

Khyber Pakhtunkhwa Education Improvement Program (KP-EIP)

**Program Document
for
Education Sector Program Implementation Grant for
Khyber Pakhtunkhwa, Pakistan**

**UNICEF on behalf of the Elementary & Secondary Education
Department, Government of Khyber Pakhtunkhwa. Pakistan**

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Abbreviations

ADL	Activities of Daily Living
AEP	Accelerated Education Program
ASC	Annual School Census
BISE	Board of Intermediate and Secondary Education
DCTE	Directorate of Curriculum and Teacher Education
DoPD	Directorate of Professional Development
E&SED	Elementary and Secondary Education Department
ECE	Early Childhood Education
ELDS	Early Learning and Development Standards
EMA	Education Monitoring Authority
EMIS	Education Management Information System
ESA	Education Sector Analysis
ESP	Education Sector Plan
ESPIG	Education Sector Plan Implementation Grant
FATA	Federally Administered Tribal Areas
FCDO	Foreign, Commonwealth and Development Office
FP	Fixed Part
GA	Grant Agent
GER	Gross Enrolment Rate
GPE	Global Partnership for Education
GPI	Gender Parity Index
KESP	Khyber Pakhtunkhwa Education Sector Programme
KP-EIP	Khyber Pakhtunkhwa Education Improvement Program
LEG	Local Education Group
MCA	Maximum Country Allocation
MELQO	Measuring Early Learning Quality Outcomes
MICS	Multiple Indicators Cluster Survey
NER	Net Enrolment Rate
NGO	Non-Governmental Organization
NMD	Newly Merged District
OOSC	Out of School Children
PITE	Provincial Institute of Teacher Education
PIU	Project Implementation Unit
PTC	Parent Teacher Council
SDG	Sustainable Development Goal
SDP	School Development Plan
SLO	Student Learning Outcome
SNC	Single National Curriculum
SSA	School Self-Assessment
STR	Student Teacher Ratio
TWG	Technical Working Group
UNICEF	United Nations Children’s Fund
USD	United States Dollar
VP	Variable Part
WASH	Water Sanitation and Hygiene

Program Summary

Title	Khyber Pakhtunkhwa Education Improvement Program (KP-EIP)
Location / Country	Khyber Pakhtunkhwa Province / Pakistan
Grant Agent	UNICEF
Total Duration	Five Years (2021 – 2026)
Total Amount	USD 23,256,250.00
<i>Fixed Part (70%)</i>	<i>USD 16,279,375.00</i>
<i>Variable Part (30%)</i>	<i>USD 6,976,875.00</i>
Program Objective & Indicators	<p>Overall Objective: To improve access, quality and efficiency of education system in the province.</p> <ul style="list-style-type: none"> • <i>Percentage decrease in out of school children over the baseline in the selected 20 low performing districts.</i> • <i>Cumulative number of out of school children enrolled at pre-primary and primary levels in the selected 20 low performing districts.</i> • <i>Percentage improvement in early literacy score of the students in supported ECE classrooms (MELQO) over the baseline.</i>
Program Components	<p>Component 1: Evidence Based Planning and Efficient Utilization of Resources</p> <ul style="list-style-type: none"> • <i>Intermediate Result 1.1: Evidence based planning and efficient utilization of resources through integrated data and information system. (Variable Part - Efficiency)</i> • <i>Intermediate Result 1.2: Improved efficiency and effectiveness of Parent Teacher Councils and implementation of School Development Plans in target schools. (Fixed Part)</i> <p>Component 2: Improving Equity in Access to Primary and Middle Level Education</p> <ul style="list-style-type: none"> • <i>Intermediate Result 2.1: Improved access to equitable primary and middle level education. (Fixed part)</i> • <i>Intermediate Result 2.2: Enhanced access to primary and middle level education for the most marginalized and disadvantaged children, especially girls through institutionalized Accelerated Education Program (AEP). (Variable Part - Equity)</i> <p>Component 3: Transforming Quality in Preprimary and Primary Level Education</p> <ul style="list-style-type: none"> • <i>Intermediate Result 3.1: Improved provision of quality preprimary ECE opportunities in the province (Variable Part - Learning)</i> • <i>Intermediate Result 3.2: Improved teaching learning process and practices at primary level (Fixed Part)</i>

1 Introduction

This document provides description of the Khyber Pakhtunkhwa Education Improvement Program (KP-EIP) for the Khyber Pakhtunkhwa Education Sector Program Implementation Grant (ESPIG) of the Global Partnership for Education (GPE). Out of the total Pakistan's Maximum Country Allocation (MCA) of USD 125 Million, Khyber Pakhtunkhwa province's share is USD 23,256,250. The total grant amount allocated to Khyber Pakhtunkhwa is further divided into fixed and variable parts according to GPE Guidelines. The table below provides an overview of the MCA allocation, share of Khyber Pakhtunkhwa and the amounts allocated to fixed and variable parts of the program.

Table 1: MCA & ESPIG Allocations

Total MCA & Khyber Pakhtunkhwa Share		
Total MCA for Pakistan		125,000,000
Khyber Pakhtunkhwa Share in MCA	19%	23,256,250
KP-EIP Fixed & Variable Part		
Fixed Part	70%	16,279,375
Variable Part	30%	6,976,875
Total		23,256,250

The program has been developed by the E&SED through a consultative process, involving Technical Working Group (TWG) comprising of key government and non-government stakeholders and Local Education Group (LEG). The TWG was established as a consultative forum for the development of Education Sector Plan and Education Program Implementation Grant proposal.

The TWG members, E&SED officials, development partners and LEG members have jointly identified and deliberated upon system-level improvements that will be funded through ESPIG. The strategies and interventions were shortlisted by the TWG and stakeholders and were presented to the senior leadership of the E&SED. The three components and six subcomponents in this document have been finalized by the E&SED. The program presents mutually reinforcing interventions that are anchored to the three pillars of access and equity, efficiency, and learning.

The document starts by briefly describing the sectoral overview and context. This is followed by the program overview and description including components, subcomponents, indicators and targets. Variable Part strategies and indicators are included within the components and subcomponents, however, section 4 delineates additional information on Variable part indicators. Implementation arrangements for each component are described in section 5. Section 6 outlines the results monitoring and evaluation arrangements followed by brief explanation of funding modalities in section 7 and sustainability of the program design in section 8.

2 Sectoral Overview

With more than 5 million students, 158,544 teachers and 33,440 schools¹, Khyber Pakhtunkhwa has a large sub-national education system in Pakistan. Over the years, there has been marked improvement in various education indicators of the province. Khyber Pakhtunkhwa has been able to achieve 87% adjusted net enrolment rate in primary education and the effective transition rate from primary to lower secondary has reached 85%². There has also been 7% increase in student attendance in schools and at the same time teacher attendance has escalated to 90%³. Alongside better access and improved quality of education, management and governance of education sector has also improved in the province and schools are now relatively better resourced. This progress is a result of consistent policies of the provincial government, political commitment, and able support of the stakeholders including development partners. The political commitment is evident from the fact that the Khyber Pakhtunkhwa government has been consistently allocating a huge share of its financial allocations for education (23% of total provincial budget has been allocated for education in 2020-21; the highest among the four provinces⁴)⁵. It is worth mentioning that the budget execution rates of Khyber Pakhtunkhwa have also improved; with a 97% utilization rate registered in 2018-19⁶.

Despite these improvements, there are still considerable challenges limiting the progress of the province towards meeting internal and external commitments such as Article 25-A⁷, Khyber Pakhtunkhwa Free Compulsory Primary and Secondary Education Act, and SDG-4 of the Sustainable Development Agenda 2030. Khyber Pakhtunkhwa still has around 2.1 million children of 5-16 years' age that are out of school⁸. There is also a sharp decline in participation rates at post-primary levels. The Gender Parity Index (GPI) in enrolment stands at 0.77 in settled districts and 0.56 in newly merged districts (NMDs). The overall GPI at primary level is 0.82 which drops to 0.58 at the secondary level. There is a marked difference in male (73%) and female (39%) literacy rates in the province⁹. In addition to the access issue, the quality of education being imparted to the children also poses significant challenge. Similarly, the merger of the former FATA with Khyber Pakhtunkhwa has brought about governance and management challenges in order to bring the NMDs at par with the settled districts of the province.

¹ Khyber Pakhtunkhwa Annual Statistical Report of Government Schools 2018-19. Includes both settled and merged districts.

² Pakistan Education Statistics report 2016-17

³ Khyber Pakhtunkhwa Education Reform Blueprint 2018-2023

⁴ In 2019-20, 21% of the provincial budget was allocated for education.

⁵ I-SAPS (2020). Education Budgets 2020-21: A Concise Review. Islamabad.

⁶ I-SAPS (2019). Public Financing of Education in Pakistan 2010-11 to 2019-20. Islamabad.

⁷ Article 25-A of the Constitution of Islamic Republic of Pakistan states that the State shall provide free and compulsory education to all children between ages 5 – 16 in a manner prescribed by law.

⁸ Khyber Pakhtunkhwa Annual Household Survey for Assessment of OOSC, 2018-19

⁹ Pakistan Economic Survey 2018-19

To address the above highlighted challenges and to initiate and implement a coordinated response, the Elementary and Secondary Education Department (E&SED) has recently developed its five-year Education Sector Plan (ESP) 2020-2025 through the support received from Global Partnership for Education (GPE). The ESP builds upon the Education Sector Analysis (ESA) which analyses the current situation of the education system and gives a comprehensive depiction of the successes, weaknesses, difficulties and opportunities in the education system of the province.

The agenda set forth by the ESP deals with the education sector at large and various strategies are laid out to address the challenges faced by the education system. To support the implementation of salient ESP strategies, the Government of the Khyber Pakhtunkhwa has devised a prioritized program with the support of GPE, Foreign Commonwealth and Development Office (FCDO), UNICEF, Local Education Group (LEG), and other stakeholders. The program has been derived from the ESP and will contribute towards a transformational change in the education sector of the province.

3 Program Overview and Description

This section describes the overall program objective and the overview of the program. The overall objective of the program is to *improve access, quality and efficiency of education system in the province*. The following table shows the results chain and indicators of the program.

