General of Pakistan Revenue (AGPR) prepares the accounting and reporting of financial transactions and reports to federal government. The accounting and financial reporting of funds is automated using SAP based National Financial Management Information System (FMIS) under Project to Improve Financial Reporting and Auditing (PIFRA). National FMIS produces financial reports of after two months of completion of financial year, and these reports indicate that foreign grants are properly recorded, reconciled, and reported by the State Bank of Pakistan, Ministry of Finance, and Economic Affairs Division (EAD) of the Government of Pakistan.

The World Bank carried out an assessment of country’s financial management system and found the procedure and practices of country’s financial system to be satisfactory. The overall financial risk of donor funded education sector programs is rated as moderate based on the findings of Public Expenditure and Financial Accountability (PEFA) and the Public Financial Management and Accountability Assessment of 2012.

Accounting records of TALEEM will be maintained using FMIS and PIFRA in accordance with country’s procedure and policies. These policies are procedures are applied and adopted across the hierarchy from federal to provincial and district level offices. The system-generated accounting records of FMIS and PIFRA will be used to prepare Budget Execution Reports (BERs).

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b. Funds Flow and Disbursement Arrangements

The funds of TALEEM program will be channelled through the Finance Department of GoPb’s and funds will flow through the treasury. Disbursement from the GPE Grant, in U.S. dollars, will be translated to Pakistan Rupees by the State Bank of Pakistan, and the local currency will form the basis for transactions, accounting and reporting. For this purpose, each department will send a request to Finance Department, GoPb for opening of assignment account through treasury in National Bank of Pakistan. The process for financial flows from DfID to relevant Departments is outlined in Funds Flow Chart below:

![Funds Flow Chart](image)

c. Funds Disbursement Timeline

The disbursement timelines of funds are based on the life of interventions, and their allocation to fixed and variable parts of the program.

1. Disbursement for Fixed Part

The funds for interventions of Fixed Part will be disbursed by DfID in May each year based on the start timeline of each intervention.

2. Disbursement for Variable Part

For each year, the disbursement of requisite amount attached to yearly target will be made by DfID on successful achievement of targets. DfID will make the payments in January every year after confirmation from TPV reports. The total amount will be the sum of the amounts attached against achievement of targets in each thematic area.

The table below gives the yearly indicative funds disbursement timeline:
<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Intervention</th>
<th>Intervention Type</th>
<th>Year 1</th>
<th>Due Date</th>
<th>Year 2</th>
<th>Due Date</th>
<th>Year 3</th>
<th>Due Date</th>
<th>Year 4</th>
<th>Due Date</th>
<th>Year 5</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Rethinking Teachers’ Development: Continuous Professional Development Program (CPDP)</td>
<td>Fixed</td>
<td>10,010,576</td>
<td>May 2020</td>
<td>117,594</td>
<td>May 2021</td>
<td>177,594</td>
<td>May 2022</td>
<td>177,594</td>
<td>May 2023</td>
<td>177,594</td>
<td>May 2024</td>
</tr>
<tr>
<td>2</td>
<td>Inclusive Education Initiative of SED</td>
<td>Fixed</td>
<td>1,547,505</td>
<td>May 2021</td>
<td>2,418,674</td>
<td>May 2021</td>
<td>2,418,674</td>
<td>May 2021</td>
<td>2,418,674</td>
<td>May 2021</td>
<td>2,418,674</td>
<td>May 2021</td>
</tr>
<tr>
<td>3</td>
<td>Enabling the differently Abled: Provision of Assistive Devices for Children with Disabilities by SpED</td>
<td>Fixed</td>
<td>976,877</td>
<td>May 2020</td>
<td>1,852,754</td>
<td>May 2021</td>
<td>1,852,754</td>
<td>May 2022</td>
<td>1,852,754</td>
<td>May 2022</td>
<td>1,852,754</td>
<td>May 2022</td>
</tr>
<tr>
<td>4</td>
<td>Extending the Formal Schooling to Unserved: The Case of OOSC</td>
<td>Fixed</td>
<td>1,145,806</td>
<td>May 2020</td>
<td>830,710</td>
<td>May 2021</td>
<td>830,710</td>
<td>May 2022</td>
<td>830,710</td>
<td>May 2022</td>
<td>830,710</td>
<td>May 2022</td>
</tr>
<tr>
<td>6</td>
<td>Changing Mindset through Effective Communication</td>
<td>Fixed</td>
<td>315,000</td>
<td>May 2020</td>
<td>715,000</td>
<td>May 2021</td>
<td>715,000</td>
<td>May 2022</td>
<td>715,000</td>
<td>May 2022</td>
<td>715,000</td>
<td>May 2022</td>
</tr>
<tr>
<td>7</td>
<td>Introducing Evidence Based Decision Making at Sectoral Level through the Integrated Management Information System (IMIS)</td>
<td>Fixed</td>
<td>5,239,068</td>
<td>May 2020</td>
<td>812,942</td>
<td>May 2021</td>
<td>812,942</td>
<td>May 2022</td>
<td>812,942</td>
<td>May 2022</td>
<td>812,942</td>
<td>May 2022</td>
</tr>
<tr>
<td>Sr. No</td>
<td>Intervention</td>
<td>Intervention Type</td>
<td>Year 1</td>
<td>Due Date</td>
<td>Year 2</td>
<td>Due Date</td>
<td>Year 3</td>
<td>Due Date</td>
<td>Year 4</td>
<td>Due Date</td>
<td>Year 5</td>
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<tr>
<td>8</td>
<td>Second Chance Learning through Afternoon School Program (ASP) (Target Based Budget Disbursement)</td>
<td>Variable</td>
<td>3,903,928</td>
<td>Jan 2021</td>
<td>4,027,571</td>
<td>Jan 2022</td>
<td>3,628,000</td>
<td>Jan 2023</td>
<td>3,628,000</td>
<td>Jan 2024</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Financial Reporting