Table 2: Program Results Chain & Indicators

Results Chain & Indicators
Program Objective: To improve access, quality and efficiency of education system in the province.
<ul style="list-style-type: none"> • Percentage decrease in out of school children over the baseline in the selected 20 low performing districts. • Cumulative number of out of school children enrolled at pre-primary and primary levels in the selected 20 low performing districts. • Percentage improvement in early literacy score of the students in supported ECE classrooms (MELQO) over the baseline.
Component 1: Evidence Based Planning and Efficient Utilization of Resources.
Intermediate Result 1.1: Evidence based planning and efficient utilization of resources through integrated data and information system. (Variable Part - Efficiency)
<ul style="list-style-type: none"> • Availability and utilization of out of school and at-risk student profiles in target districts. • Need based integrated decision support system developed and used for planning and decision making.
Intermediate Result 1.2: Improved efficiency and effectiveness of Parent Teacher Councils and implementation of School Development Plans in target schools. (Fixed Part)
<ul style="list-style-type: none"> • Number of PTCs made effective and monitored. • Cumulative number of supported schools conducting school assessments and implementing school development grants.
Component 2: Improving Equity in Access to Primary and Middle Level Education.
Intermediate Result 2.1: Improved access to equitable primary and middle level education. (Fixed part)
<ul style="list-style-type: none"> • Number of primary level feeder schools established in underserved areas enrolling children at primary level. • Number of second shift middle schools established in primary schools enrolling children at middle level.
Intermediate Result 2.2: Enhanced access to primary and middle level education for the most marginalized and disadvantaged children, especially girls through institutionalized Accelerated Education Program (AEP). (Variable Part - Equity)
<ul style="list-style-type: none"> • Accelerated Education Pathways designed and implemented for primary and middle levels with mainstreaming framework in place.
Component 3: Transforming Quality in Preprimary and Primary Level Education
Intermediate Result 3.1: Improved provision of quality preprimary ECE opportunities in the province (Variable Part - Learning)
<ul style="list-style-type: none"> • Number of preprimary ECE classrooms established with availability of trained teachers and evidence for scale up across the province according to Early Learning Development Standards (ELDS).
Intermediate Result 3.2: Improved teaching learning process and practices at primary level (Fixed Part)
<ul style="list-style-type: none"> • SLOs reviewed and teaching learning materials aligned and rationalized for primary level especially for multigrade environment and learning pathways. • Teacher training program developed, and number of teachers trained on rationalized and aligned curriculum. • Continuous formative assessments and mentoring system designed and implemented.

The program to be funded through Education Sector Plan Implementation Grant (ESPIG) reflects sector policy priorities of the provincial government laid out in the endorsed Education Sector Plan (ESP) 2020-2025 of the province. The program comprises of three components and six subcomponents and interventions with corresponding intermediate results. It is a five-year program from expected to start in 2021 and end in 2025.

All the six interventions are planned in a way that they contribute towards a transformative effect in the education sector of the province. Accordingly, moderately ambitious targets have been set to demonstrate a realistic stretch.

3.1 Overview of Program Components & Geographic Scope

Table 3: Overview of Program Components & Geographic Scope

Components, Subcomponents & Actions	Scope
Component 1: Evidence Based Planning and Efficient Utilization of Resources	
Evidence Based Planning and Efficient Utilization of Resources (Variable Part - Efficiency)	
<ul style="list-style-type: none"> Availability and utilization of out of school and at-risk student profiles. Development and utilization of a need based integrated decision support in planning and decision making. 	Province Wide Application
Strengthening PTCs for school development planning and implementation (Fixed Part)	
<ul style="list-style-type: none"> Development of an evaluation mechanism for gauging the effectiveness of PTCs. Development of a dashboard for monitoring the implementation of School Development Plans and fund utilization. 	Province Wide Application
<ul style="list-style-type: none"> Activation and strengthening of PTCs in 1,600 target schools (Girls: 60%, Boys: 40%). Implementing School Development Planning in 1,600 target schools (Girls: 60%, Boys: 40%). 	20 Districts
Component 2: Improving Equity in Access to Primary and Middle Level Education	
Access to Equitable Primary and Middle Level Education (Fixed Part)	
<ul style="list-style-type: none"> Feasibility of sites on equity focused indicators for identification of potential locations in focused districts. Identification of existing schools to be used for operationalization for lower secondary grades. 	20 Districts
<ul style="list-style-type: none"> Establishment of 1,600 (Girls: 60%, Boys: 40%) cumulative community feeder schools with 64,000 students (Girls: 60%, Boys: 40%) enrolled. 	
<ul style="list-style-type: none"> Establishment of 20 (Girls: 60%, Boys: 40%) cumulative number of 2nd shift middle schools with 4,760 students (Girls: 60%, Boys: 40%) enrolled. 	
Provision of Accelerated Education Pathways for the Most Marginalized (Variable Part - Equity)	
<ul style="list-style-type: none"> Development of an AEP policy including costed implementation plan based on feasibility and low-cost scalable AEP model. Development and notification of an AEP regulation and mainstreaming framework. 	Province Wide Application
<ul style="list-style-type: none"> 400 new Government primary AEP centers (Girls: 60%, Boys: 40%) established enrolling 12,000 students (Girls: 60%, Boys 40%) and completing the 32-month primary AEP cycle. 150 new Government lower secondary AEP centers (Girls: 60%, Boys: 40%) established enrolling 4,500 students (Girls: 60%, Boys: 40%) and completing 18-month middle AEP cycle. 	20 Districts
Component 3: Transforming Quality in Pre-primary and Primary Level Education	
Improving Provision of Quality Preprimary ECE (Variable Part – Learning)	
<ul style="list-style-type: none"> Development of an ECE policy and implementation framework, teaching learning materials and teacher training program with feasibility for establishment of ECE spaces and classrooms. Development of training program, training of master trainers and notification of a pool of resource persons. 	Province Wide Application
<ul style="list-style-type: none"> Utilization of MELQO tool utilized for baseline and end line to gauge the effectiveness of the ECE spaces/learning environment and learning outcomes along with recommendations for ECE scale up in the province. 	
<ul style="list-style-type: none"> Development and notification of a plan to scale up preprimary ECE for 10,000 schools. Establishment of 1,600 preprimary ECE classrooms in public primary schools enrolling 64,000 students (Girls: 60%, Boys 40%) with 1,600 number of teachers (Female: 60%, Male:40%) trained on preprimary ECE. 	

Improving Teaching Learning Process at Primary Level (Fixed Part)	
<ul style="list-style-type: none"> Review of SLOs and development of schemes of studies especially for multigrade situation at primary level for languages and mathematics grade 1 to 5 	Province Wide Application
<ul style="list-style-type: none"> Development of instructional material and teachers guide. 	
<ul style="list-style-type: none"> Development of training program, training of master trainers, and notification of a pool of resource persons. 	
<ul style="list-style-type: none"> Development and notification of School leaders program including academic supervision, mentoring and formative assessment structure and mechanism. 	20 Districts
<ul style="list-style-type: none"> Training of 2,286 government primary school teachers (Female: 60%, Male: 40%). 	
<ul style="list-style-type: none"> Training of 140 school leaders/academic supervisors (Female: 60%, Male: 40%) on mentoring and supervision (including the usage of tools). 	
<ul style="list-style-type: none"> Supporting 1,400 number of government primary schools (Girls: 60%, Boys: 40%) in implementation of formative assessments and mentoring system. 	

The table above shows the program components, subcomponents and key actions with applicability of the actions in terms of geographic scope. Out of the total 26 actions, 14 have province wide application. The remaining 12 actions flow out of the province and sector wide actions. These 12 actions will be implemented in 20 marginalized districts selected on pre-defined indicators.

3.2 Selection of Target Districts and Areas

Both settled and merged districts will be targeted through this program. All the seven merged districts will be covered through ESPIG interventions because of poor/lowest education indicators values. For the settled districts, a criterion involving six indicators has been used. These include proportion of OOSC, literacy rate, net enrolment rate at primary and secondary level, gender parity in secondary enrolment and per student spending at the district level. Districts having more than 20% of their 5-16 years aged children out of school, literacy rate less than 50%, net enrolment rates at primary and secondary level less than 70% and 30% respectively, gender parity index in secondary enrolment lower than 0.70, and annual per student spending less than Rs. 22,000 will be targeted through ESPIG. Using this criterion, a total of 13 districts meeting at least four of the six indicators have been selected. The following table provides the indicators and their values used for selection of intervention districts.

Using the above criteria, a total of 20 districts have been selected. These include all 7 merged districts (Bajaur, Mohmand, Khyber, Orakzai, Kurram, North Waziristan and South Waziristan) and 13 settled districts (Bannu, Battagram, Buner, Dera Ismail Khan, Hangu, Kohistan, Lakki Marwat, Shangla, Swabi, Swat, Tank, Torghar and Upper Dir). Within the districts, areas and schools will be selected using proportion of OOSC, low participation rates, poverty levels and marginalization instances.

The following table provides the indicators used for selection of intervention districts.

Table 4: Indicators Based Selection of Target Districts

District ¹⁰	OOSC (5-16 y)	Literacy Rate (10+)	NER Primary	NER Secondary	GPI Sec Enrolment	Per Student Spending	Intervention
Settled Districts							
Abbottabad	7%	68%	78%	42%	0.90	32,823	
Bannu	25%	48%	60%	31%	0.49	32,254	Yes
Battagram	22%	34%	59%	15%	0.22	26,518	Yes
Buner	25%	42%	55%	33%	0.42	20,231	Yes
Charsadda	18%	52%	59%	24%	0.60	23,362	
Chitral	18%	56%	63%	38%	0.88	41,035	
Dera Ismail Khan	28%	43%	61%	30%	0.69	30,652	Yes
Hangu	23%	45%	59%	53%	0.30	19,445	Yes
Haripur	13%	67%	73%	47%	0.89	31,684	
Karak	18%	64%	64%	41%	0.68	30,296	
Kohat	21%	60%	70%	23%	0.54	23,599	
Kohistan	54%	32%	53%	34%	0.07	27,460	Yes
Lakki Marwat	28%	45%	55%	44%	0.39	28,833	Yes
Lower Dir	25%	52%	72%	44%	0.61	20,550	
Malakand	8%	59%	64%	44%	0.81	23,117	
Mansehra	9%	65%	64%	24%	0.70	28,437	
Mardan	17%	55%	64%	30%	0.68	21,295	
Nowshera	11%	58%	66%	30%	0.73	23,094	
Peshawar	16%	52%	65%	13%	0.72	21,680	
Shangla	21%	28%	58%	19%	0.29	19,892	Yes
Swabi	14%	57%	66%	29%	0.67	21,972	Yes
Swat	21%	54%	60%	20%	0.60	21,063	Yes
Tank	35%	47%	52%	13%	0.49	33,812	Yes
Torghar	22%	14%	33%	6%	0.09	18,956	Yes
Upper Dir	43%	36%	65%	42%	0.44	15,996	Yes
Newly Merged Districts (erstwhile Tribal Areas)							
Bajaur	-	-	58%	18%	-	-	Yes
Khyber	-	-	58%	17%	-	-	Yes
Kurram	-	-	39%	16%	-	-	Yes
Mohmand	-	-	48%	13%	-	-	Yes
North Waziristan	-	-	67%	12%	-	-	Yes
Orakzai	-	-	40%	13%	-	-	Yes
South Waziristan	-	-	47%	6%	-	-	Yes

¹⁰ Source: Khyber Pakhtunkhwa Annual School Census 2018-19, Khyber Pakhtunkhwa OOSC Survey 2018-19, MICS 2016-17. Data on various indicators for merged districts is not available

3.3 Gender and Inclusive Education Considerations of KP Education Improvement Program (KP-EIP)

Gender and inclusive education remained a key and cross cutting consideration in the development of KP Education Improvement Program, being integrated into the program through a systematic approach from strategy to implementation and monitoring.

- **Strategic Level:** The program is designed within the overall framework of the Education Sector Plan 2020-25, built on the Education Sector Analysis 2019 that fully analysed barriers and challenges in inclusive education covering marginalized and vulnerable children at risk of being excluded including girls, refugee children and children with mild disabilities¹¹, and the resulting disparities in the province, particularly in the newly merged districts. The ESP 2020-25 addressed the issue through gender responsive and inclusive strategies and included equity and inclusion as key thematic areas of the Plan. The Plan prioritized inclusive education opportunities for all and include mainstreaming of children with mild disabilities and refugee children in the public schools. Special education for children with severe disabilities (deaf, dumb, mentally retarded, visually handicapped) is mandate of the Social Welfare Department. Inclusion of refugee children and children with mild disabilities in Khyber Pakhtunkhwa's Annual School Census, enhancement of the public school infrastructure to accommodate marginalized and vulnerable children, provision of free textbooks to children enrolled in refugee village schools, and capacity building of teachers working in refugee village schools are some of the steps included in the Plan. In this regard, the assistance of UNHCR and other development partners will remain instrumental. As per KP E&SED's policy, refugee children studying in RV schools will be mainstreamed in nearby public schools. Refugee children are also allowed access in the mainstream public schools. The program interventions in this context, will also benefit refugee children and children with mild disabilities. This aspect has been taken into account at different levels of the programme as explain in subsequent sections. With respect to gender, the program will also benefit from an ongoing Gender-Based Analysis of education sector especially focusing on the Newly merged Districts of Khyber Pakhtunkhwa having very low levels of gender parity¹². The Gender-Based Analysis will identify key barriers, challenges and actionable causes on

11 E&SED caters to the needs of children with mild disabilities and ASC covers children enrolled in the government schools with following types of disabilities: 1 Difficulty in Seeing (Visual Disorder) Even after wearing glasses, 2 Difficulty in Hearing (Hearing Disorder) Even after using hearing aid, Difficulty in Walking (Physical Disorder) or Climbing Steps (Leg / Foot), 4 Difficulty in remembering or concentrating (Psychological Issues), 5 Difficulty with ADL (self-care) such as washing all over or dressing (Hand / Arm), 6 Difficulty In Communicating using usual (customary) language (Speech Disorder).

¹² A gender-based analysis to 'Improve access to quality education in the Newly Merged Districts of Khyber Pakhtunkhwa'.

both demand and supply side which will be utilized in unpacking and implementation of the interventions of this program.

- **Program Level:** The program design is developed to address disparities and inequalities and overall challenges associated with them. The design includes improving access, equity and learning for all children in the province, to the extent possible, covering marginalized and vulnerable children including girls, refugee children and children with disabilities. Addressing government priorities and aspiration set in the ESP2020-25, ESPIG KP Education Improvement Program includes an initiative to develop an Integrated Decision Support System (IDSS) to integrate all existing data sets and generate complete picture of education demand and supply to all children in the province covering marginalized and vulnerable children including girls, refugee children and differently-abled children. At the sector level, this will facilitate key decision makers to ensure demand driven and efficient allocation and utilization of resources. At the program level data and analysis from IDSS will also facilitate integration of gender and inclusive approaches, to the extent possible, in planning, implementation and monitoring of the program interventions.

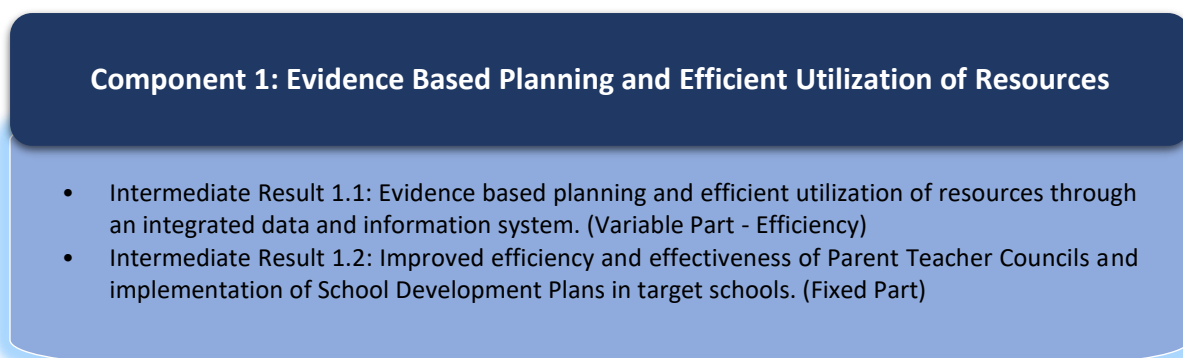
- **Implementation Level:** To address prevailing disparities, following considerations are incorporated in the implementation aspects of the program (as stated above, further unpacking and implementation will be guided by more specific analyses including Gender Based Analysis study recommendations, feasibility studies for selection of beneficiary areas and population):
 - **Selection of Target Districts and Areas:** Discussed in the previous section, the overall criteria for selection of target districts and specific areas within districts for program implementation include indicators on gender parity. Selection criteria include six indicators; proportion of OOSC including girls' children, refugee children and children with mild disabilities, literacy rate, net enrolment rate primary and secondary, gender parity in secondary level enrolment and per student spending. All seven newly merged districts with acute disparities are selected for KP EIP implementation. The selection of specific areas within the selected districts for establishment of feeder schools, afternoon middle schools and AEP centers will take into account the key gender and inclusive education considerations.
 - **Key Interventions:** Gender and inclusive education consideration are integrated into the program interventions. In the component 1, PTCs being the responsible forum for school level development planning and implementation will be sensitized on the promotion of equitable and inclusive education with consideration for girls' education, education of refugee children and children with mild disabilities. The component 2 of the program aims to improve equity in access to primary and middle level education especially for girls and marginalized children including refugee children. Under the component primary level feeder schools, second shift middle schools and AEP centers will be established for supporting equitable access to

- education in the province. Component 3 focuses on transforming quality in pre-primary and primary Level Education through provision of pre-primary ECE to all children and improving teaching and learning processes at the primary level. Under the component, teachers will also be sensitized on gender and inclusive teaching and learning approaches in the classroom. All strategies and interventions are designed to have specific targets for girls (at least 60%).
- **Reporting, Monitoring and Evaluation:** Gender disaggregated data is used to design the ESPIG program and will be used to monitor and evaluate program progress towards its objective to address gender disparities and improve gender equality in education in the province. Furthermore, the program will also track its progress to address access and learning for refugee children and children with mild disabilities.

3.4 Component 1: Evidence Based Planning and Efficient Utilization of Resources

The component deals with evidence based planning and efficient utilization of resources at system and school levels. At system level, the component will focus on integrating all existing data sets to generate complete picture of education demand and supply for all children in the province including marginalized and vulnerable children; girls, refugee children and children with disabilities to key decision makers, thereby facilitating demand driven and efficient allocation and utilization of resources. At school level, the component will focus on improving school level planning processes involving Parent Teacher Councils (PTC). PTCs will be trained to conduct school level assessment of needs, develop and implement school development plan to address those needs, ensuring efficient utilization of resources at school levels. PTCs will be sensitized to promote equitable and inclusive education through school development planning and implementation.

Figure 1: Component 1 Intermediate Results



Existence of a variety of datasets in the education landscape of the province and the lack of an integrated decision support system for benefitting policymaking and decision support is a significant challenge in Khyber Pakhtunkhwa's context. This has an impact on education system's efficiency and effectiveness. The introduction of an integrated data management and decision support system will keep the data analysis alive as an ongoing process and an integral part of all education related policy- and decision-making.

3.4.1 Sub-component 1.1: Evidence Based Planning (Variable Part - Efficiency)

The education system in Khyber Pakhtunkhwa makes use of various datasets on an ongoing basis. Some of the data are collected from the field, while others are populated and maintained at the provincial level. Some of these datasets include monitoring data collected by the Education Monitoring Authority (EMA), Annual School Census data, Online Action Management System, School Management Information System, Out of School Children data¹³, Learning Management System, School Quality Management Information data, learning assessments data available with Directorate of Curriculum and Teacher Education (DCTE) and Boards of Intermediate and

¹³ The Out of School Children data was generated through OOSC Census in 2017. The census was only conducted in settled districts. The Newly Merged Districts (NMDs) of erstwhile Federally Administered Tribal Areas (FATA) were not covered under the OOSC Census of 2017.

Secondary Education (BISEs), and teacher training data. Annual School Census data covers gender disaggregated data and also includes enrollment of students with disabilities by gender, grade and type of disability, accessible school building and facilities. E&SED also collects data on refugee children enrolled in government schools in KP.

Khyber Pakhtunkhwa lacks an integrated decision support system that can support the governance and management of education. Various datasets on education exist in the province but are maintained by various directorates in isolation. The integration of these datasets is limited for generating any significant insights for planning and decision-making. While each dataset presents a separate purpose and has its own significance, it is important to make decisions based on an overall portrait. For example, the decision to open a new school should be informed by data drawn from EMIS, EMA data, geographic data, out of school children data and private schools' data.

Currently, 16 datasets are available with the E&SED. However, no significant efforts have been made in the past to cross-reference these datasets in the form of an integrated management support system. For example, EMA collects monitoring and inputs related data on monthly and annual basis. These inputs are expected to have an impact on various education outcomes and can guide future decisions. However, this data is not integrated with the learning outcomes data maintained by the DCTE or teacher training data available with Provincial Institute of Teacher Education (PITE). This segregation results in a compromised decision support system and has an impact on the education system's efficiency and effectiveness and the data does not always form the basis for planning and decision making at provincial level. In many cases, while data is available, it is dispersed within various wings or sub-departments and not available to the Education Managers at the provincial level for informed planning, decision making and efficient use of resources. It is therefore important to integrate the existing datasets in the education sector so that it is easier for the government officials to make informed choices regarding policy making and program implementation based on the available data.

The above highlighted challenges point towards the need for a dynamic decision support system available to education managers for taking informed decisions and monitoring the efficient utilization of resources. The introduction of an integrated data management and decision support system, with a professionally designed Business Intelligence model and dynamic analysis application can help keep the data analysis alive as an ongoing process and an integral part of all education related policy- and decision-making. The E&SED plans to integrate the existing data, collect data on the missing aspects required for better planning and enhance capacities at the department level to promote a culture of evidence-based decision making and resource utilization.