Project Management Wing of TALEEM Cell has the responsibility to prepare reports and financial statements for effective financial management. It will maintain all the financial records based on the International Public Sector Accounting Standards ‘Cash Basis’. The accounting of financial records of all the transactions will be maintained in local currency as well as US$ along with the applicable exchange rate. It will carry out the following tasks to ensure effective financial management:

- Keep records and maintain accounting of programs for reporting of financial progress.
- Prepare BERs of all the interventions on quarterly basis to ensure financial accountability of the departments.
- Collect information and prepare Interim Unaudited Financial Reports (IUFR) on bi-annual basis about the expenditure of funds to be shared with DfID and GPE. The bi-annual reports will be shared with DfID within 45 days after the end of June and December subsequently. TALEEM Cell will finalize the format of IUFR in consultation with DfID and the three departments. However, the IUFR must include following:
  - Usage of funds against each activity
  - Balance Sheets of all the interventions of SED, SpED and L&NFBED
  - Account Statements of all the three accounts of SED, SpED and L&NFBED
  - Statement of expenditure withdrawal schedule
- Plan and carry out procurement activities: Manage the procurement of goods and services for interventions of SED and PMIU, while provide technical support to SpED and L&NFBED as needed.
- Facilitate the audit process for the program expenditures and improvement of internal controls over the life of the program.
- Ensure safety of assets, segregation of duties, authorization of transactions, review and approval of invoices, and contract management.

d. Procurement Management

The procurement of goods and services for interventions of TALEEM program will be carried out in accordance with the World Bank’s Procurement Regulations for IPF Borrowers, dated July 2016, revised November 2017 and August 2018.

1. Procurement of Goods

The World Bank’s procurement guidelines will be applicable for procurement of goods under any component of TALEEM program. International Competitive Bidding procedures will be used for all contracts estimated to cost more than US$500,000 equivalent, using the Bank’s standard bidding documents. Goods contracts costing more than US$100,000 but less than US$500,000 will be procured through National Competitive Bidding (NCB), using bidding documents acceptable to the Bank, and contracts costing up to US$100,000 may be procured through shopping procedures. In addition to these: (a) Limited International Bidding, and (b) Direct Contracting can also be used when and where relevant.