The program will also support in profiling of OOSC and at risk students (including children with disabilities) in settled districts and support in conducting OOSC census in NMDs. First ever OOSC census was conducted in KP in 2017 with the assistance of DFID. NMDs were not part of KP at that time. Mechanisms at provincial, district and school level will be developed to establish a

database of OOSC to help decentralized management in tracking of OOSC at school Tehsil and district level and enable district and provincial management for informed planning, resource allocations inclusive of customized program to target OOSC. The database will be regularly updated with the help of teachers and PTCs at school level and consolidated at district level which will be further linked to Integrated Decision Support System, as envisaged in the ESP.

The development of an Integrated Decision Support System has been outlined as a strategy to enhance evidence-based planning and management in the ESP under the area of governance and management of education. Discussions with education officials suggest that the planners and managers value the importance of data for planning and decision-making. However, the unavailability of the right data at the right time and difficulty in using various datasets together has raised concerns in the past for the decision-makers and planners.

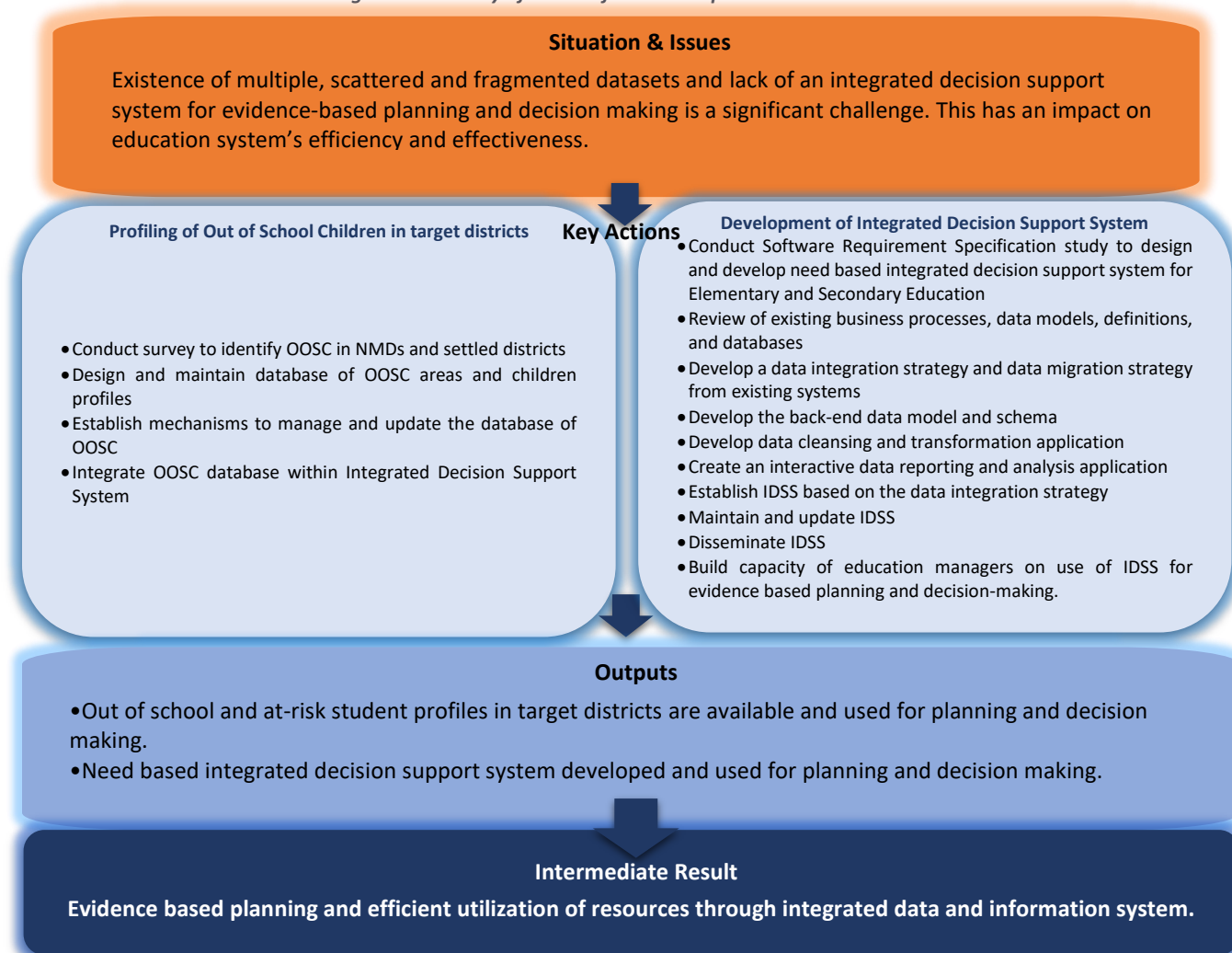
Through ESPIG, the E&SED will develop an integrated decision support system which not only stores data on all important aspects and indicators including equity and inclusion but also provides an easy-to-use medium for evidence-based planning and decision making. Centralizing and mainstreaming data management will also ensure that a complete picture of education supply and demand is well understood. The integrated system will help in improving the planning function of the department through making all relevant information available at one place, such as the GIS mapping of schools, population data, OOSC data and availability of land information. This system will provide a holistic and informed view to the Planning Cell for establishment of new schools and upgradation of existing schools to next levels. In addition, decisions regarding community schooling and double shifting will also be facilitated through the development of this integrated decision support system.

In the previous years, with the technical assistance of EU, DFID and GIZ, capacity of EMIS has been strengthened in data management. Data quality standards have also been developed and notified in early 2019 to encourage efficient use of data for informed decision making. Knowledge management and sharing is part of the core of the quality standards for data management and their use. Benefiting from the previous work in the area, the E&SED will make use of its existing structures for hosting and implementing the integrated decision support system. For the end user, a front-end interactive dashboard will be created. This dashboard will provide support for running various queries as per the needs of the user and generate reports. For example, the planning cell will be able to view the population density, available schools, OOSC, GPS, and locations of the National Testing Service (NTS) passed teaching candidates together to plan construction of a new school. Similarly, PITE will plan for teacher trainings using learning assessments data, previous training history of teachers, teachers' qualification, and competencies data.

Development of an integrated decision support system (IDSS) will bring sector wide transformation by impacting more than 33,000 schools and over 5 million students in the province through need-based improvement in teaching and learning, provision of missing and inclusive facilities, teachers' recruitment, placement and training, distribution of textbooks etc.

It will also inculcate a culture of evidence-based planning and decision-making in the education sector. This will also make the existing planning processes more time- and cost-efficient. These processes will become automated and the department and its attached organizations and units will be provided avenues for an improved, efficient and streamlined education management and governance system. The units will be able to access complete and comprehensive data and analysis online in a user-friendly format and generate customized reports on pockets of OOSC, areas with high gender inequality, schools with differently-abled children, schools with refugee children, schools with high dropouts, high student teacher ratios, underutilized schools, overcrowded schools, etc. They will be able to plan and apply need-based strategy to address specific issues and track the impact through the same system in terms of improvements in students' learning outcomes. Once established, the integrated decision support system will be disseminated to all attached units of E&SED through formal letter with guidelines to access the system online on the website of E&SED. A demo to the newly developed IDSS will be placed on the website of E&SED. Orientation sessions will be organized for up to 150 education managers working at district and provincial level including female managers to promote evidence-based planning and decision making in the education sector and utilization of IDSS. In addition to education managers of E&SED, other stakeholders including academia, researchers, development partners etc. will be able to access IDSS online and benefit from education data and analysis.

Figure 2: Pathway of Actions for sub-component 1.1



Key Assumptions, Risks and Sustainability Factors

For the sub-component 1.1 and related actions, the following sustainability elements, assumptions and risks factors are critical;

- Under the sub-component, several existing databases maintained by different units of E&SED will be integrated into one comprehensive 'Integrated Decision Support System (IDSS)' linked through a professionally designed Business Intelligence model and dynamic analysis application. Conducting system requirements specification and development of IDSS will be a onetime process supported by ESPIG KP-EIP. Technical guide and user manual will also be developed under the program. E&SED has fully functional, equipped and capable, in terms of skill sets, EMIS sections at provincial and district levels. EMIS section at the provincial level will be closely involved in the IDSS development process from the onset. Once developed, the system will be housed in the provincial EMIS for operation and maintenance. Continuous engagement of EMIS section will ensure capacities within the education department for operation and maintenance of IDSS. Under ESPIG KP-EIP, training will be provided to education managers to access and utilise the IDSS for evidence-based planning and decision making. EMIS staff will be involved in the delivery of training and orientation on IDSS to education managers. Their capacities will be enhanced to conduct such training in the future on a need-basis. IDSS will have province wide application and will be accessible online by all stakeholders (internal and external) for public sector education data and analysis.
- The integrated decision support system will link the existing databases into one comprehensive system. If the existing databases are not complete or not regularly updated by the concerned units, it would adversely affect the utility of IDSS.
- The availability of data and user-friendly interfaces cannot guarantee usage of the system for planning and decision making. Additional measures, including advocacy and changes in the rules of business building mandatory linkages between IDSS and decision making to promote evidence-based planning using IDSS will be critical. Moreover, including the usage of IDSS in the guidelines for planning issued by the Finance and Planning and Development Departments as well as the guidelines issued by E&SED to all implementing units at provincial and distinct levels would be helpful to mitigate the potential risk.

3.4.2 Sub-component 1.2: Strengthening PTCs for School Development Planning and Implementation (Fixed Part)

The Education Reform Blueprint (ERB) of Khyber Pakhtunkhwa emphasizes the need for a well-managed and accountable education system at all levels, from the provincial authorities to the level of classroom and PTCs. It also encourages empowerment and active participation of communities in the running and operation of schools. In line with this, the ESP also proposed enhancing the role of PTCs in school management and accountability.

At the school level, the Parent Teacher Council (PTC) is the forum for school level planning and decision making, as prescribed in the Parent Teacher Council Policy of Khyber Pakhtunkhwa province. The PTCs comprise of parents, community members and teachers. In practice, the role of PTCs is to bridge the gap between school and community through representation of community. The role of PTC is to support school in resource mobilization, plan for resource allocation/utilization, enrolment and out of school children related activities. PTCs are the avenues available for community to participate in school level planning and management to raise mutual accountability. The formation, roles and processes of the PTCs is governed under the PTC Policy. The PTC policy provides a substantial role to the community in decision making, oversight and ensuring transparency in utilisation of funds at the school level. PTCs elections are held after every three years to elect PTCs members. The members elect the Chairperson; a community member representing community's priorities and interests. The head-teacher acts as the Secretary of the PTC. The PTC members are required to meet at least once a month to deliberate upon and decide the needs and priorities of the school and authorize funds utilization accordingly. The proceedings and support of PTC is documented at school level. However, evidence suggests that the PTCs generally do not perform their mandated roles and are unable to contribute towards improved service delivery at the school level¹⁴. Their involvement at the school level is limited because of the following reasons¹⁵:

- Low understanding of the role of PTCs;
- Capacity deficits to make PTCs functional and effective;
- Lack of sensitization towards education priorities and policies about enhancing quality education across the province;
- Little incentives for the PTC members to participate in meetings and school affairs.

The involvement of PTCs in school level planning and management can only be fruitful if the community members are well-informed about their role and capacitated to perform it.

Improving the efficiency and effectiveness of PTCs has been outlined as a strategy for improved community engagement in the ESP under the area of governance and management of education. However, the effectiveness of PTCs cannot be increased without building the capacity of PTC members in performing their roles more effectively. The support of DFID, UNICEF and GIZ remained instrumental in this regard. Training material has been developed and training was provided to PTCs members in selected areas of settled and merged districts which significantly improved capacity of PTC members particularly in improving school physical condition, localized enrollment campaigns, promotion of equitable and inclusive education at school level and support in disseminating key messages related to COVID-19 for example. Using ESPIG, the E&SED will undertake an intervention that will focus on the empowerment of PTCs through continuous capacity development initiatives. This will allow the PTCs to perform their mandated role and

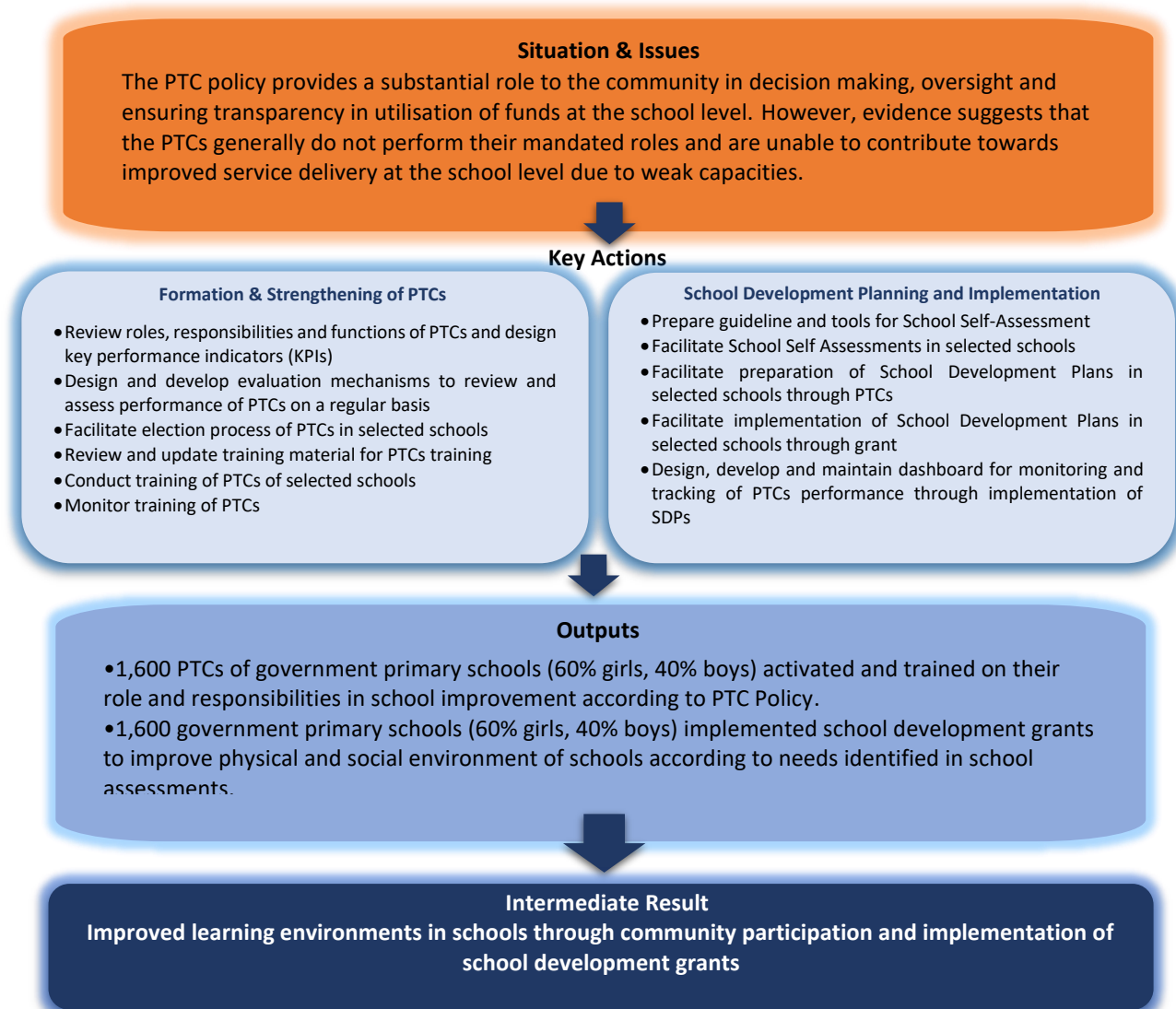
¹⁴ Jimenez & Sawada (1999), Gertler, Rubio-Codina & Patrinos (2006), Skoufias & Shapiro (2006), Asim & Dee (2016), Behlol, Akbar & Shahid (2017)

¹⁵ Khyber Pakhtunkhwa Education Sector Analysis 2019

contribute towards improved access and quality of education in the province for all children considering marginalized and vulnerable children including girls, refugee children and differently-abled children. The PTCs in thirteen settled and seven merged districts will be targeted through this intervention. Within the districts, selection will be made using proportion of OOSC and gender parity in participation rates at school level to identify schools whose PTCs will be capacitated. Using the criteria 60% girls' primary schools and 40% boys' primary schools will be selected.

In addition, the monitoring of the implementation of School Development Plans and utilization of funds will also be undertaken by PTCs. This will be done through the introduction of School Self-Assessment (SSA). While the School Development Plans aim to address school-level issues and needs in a more holistic, inclusive, transparent and efficient manner, the SSAs will identify and address supply and demand gap as well as physical and social issues (corporal punishment, attitudes, bullying etc.) through the School Development Plans. This will empower the schools and transfer decision making to the school-level to increase efficiency and ownership.

Figure 3: Pathways of Actions for Sub-component 1.2



Key Assumptions, Risks and Sustainability Factors

For the sub-component 1.2 and related actions, the following sustainability elements, assumptions and risks factors are critical;

- The sub-component aims to build the capacity of PTCs of government primary schools to play their role effectively in the development of government primary schools, prepare and implement plans (with the program funded school development grants) to improve social and physical environment within the schools for all children including girls, differently-abled children and refugee children. PTCs members include government school head (as Secretary), teachers (as members), and local community members including a chairperson. Capacities strengthened under the program will stay within the system for the benefits of public schools and children's education. Government school heads and teachers will be part of the public education system no matter where they serve. Similarly, community members will stay in the community and will use their capacity to contribute in the development of government schools in their area through conditional grants provided by E&SED. Funded by the government, conditional grants are provided to PTCs for provision of missing facilities in government schools. PTCs guides updated under the ESPIG KP-EIP will be available for province wide utilization for training of remaining PTCs in the province. E&SED is committed to enhance community participation and empower PTCs in the province. Development programs are included in the ADP 2020-21 for capacity building of PTCs and provision of missing facilities in schools through PTCs¹⁶. Besides, as stated in the ESP 2020-25, the capacity of 10,000 PTC members including 5,000 in merged areas will be built, as well as training material will be provided with support from other development partners.
- Head teachers may resist empowering communities and make themselves accountable to them. Transparent elections as per PTC rules and close monitoring of PTCs activation and functioning within schools by concerned district officials will likely mitigate this potential risk.
- Community participation may remain low especially from females despite support to build their capacity because of other factors beyond program control, including illiteracy, poverty and cultural norms.
- Government' restrictions on gatherings, meetings, training activities due to COVID-19 may pose a risk to timely implementation of the activities. Government policies and SOPs will be followed during the program implementation.

16 Annual Development Programme 2020-21, Government of Khyber Pakhtunkhwa, Planning and Development Department, June 2020

3.5 Component 2: Improving Equity in Access to Primary and Middle Level Education

This component tackles the challenge of improving equity in access to primary and middle level education especially for girls and marginalized children including refugee children and children with disabilities. Two low cost approaches are identified from the Khyber Pakhtunkhwa Education Sector Plan:

1. Increasing access to primary and middle level education for school aged children (5 – 16 years) through;
 - a. Establishing primary level feeder schools in underserved areas through community participation, and
 - b. Establishing afternoon middle level schools in existing government primary schools in areas where there are no middle schools especially for girls
2. Enhancing access to primary and middle level education through accelerated education for the overage children who have dropped out/never been to school or are at-risk of dropping out in regular schools.

Figure 4: Component 2 Intermediate Results

Component 2: Improving Equity in Access to Primary and Middle Level Education

- Intermediate Result 2.1: Improved access to equitable primary and middle level education. (Fixed part)
- Intermediate Result 2.2: Enhanced access to primary and middle level education for the most marginalized and disadvantaged children, especially girls through institutionalized Alternate Education Program (AEP). (Variable Part - Equity)

3.5.1 Sub-component 2.1: Access to Equitable Primary and Middle Education (Fixed Part)

A trend analysis of education data shows a decline in the net enrolment rates at the primary and matric levels in Khyber Pakhtunkhwa over the years, whereas NER has slightly increased at the middle level. The cohort-wise data of the Education Management Information System (EMIS) shows a 69% drop-out rate between Katchi and Grade 10 for settled districts and 89% in case of merged districts. The drop-out rate is significantly higher between Grades 5 and 10 in settled (50%) and merged (66%) districts.

The above statistics show that a large proportion of children in the province drop out of schools during various stages of their primary and secondary education. There are also major issues in retention of children and their transition from primary to middle level. Several research studies have explored the reasons for low retention and transition of students. Overall, around 2.1

million children between the ages of 5 and 16 years are currently out of school in Khyber Pakhtunkhwa. Out of the total out of school children (OOSC) in the province, around 56% children are in the age-group of 10-16 years. Girls and students from the merged districts are more disadvantaged in terms of OOSC and dropping out of schools.

Poverty has been identified as the leading reason for children being out of school and dropping out. One of the other significant reasons for this low transition and retention is that the schools are too far away and/or transport facilities are unavailable. Other reasons contributing towards such high number of OOSC include the condition of the school, the cost of schooling and quality of education, among others.