2. Bidding Procedure Under NCB

In line with the procurement guidelines, the following procedure will be adopted for procurement in order to ensure transparency, efficiency and economy:

- Invitation to bid shall be advertised in at least one national newspaper with wide circulation, at least 30 days prior to the deadline for the submission of bids.
- Bid documents shall be made available, by mail or in person, to all who are willing to pay the required fee.
- Foreign bidders shall not be precluded from bidding and no preference of any kind shall be given to national bidders in the bidding process.
- Bidding shall not be restricted to preregistered firms.
- Qualification criteria shall be stated in the bidding documents.
- Bids shall be opened in public, immediately after the deadline for submission of bids.
- Bids shall not be rejected merely on the basis of a comparison with an official estimate without the prior concurrence of DfID.
- Before rejecting all bids and soliciting new bids, DfID’s prior concurrence shall be obtained.
- Bids shall be solicited and works contracts shall be awarded on the basis of unit prices and not on the basis of a composite schedule of rates.
- Contracts shall not be awarded on the basis of nationally negotiated rates.
- A single bid shall also be considered for award.
- Contracts shall be awarded to the lowest evaluated and qualified bidder.
- Post-bidding negotiations shall not be allowed with the lowest evaluated or any other bidders.
- A draft NCB contract would be reviewed by DfID in accordance with prior review procedures.
- Any firm declared ineligible by DfID, based on a determination that the firm has engaged in corrupt, fraudulent, collusive, coercive, or obstructive practices shall be ineligible to be awarded the contract during the period of time determined by DfID.
- Each contract financed from the GPE funds shall provide that the suppliers, contractors, and subcontractors shall permit DfID, at its request, to inspect their accounts and records relating to the performance of the contract and to have said accounts and records audited by auditors appointed by DfID. The deliberate and material violation by the supplier, contractor, or subcontractor of such provision may amount to obstructive practice.

3. Documentation and Reporting

All the three departments will maintain the following records of procurement and share with TALEEM Cell for reporting:
- Complete procurement documentation for each contract, including bidding documents, advertisements, bids received, bid evaluations, letters of acceptance, contract agreements, securities, and related correspondence.
- Contract award information will be promptly recorded and contract rosters will be maintained.

TALEEM Cell will maintain the records of procurements and prepare a quarterly report to be shared with DfID. This will entail:
- Revised cost estimates, where applicable, for each contract.
- Status of ongoing procurement, including a comparison of originally planned and actual dates of the procurement actions, preparation of bidding documents, advertising, bidding, evaluation, contract award, and completion time for each contract.
- Updated procurement plans, including revised dates, where applicable, for the procurement actions.

DfID’s finance team will conduct a bi-annual review of procurement process; will also discuss the procurement issues with the departments and suggest strategies to resolve challenges.

e. Auditing Framework

There will be two layers of audit mechanisms in place – internal audit function which will be performed by the FMS/PMS of TALEEM Cell, and statutory audit performed by the office of the Auditor General of Pakistan (AGP). AGP is the supreme body to ensure transparency in financial transaction and is mandated under Article 168-172 of the constitution of Pakistan to conduct financial and procedural audits of all the public sector departments and associated entities. It conducts the audit at federal, provincial and district level. The annual audits are completed on time, using International Organization of Supreme Audit Institutions auditing standards.

The financial statements of the TALEEM program comprising of comprehensive information about operations, resources, and expenditures of the program will be prepared by TALEEM Cell. The AGP will conduct an independent audit annually of these statements. The AGP will conduct an annual audit of these statements and the audited financial statements along with auditors’ management letter will be submitted to DfID within nine months of completion of financial year i.e. June 30.
The audit activities for provincial expenditure will be conducted by Director General (Civil Audit), and Director General (District Audit) will conduct the audit of district government expenditures. TALEEM Cell will have to play a proactive role and maintain coordination will all the departments for timely completion of audits and financial statements.

14.8. Risks Assessment and Mitigation

In order to assess and monitor the risks associated with the implementation of the TALEEM Program, the World Bank’s Systematic Operations Risk-rating Tool (SORT) will be used. The nine risk categories under SORT will be consistently monitored, which will help manage and mitigate the risks where possible. Two types of risks are being considered:

(i) Risks to achieving the intended (positive) results as per the Program Development Objectives.
(ii) Risks of adverse unintended (negative) consequences of the program.