A deeper analysis of the government data and statistics indicates major supply side gaps in terms of provision of schools at post-primary levels for students in nearby locations. Therefore, one of the major reasons for student drop-out and high number of OOSC at middle and secondary levels is the distance barrier that keeps many children, especially girls, out of school. There are many areas in Khyber Pakhtunkhwa where there are no middle and high schools available. In comparison to the 81% primary schools in the province, middle, secondary and higher secondary schools only constitute 10%, 8% and 1% of the total number of schools. This has huge implications for the children enrolled in primary schools who remain at risk of dropping out of school after completing primary grades.

The challenge of student retention at various educational levels has been identified in the ESA and will be addressed through strategic goals and priorities set in the ESP. To improve equitable access to education, a combination of two interventions is being planned through ESPIG. The establishment of primary level feeder schools in underserved areas through community participation and introduction of second shift afternoon middle schools in existing government primary schools are planned to be undertaken for supporting equitable access to education for all children especially for girls and marginalized children in the province. These have also been outlined as strategies in the ESP under the area of access, retention and equity.

- **Primary Level Feeder Schools**

Primary Level Feeder Schools will be established in areas having poor access to formal and non-formal educational setups. The feeder schools aim to strengthen existing government schools which are having capacity issues/constraints in terms of i) access issues for children from nearby localities, ii) limited space to enroll all children, iii) high student teacher ratio, iv) non-functional school. The establishment of feeder schools will complement efforts of nearest government schools in absorbing case load of locations especially in early grades with close supervision and mentoring from the regular government school being responsible for the technical and operational support to the feeder school.

Criteria for Feeder School:

- Long distance; unavailability of school in 1.5 to 2KM radius or a location having more than 30 out of school children

- Closed/non-functional school; provision of feeder teacher to reopen school, especially in newly merged area
- Over-crowded schools; where STR exceeds the set ceiling.

A total of 1,600 primary level feeder schools are planned, 60% for girls and 40% for boys, to be established through ESPIG in thirteen settled and seven newly merged districts. These will be in addition to the existing more than 2,000 community schools currently functional in the province. Following model of feeder schools established by National Commission for Human Development (NCHD), federal entity providing literacy and NFE services across the country, these primary level feeder schools will provide an alternative learning program for children in the primary school age range to be mainstreamed in nearby government schools after completing early grades of primary or entire primary schooling. The teachers, one per feeder school (60% female and 40% male), for these schools will be engaged from the community through ESPIG following blended criteria developed by the government for recruitment of teachers for Second Shift Schools and Accelerate Learning Program. Communities will dedicate space for these schools free of cost, while the textbooks and other learning materials will be provided by the E&SED. In addition, the engaged teachers will also be trained to teach in community-based feeder schools. The Head Teacher of nearest government school will be made responsible to provide support to the feeder school including mentoring of teachers, registration of students, and formative and summative assessments according to the school calendar.

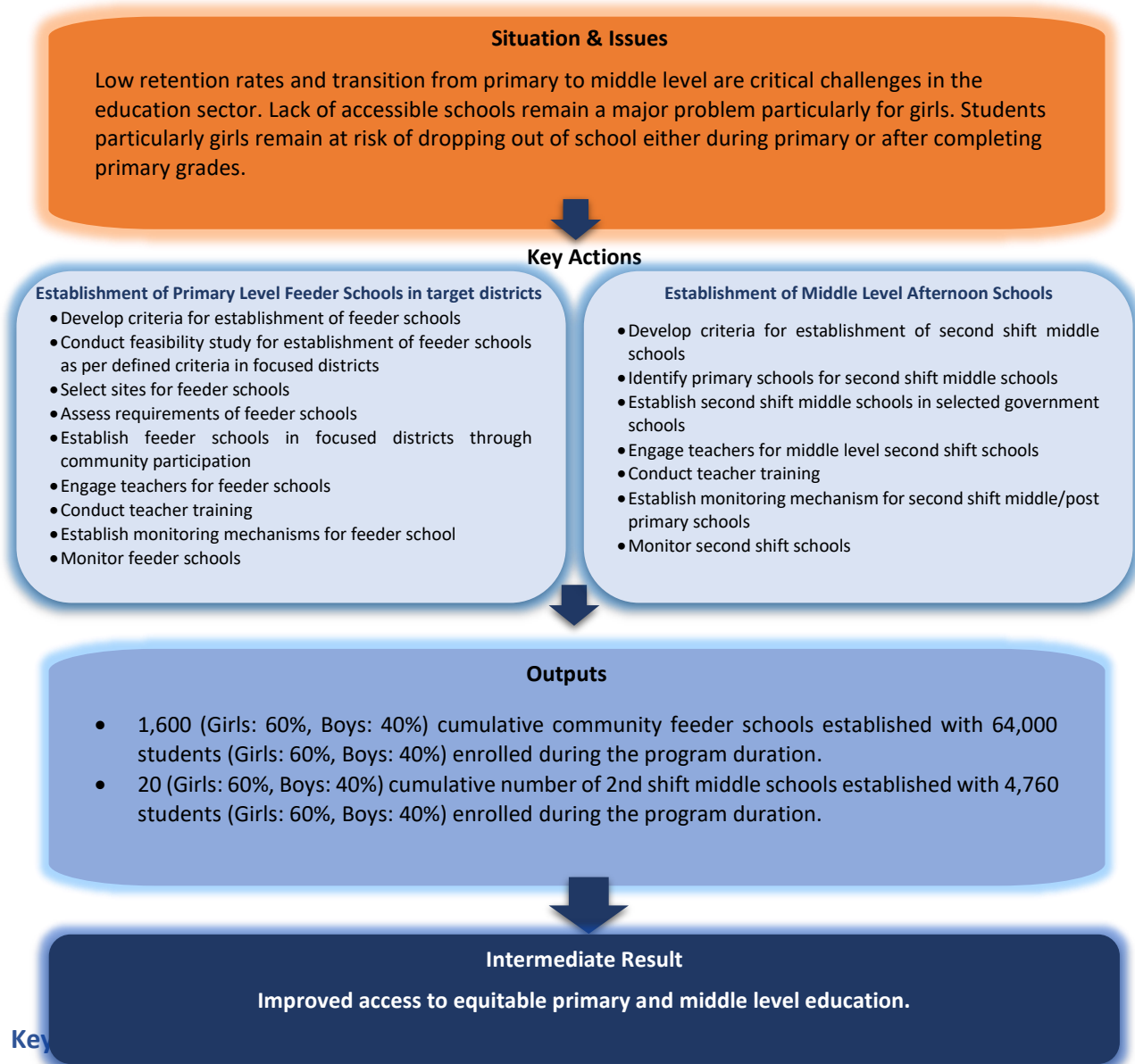
- **Middle Level Afternoon School Program**

The afternoon school program will address the transition and retention challenge at middle level, primarily through supply side interventions. This is a new initiative. E&SED will establish 117 afternoon schools (with provision of IT literacy and leveraging ICT for enhanced learning in classrooms) with its own resources as per policy guidelines of E&SED on double shift school program. A total of 20 second shift afternoon middle schools will be established in existing government schools for children in the middle school age range, 60% for girls and 40% for boys, using ESPIG funds following the existing policy guidelines of E&SED. The policy outlines the criteria for selection of government school for double shift school program, engagement of teachers on a part time basis, required qualification, etc. The selected schools under ESPIG will also incorporate the components of 'smart schools' through provision of IT literacy, in line with the policy guidelines of E&SED KP. Two major components will form the program, including:

- Local level planning for identification of schools and students.
- Upgrading existing government primary schools to teach middle level (lower secondary level) classes (grades VI-VIII) in the afternoon shift.

The underserved areas in a district (with high drop-out and number of out of school children including girls and other marginalized) will be identified through a process of local planning. Qualitative and quantitative data will be collected from the field to ascertain the areas in most need of the intervention. Teachers serving in the existing or nearby government schools will be engaged, in case the existing or nearby government schools are not able to provide teaching staff, teachers will be engaged (60% female, 40% male) from the local communities through PTCs. A fixed stipend/honorarium will be paid to teachers as prescribed in the E&SED policy guidelines. The teachers engaged for afternoon schools will also be trained to better attend to the learning and other needs of the enrolled students.

Figure 5: Pathways of Actions for Sub-component 2.1



Key

For the sub-component 2.1 and related actions, the following sustainability elements, assumptions and risks factors are critical;

- Establishing primary level feeder schools through community participation and middle level afternoon schools in the existing government primary schools are new initiatives prioritised by E&SED in the ESP 2020-2025 with the overall objective to improve equity in access to primary and middle level education through low-cost scalable approaches. The initiatives target areas with no formal and non-formal government schools. Students completing primary level feeder schools and middle level afternoon schools will be mainstreamed in the nearby government middle and higher secondary schools, respectively. E&SED is committed to upscale the initiative in a phased manner following recommendations of third-party evaluation studies planned under the program. The sub-component will be implemented through concerned government departments including Directorate of E&SE, PITE (for teacher training component) and ESRU (for primary level feeder schools with respect to community participation). Their engagement will strengthen government capacities to manage the initiative in remaining areas and districts. Teachers trained for feeder schools from local communities and afternoon schools from existing government schools will stay and contribute in the education sector, both private and public respectively. Training material developed for training of teachers will be available for extension of initiatives to other areas and districts after the program ends.
- Non availability of qualified teachers in local communities can pose a risk to the program initiative of establishing primary level feeder schools focused on equity in access. Relaxation in minimum qualification for female teachers and strengthening their capacity through training and professional support in the classroom is envisaged to mitigate the potential risk.
- Payment of honoraria to government schoolteachers to also teach in the afternoon middle schools may create a conflict of interest and encourage political interference and other pressure tactics. Establishing and following merit-based selection criteria will mitigate the potential risk.
- Government policies and SOPs for safe school operations and continuity of learning will be followed for the implementation of this sub-component.
- Though the program addresses technical sustainability of the primary level feeder and afternoon middle schools, financial sustainability of these schools beyond the program duration will depend on the government funds. The establishment and operationalization of these schools will be aligned with the medium-term planning of E&SED for continued funding of the schools through regular and recurrent Government budget beyond the program duration.

3.5.2 Sub-component 2.2: Accelerated Education Pathway (Variable Part - Equity)

The public education sector in Khyber Pakhtunkhwa caters to the education needs of more than 5 million children enrolled in around 33,000 public schools. However, an estimated 2.1 million children between the ages of 5 and 16 years are out of school in the province. More girls (65%) are out of school compared to boys. Out of the total OOSC in the province, around 56% of children are in the age-group of 10-16 years. While it is the responsibility of the state to provide free and compulsory education to all children in the province, it is not possible to undertake such provision through the formal sector alone.

While poverty, distance to schools, and child labour are some of the factors leading to children never enrolling or dropping out of school, the most significant reason, reported for 25% of OOSC, is being overage. The official pre-primary age in Khyber Pakhtunkhwa is four years but children up to nine years are attending the Katchi (pre-primary) grade. Similarly, students aged 3-17 years are attending primary schools in the province, while children aged 8-17 years are enrolled in middle schools. As reported in the Household Survey for OOSC (2018-19), overage children are bullied or mocked by younger children and teachers for late enrolment in school, leading to these children dropping out in the early grades. In some cases, schools also deny admission to overage children.

Poverty has been cited as the second most significant reason for children being out of school. 24% of parents reported that they stopped their children from going to school so they can work. Although public schools are free, there are additional costs for uniforms, books and transportation, especially in rural areas, where a student may travel long distances by public transport to reach school. The expenses are often too much for poor families, on top of the opportunity cost by not sending a child to work. Child labour becomes a major reason for children of the secondary age group to drop out of school.

This intervention addresses both overage and poverty challenges for these children so that they can continue their education in a flexible modality while earning a livelihood.

For older, out of school children and youth who have missed out on education or had their education interrupted by conflict, poverty or marginalization, an accelerated education program (AEP) can offer a second chance at education. A number of small-scale AEP pilot programs have been undertaken in the province with the support of development partners and non-governmental organizations (NGOs). The ESA stated mainstreaming of children from non-formal education programs as a major issue in the pilot initiatives. The pilot initiatives were small at scale, largely fragmented and uncoordinated and thereby did not generate evidence on the impact. However, other provinces such as Sindh and Balochistan have had good experience with Accelerated Learning programs. In view of the enormity of the out of school children challenge, the E&SED has now decided to scale-up the AEP program in the province. Expanding access to education through AEPs has been outlined as a strategy for non-formal education in the ESP under the area of access, retention and equity.

In this regard, a Project Implementation Unit (PIU) has been set up at the Department level. The concept note for PIU delineates criteria for establishment of ALP centers and approved standards for learning environment in ALP Centres including Standards for Learners, Standards for Facilitators, Facilitators Selection Criteria, and Engagement process, Continuous Professional Development of the ALP Facilitators, Community Participation, Assessment & Certification Mechanism, Equivalency with Formal Sector. UNICEF and JICA have been supporting the Department with AEP planning and implementation. Under the program, most of the technical work has been completed to create an enabling environment for policy implementation in the field. For example, an accelerated curriculum and relevant textbooks have been developed which offer alternate and flexible learning and assessment packages to students at primary and middle school levels, derived from the packages developed and tested in Sindh. Out of school children are enrolled in the relevant package after a placement test. The AEP intervention is categorized into two levels: AEP for primary education (age 9-14 years) and AEP for middle/lower secondary education (14-16 years). The duration of AEP for primary is 32 months, whereas the duration of AEP for middle/lower secondary is 18 months. For middle/lower secondary classes, an option is provided to either mainstream to formal education and/or pursue a skills stream through vocational training.

UNICEF's AEP programs with other funding will be targeting districts Peshawar, Upper Dir, Torghar, Hangu, Kohat, Khyber, Kurram, Orakzai, North Waziristan and South Waziristan. The AEP program funded through ESPIG will be implemented in total 20 districts (13 settled and 7 Newly Merged Districts) of the province. The district selection has been done based on indicators. Within the selected districts, those areas will be targeted where there is no formal school available in the vicinity as per the government's approved standards, or the available school does not cater to the needs of over-age children in the area, and there is not an existing UNICEF-supported AEP school in the area. The assessment or feasibility of site selection within district will be done on equity focused indicators to identify reasons of child being out of school, and other factors contributing towards increase in out of school children.

The program is being designed with a view to scaling-up and reaching as many students as required. This will be ensured through the development of an AEP policy including a costed implementation plan based on feasibility and low-cost scalable AEP model. An effort will be made to select areas having high poverty rates and increased coincidence of marginalization. The AEP program will also run in the afternoon shifts and therefore provide flexible learning times.

Under the ESPIG, AEP centers will be established either in existing government schools in the afternoon shifts or in community provided spaces in case no government school is available in the vicinity. Facilitators will be engaged from the local community through ESPIG on fixed term contracts as per criteria and process defined in the concept note approved by E&SED. Facilitators will be trained in specific teaching and learning methodologies and practices for AEP.

This will have a transformational effect on the education sector in terms of offering learning opportunities for a large number of older out of school children in the province, who have missed

out on education at the appropriate age by providing flexible timings to suit their needs and a condensed curriculum to allow completion of the missed grades in an accelerated manner. Mainstreaming these children into formal school after completion of the primary or middle education cycle will enable them to complete their education on an equitable basis in the formal education system or training for skills as an alternative for children who might be too old to be mainstreamed in formal schools.

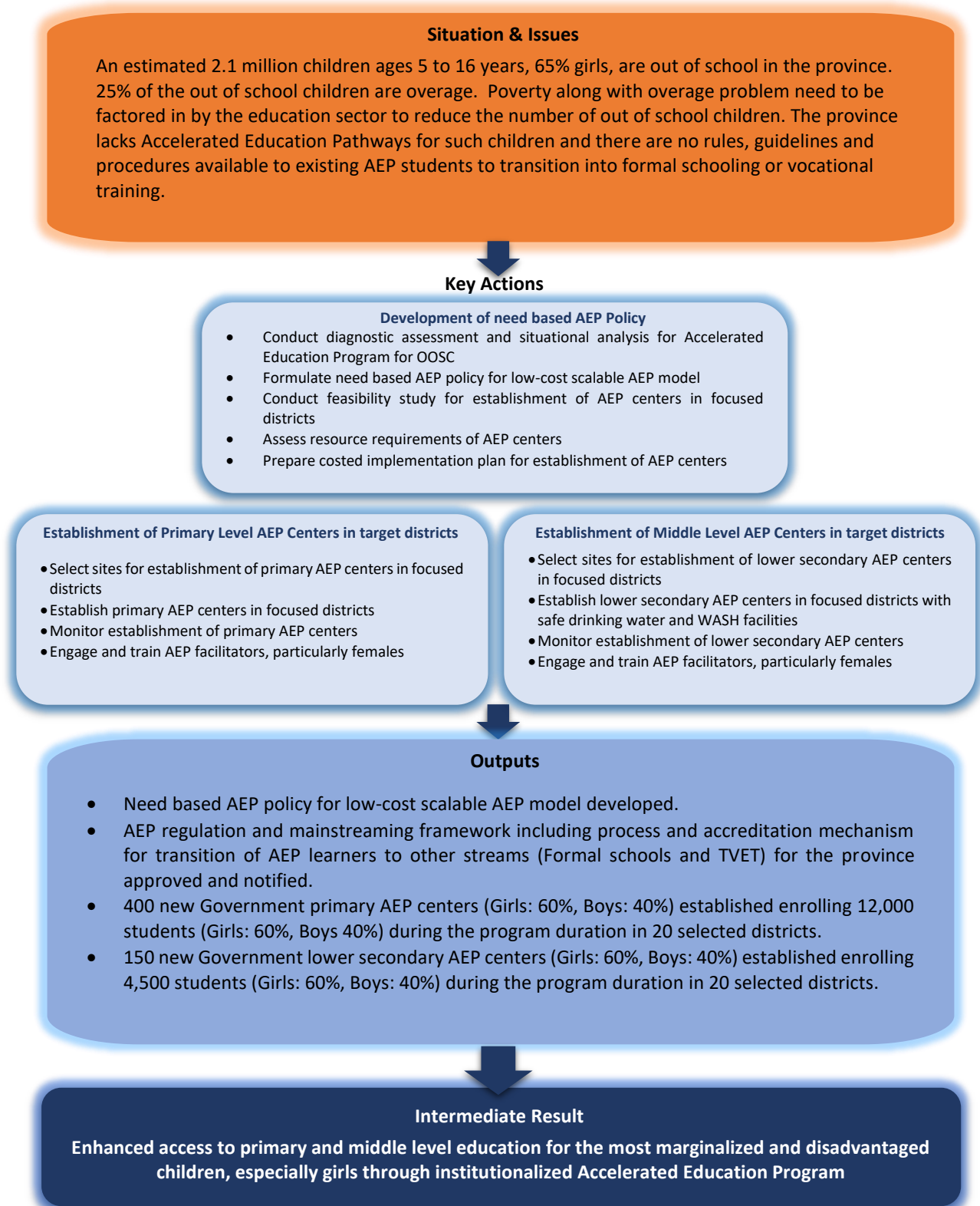
This undertaking is also a stretch for the province due to the challenge of balancing the needs of overage children through institutionalization of the AEP policy and mainstreaming children in formal schools for certified opportunities for learning. The policy will strengthen the governance and management structure for the AEP and allow the government to scale up the Program to reach the maximum number of out of school children. In addition, AEP will provide the following benefits:

- AEPs offer equivalent certified competencies, enabling a return to formal education at appropriate grades, or transition into work or other training.
- The proposed program includes strategies that ensure AEP learners can register for and sit for examinations that provide a nationally recognized certificate for primary or middle level education.
- The program has developed pathways to enable children and youth to reintegrate in a corresponding level in the formal system or vocational education.

The Department will also place a greater emphasis on reaching out-of-school girls through this intervention. Around 60% of the enrolled students in AEP centers will be girls. To achieve this, specific strategies will be employed. Some of these will include:

- Engaging female AEP facilitators
- Community AEP centers will be established within the same community so that girls do not have to move out of the village to access education
- Community mobilization and awareness raising sessions on importance of education will be conducted
- The department plans to integrate life skills and income generation skills (especially for girls) in the curricula and teaching learning materials to attract and retain girls
- It will be ensured that all AEP centers have safe drinking water and WASH facilities and hygiene education sessions will be conducted in AEP centers

Figure 6: Pathways of Actions for Sub-component 2.2



Key Assumptions, Risks and Sustainability Factors

For sub-component 2.2 and related actions, the following sustainability elements, assumptions and risks factors are critical;

- Provision of an accelerated education pathway is by design a need based and temporary arrangement to target over-age out of school children in areas with an OOSC population. Students completing their primary and middle level accelerated education will be mainstreamed in either next grade level in formal government schools or in government TVET institutes. The program will also promote an enabling policy environment for provision of AEP to remaining OOSC in the province through development of AEP policy and AEP regulation and mainstreaming framework. As prioritised in the ESP 2020-25, E&SED is committed to upscale the provision of AEP in remaining districts of the province in a phased manner with government own funding and with assistance of other development partners.
- E&SED has recently established a Project Implementation Unit (PIU) for planning and implementation of alternative learning pathways for out of school and at-risk enrolled children. The PIU will be closely involved in the planning, management and monitoring of the sub-component activities.
- For academic supervision and professional support, AEP centers will be linked to nearby government schools.
- The non-availability of qualified facilitators, particularly females, in the local communities where AEP centers are established may pose a risk to program initiative. Relaxation in minimum qualification for female facilitators and strengthening their capacity through training and professional support in the classroom as well as engaging facilitators from nearest communities in consultation with parents/communities/PTCs will mitigate the potential risk.
- Government' policy on closure of schools due to COVID-19 or other reasons may pose a risk to the timely implementation of the activities. Government policies and SOPs will be followed during the program implementation.