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 42 Indicative Funds Disbursement Timeline

<table>
<thead>
<tr>
<th>SYSTEMATIC OPERATIONS RISK-RATING TOOL (SORT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Risk Category</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Political and Governance</td>
</tr>
<tr>
<td>Macroeconomic</td>
</tr>
<tr>
<td>Sector Strategies and Policies</td>
</tr>
<tr>
<td>Technical Design of Project or Program</td>
</tr>
<tr>
<td>Institutional Capacity for Implementation and Sustainability</td>
</tr>
<tr>
<td>Fiduciary</td>
</tr>
<tr>
<td>Environment and Social</td>
</tr>
<tr>
<td>Stakeholders</td>
</tr>
<tr>
<td>Overall</td>
</tr>
</tbody>
</table>

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 programs 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 was participatory and therefore the relevant education departments have full ownership of the ESPIG.

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.
- M&E team will keep all the relevant persons in departments updated about the program to ensure continuity even in case of transfer of a Secretary.
2. Fiduciary Risk (Low)

The overall fiduciary risk for the ESPIG 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 procedures, will be used for all the transactions under ESPIG. There is also an elaborate accounting and audit system in place at the government level which will ensure compliance with the set procedures. Some challenges might be faced in the procurement of the assistive devices and timely disbursement of funds to the schools and teachers, in case of teachers’ and trainers’ salaries.

The following risk mitigation measures are proposed in this regard:

- Separate accounts to be maintained for the three education departments.
- Financial statements to be audited by the Auditor General, as prescribed in the government rules.
- TALEEM Cell will monitor disbursements and report to the administrative Secretaries regarding any delays.

3. Environment and Social Risks (Medium)

It is expected that the TALEEM program will not have any substantial environmental impact. While certain interventions under this program 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 ESPIG targets. The ESPIG will largely target formal and non-formal education service delivery. The selection of tehsils/areas to be targeted under the various programs 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
- An Environmental and Social Management Framework (ESMF) and an Environmental Code of Practice (ECoP) will be developed and set in place for the course of the implementation
15. Monitoring & Evaluation (M&E) Framework

A comprehensive M&E framework is needed to ensure efficient and effective implementation of interventions along with incorporating continuous learning from the field. It ensures a transparent and credible process that contributes towards the timely achievements of set targets and goals. Eventually, it enhances the accountability in each area of intervention and adds credibility to the program outputs and outcomes. This section elaborates the objectives of M&E Framework, core activities and routines:

15.1. Objectives of M&E Framework

The key objective of M&E Framework is to help the program team in achieving the goals by regularly tracking the progress of activities. It serves as a source of continuous learning, and therefore, drives improvements in intervention design and implementation by effectively using data from the field. Furthermore, it will facilitate policy dialogue among GPE, DFID, Unicef, GoPb, implementing agencies i.e. SED, PMIU, SpED, L&NFBED and all the relevant stakeholders. The M&E Framework is based on the following principles:

a. Result-based Approach

An output driven model is employed with a focus on achieving the targets and milestones set as per the agreed timelines. The M&E Wing will maintain a close liaison with all the departments and implementing agencies to drive timely implementation and achieve the set targets. It will also commission impact evaluation studies to assess the effectiveness of interventions and share the findings with all the relevant stakeholders.

b. Equity and Inclusion

One of the most important principles is to make sure that interventions and program activities are designed and implemented using the concepts of equity and inclusion. The M&E team will conduct data analysis to ensure that interventions are designed and implemented in a manner that prioritise the marginalised groups and neglected communities. It will also take into consideration the interventions equally benefit the target population irrespective of gender, age, disability, locality, religion, and ethnicity.

c. Impartiality

Impartiality is the core principle in M&E activities; maintaining impartial at all stages of M&E activities bring credibility to the results. The M&E Wing will conduct the analysis without any bias and present impartial assessment of the progress. This will be instrumental for senior leadership to take stringent actions to meet the targets.

d. Transparency

Ensuring transparency in all the processes of programs will enable a culture of trust among all the relevant stakeholders particularly in the context of such a large scale program and diverse implementation agencies. The M&E Wing will regularly share the data and findings with all the stakeholders and make sure that they stay updated about the progress on all the areas.

e. Accountability

The M&E framework serve as the tool to ensure accountability of results and efficient utilization of finances at all levels. The implementing agencies will lead the implementation of the program and the M&E team will conduct independent review to ensure that they are fulfilling their responsibilities and executing activities in timely manner.

15.2. Monitoring of Program Implementation and Progress

PMIU has a dedicated M&E Team which also serve as the team for SED, whereas SpEd and L&NFBED have their own M&E units. All the departments will be responsible for generating information of interventions for the results framework. The M&E Wing of TALEEM Cell will lead all the M&E activities of TALEEM program and serve as facilitator for all the three departments and relevant stakeholders. M&E Wing will coordinate with all the departments to collect information about the activities and progress made against each intervention. M&E Wing will employ a blended approach to achieve the M&E Goals. It will:

- Coordinate with the field formations and provincial headquarters to ensure implementation of activities and to collect progress updates.
- Analyse information and data collected by departments for regular monitoring of activities.
- Generate insights and prepare reports on agreed cycle.

15.3. Monitoring of Results
Apart from tracking progress and regular monitoring, M&E Wing will also be monitoring the results of the program. This will be done by:

- Engaging third parties to conduct verification and validation of results, and impact evaluation of interventions.
- Surveys from beneficiaries to assess the outreach and effectiveness of interventions.

The results of indicators and programs will be measured 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 will serve as the authentic source for the purpose of payment and verification of results against each indicator of all the three thematic areas. For the Fixed Parts, the information from each concerned department will form the basis for the achievements but TPV be conducted for validation of results. The list is as follows:

1. TPV for validation of enrolment of OOSC in SED schools in October 2021, 2022, and 2023.
2. TPV for verification of operationalization of NFEIs and enrolment of students in October 2021.
3. TPV for verification of beneficiaries of assistive devices and validation of infrastructure component in mainstream schools under Inclusive Education Initiative of SED in October 2022.
4. TPV for verification of beneficiaries of assistive devices under SpED in October 2022.
5. TPV for validation of AEOs’ training each year for five years of program life.
6. TPV for confirmation of establishment of IMIS in January 2022.

M&E Wing will make necessary arrangements for timely engagement of independent firms through competitive process for conduction of TPV studies. It will then share the final TPV reports with DfID, GPE, Unicef and other stakeholders.

15.4. M&E Routines and Reporting
M&E Wing will make arrangements to establish and follow a set of routines to optimally use the findings of regular monitoring activities and TPV studies. These set of routines will be instrumental in decision making and ensuring timely implementation of activities. The routines include:

Quarterly Review Meeting
The M&E Wing will track the progress of interventions and prepare reports regarding the progress, challenges, and learnings from the field. It will produce quarterly progress reports based on the information from the field and consultation with relevant stakeholder. The findings will be shared with the DfID & GPE during Quarterly Review meetings for review and strategic guidance. This platform will serve as source of information sharing with all the relevant stakeholders and gathering their inputs. Quarterly Review Meetings will be conducted in the premises of PMIU and M&E Wing will make the logistical arrangements.

Annual Review Meeting
Furthermore, a detailed annual review of the program will be conducted similar to the Quarterly review. The M&E Wing will prepare an annual progress report every year comprising of the achievements of the year and the challenges faced by the TALEEM Cell and implementing agencies. The findings will be shared with the DfID, GPE, Unicef, implementing agencies and other stakeholders.

Mid-Term Evaluation
A mid-term review of the program will be conducted by December 2022 to assess the performance of the program and draw lessons. This will be a formative evaluation that will serve as evidence to make changes in interventions.
and align respective targets. The M&E Wing will share the findings with DfID, GPE, Unicef, and implementing agencies to take corrective actions regarding planned interventions and implementation strategies.

**Final Evaluation**

The final evaluation of the program will be conducted during the last year i.e. 2025 of the program to assess the successes and failures. This will be a summative evaluation and will draw insights from the results regarding achievements of targets, performance on outputs and outcomes. DfID in consultation with PEDPG and departments may commission a third party for final evaluation.

**Annual Joint Sector Review**

Apart from the aforementioned regular routines, a broader joint sector review will also be held on annual basis. This will be led by DfID, whereby participation of all the three departments and development partners will be ensured. All the development partners and members of PEDPG will also be part of this review. This forum will serve as the platform for critically analysing the challenges faced by the sector and the strategies to be adopted to overcome the identified challenges.