3.6 Component 3: Transforming Quality in Pre-primary and Primary Level Education

This component takes on two-pronged approach to improve quality of education and learning outcomes at primary level; focused approach to improve and institute quality preprimary ECE opportunities in the existing government schools in the province and improving the overall teaching and learning process at primary level for all children including girls and other marginalized groups of refugee children and children with mild disabilities through;

- Review of SLOs and alignment and rationalization of teaching learning materials to meet the needs of classrooms and children especially in multigrade environment and providing learning pathways.
- Teacher trainings on the delivery of aligned and rationalized teaching learning processes and materials in classrooms, focusing on multigrade environment.
- Ensuring that the continuous formative assessments are being conducted in classrooms and used in improving teaching and learning.

Figure 7: Component 3 Intermediate Results

Component 3: Transforming Quality in Preprimary and Primary Level Education

- Intermediate Result 3.1: Improved provision of quality preprimary ECE opportunities in the province. (Variable Part - Learning).
- Intermediate Result 3.2: Improved teaching learning process and practices at primary level. (Fixed Part)

3.6.1 Sub-component 3.1: Provision of Quality Preprimary ECE (Variable Part – Learning)

Early childhood is defined as the period from birth to 8 years. Education researchers invariably agree that a strong foundation in the early childhood period increases the probability of positive outcomes in learning, behavior and lifelong health, and also helps pre-emptively in closing educational achievement gaps. Katchi grade is the entry point for all children in public sector schools of the province. It is also considered as the pre-primary level in public sector schools. However, Katchi grade does not provide the kind of quality early childhood education that is associated with this level. Because of this reason, a significant number of students enrolled in Katchi grade drop-out of schools before entering Grade 1.

There are multiple challenges of quality, access and governance in the current pre-primary education system. These include absence of an ECE policy framework, governance structure, limited financial and human resources to ensure scaling up ECE, and most importantly the lack of awareness of parents and the general community regarding ECE.

The teachers and education managers are not trained in ECE practices and the learning environment is not adequate and conducive for effective early learning. In addition, the Student-Teacher Ratio (STR) in Katchi classrooms is significantly higher than the prescribed standard of 40:1 in general, along with the challenge of multi-grade teaching in many primary schools. Some of the other challenges identified in the provision of ECE relate to lack of dedicated ECE trained caregivers/teachers, no separate provision for ECE classrooms in schools, and reliance on international donors and NGOs for ECE.

The current education management team structure at the district level lacks capacity and skills to manage the introduction of a proper early childhood education. There will be a need to rethink the administrative structure of the provincial as well district teams to make it relevant to the needs of ECE and in accordance with the local context.

ECE programs require a nurturing learning environment that fosters children's growth and participation. In the last five years, the E&SE department has made substantial efforts to provide infrastructure and other facilities in primary schools. The Pakistan District Education Rankings 2017 has shown that Khyber Pakhtunkhwa has moved up the index and now leads the provision of infrastructure at the primary level across all the provinces in Pakistan.

With the assistance of DFAT, E&SED has undertaken a pilot project on ECE in four districts during 2011 to 2014. The evaluation of the pilot program acknowledged the positive contributions and recommended its further extension by E&SED. The E&SED's commitment towards provision of quality early childhood education to all children in the province is reflected in the Education Reform Blueprint and the ESP. These documents commit to the transformation of 10,000 ECE rooms in existing government schools alongside providing dedicated and trained ECE teachers over the period of next 5 years. In this regard, the E&SED has already earmarked budget for the provision of materials for the ECE classrooms. UNICEF is supporting the department in transforming Katchi classrooms to ECE rooms. The allocated budget is planned to be used for uplift of more than 800 ECE classrooms. In addition, the E&SED has earmarked some funds for the training of teachers on ECE. However, to accomplish the task of setting up 10,000 ECE friendly classrooms and providing adequate learning materials and support in this regard, the E&SED has included this program in the ESPIG. Improving quality in pre-primary education has been outlined as a strategy to improve the quality of teaching and learning materials in the ESP under the area of quality and relevance of education.

The intervention will focus on upgradation of 1,600 existing Katchi classrooms in 60% government girls' primary schools and 40% government boys' primary schools into ECE rooms. These resources will also be utilized to facilitate the development and dissemination of ECE specific materials in line with ECE curriculum and Early Learning and Development Standards (ELDS). Training of 1,600 government teachers on ECE (60% female, 40% male) will also be accomplished under this intervention.

While provision of early childhood education is important, assessing learning at the start of school is critical for tracking progress. Research on child development has demonstrated that during the first eight years of life, children develop increasingly complex cognitive, linguistic, social–emotional and physical skills, which have long-term implications for learning and school achievement, and also set children on lifelong trajectories towards health and well-being. The Measuring Early Learning Quality and Outcomes (MELQO) modules will be introduced in the second year to establish a baseline for both children’s development and the quality of their learning environments, creating a more holistic picture of influences on early childhood development. In the fourth year of implementation, the MELQO modules will be utilized to gauge the effectiveness of the ECE spaces/learning environment and learning outcomes along with recommendations for ECE scale up in the province.

Many students enrolled in Katchi grade drop-out of schools before entering Grade 1. The public education system in the province lacks a robust pre-primary education program that can improve student retention and student learning outcomes in higher grades. There are multiple challenges system. An ECE policy framework, development of ECE materials and training of teachers on ECE will initiate the revamping of the existing Katchi setup and lay the foundations for improved learning outcomes, behavior and lifelong health.

Achievement of the targets envisaged for this intervention will create a significant impact in many ways. Some of the areas where the early grade intervention can have huge dividends include the following:

- More engaged learners in schools.
- Improved attendance and retention rate of children who have received ECE prior to enrolment in the formal Grade 1 of the primary school.
- Reduced drop-out rates at primary level; thus, minimizing wastage of resources.
- Improved learning levels in early years which has a strong probability of improving transition rates to post-primary levels.
- Provision of better education infrastructure facilities to the students.

Figure 8: Pathways to Actions for Sub-component 3.1



Key Assumptions, Risks and Sustainability Factors

For the sub-component 3.1 and related actions, the following sustainability elements, assumptions and risks factors are critical;

- As envisaged in the Khyber Pakhtunkhwa Education Reform Blueprint 2018-2023, the E&SED is committed to introduce quality pre-primary ECE in government schools in the province. The Education Sector Plan 2020-25 prioritized 10,000 government schools for the provision of quality pre-primary ECE. E&SED also earmarked a budget in the annual development program for provision of ECE material and training of teachers through government's own funding¹⁷. In the same context, E&SED included provision of quality pre-primary ECE in 1600 existing government schools in 20 selected districts through the ESPIG program. Katchi classes in the existing government schools will be transformed into quality pre-primary ECE classes with the provision of relevant facilities and learning material. The existing government teachers will be trained in early childhood development and education. ECE classes established and teachers trained, being part of E&SED, will be sustained in the public education sector.
- The lack of dedicated separate spaces in the existing government schools, particularly primary level, for katchi classes to transform them into quality pre-primary ECE can pose a risk in the program's implementation. The feasibility study and site selection criteria will address this factor to mitigate the potential risk.
- The availability of teachers in the government schools for ECE classrooms will be critical factor for selection of schools and effective implementation of this intervention.

¹⁷ Annual Development Program 2020-21, Government of Khyber Pakhtunkhwa, Planning and Development Department, June 2020.

3.6.2 Sub-component 3.2: Improving Teaching Learning Process at Primary Level (Fixed Part)

At the primary level, multi-grade environment exists in more than 60% of schools of Khyber Pakhtunkhwa¹⁸. Studies conducted in Khyber Pakhtunkhwa on the effects of multi-grade teaching suggest that “there is a negative relationship between retention and multi-grade schools. Children in the multi-grade settings are 7 percentage points more likely to drop out of schools. Likewise, they also score 6 percentage points less than their counterparts in the mono-grade schools. In other words, multi-grade schools are responsible, in part, for both attrition and poor learning”¹⁹.

Multi-grade schools and teaching is a deep-rooted issue in Khyber Pakhtunkhwa, without a policy in place to address the situation. There are two fundamental reasons for multi-grade teaching i.e., lack of teachers and lack of an adequate number of classrooms. Over the years, the E&SED has added many teachers and classrooms to the education system. However, the quantum of the challenge means that the available resources would not be enough to fulfil the teacher and classroom shortages. It is estimated that the government will need to recruit at least 70,000 more teachers to ensure six teachers in each primary school, i.e., eliminate multi-grade teaching. This would add approximately Rs. 22 billion to the salary budget of E&SED annually. The other aspect of multi-grade teaching is the limited number of classrooms in schools. The issue of multi-grade teaching could also be addressed by constructing more classrooms. There are 80,000 classrooms in primary schools in Khyber Pakhtunkhwa. If the government desires to provide a classroom to each grade, it will have to construct around 50,000 more classrooms. Construction of one classroom as per government rates costs around Rs. 2.5 million, whereas the construction by PTCs costs around Rs. 0.8 million. Even going by the lower rates, the department would need approximately Rs. 40 billion to equip all schools with one classroom for each grade. While there are a number of government schemes and support from the development partners is available to construct additional classrooms in the province, the need of the system is huge and can only be fulfilled over time.

It is evident that the provision of a single teacher and one room for all grades in public schools of the province may not be achieved any time soon because of the limitation of financial resources and the time required to recruit teachers and construct a huge number of classrooms. Globally, multi-grade teaching is accepted as a phenomenon. Accordingly, policies are devised, and relevant curriculum and teaching learning aids are ensured so that all students receive proper learning opportunities even in a multi-grade setup. Primary school teachers also need continuous support and mentoring to deliver the curriculum effectively. Teachers and teaching quality have a crucial and long-lasting impact on student learning²⁰. This makes a critical case for investing in

¹⁸ A quick analysis of EMIS data.

¹⁹ Khyber Pakhtunkhwa Equity Strategy

²⁰ World Bank (2019). *Successful Teachers, Successful Students: Recruiting and Supporting Society's Most Crucial Profession*.

teachers, especially with regard to provision of quality professional development opportunities and adequate learning environment in schools and classrooms.

The component aims to improve teaching learning process and practices at primary level through teacher training and professional development program, aligned with the aspiration of new Single National Curriculum (SNC), launched in March 2020 for Grade 1 to 5. To be implemented all over the country for preprimary to grade 5 from the academic year starting from 2021, the Single National Curriculum is prepared under the supervision of National Curriculum Council with the objective to provide an equal opportunity to all the children of Pakistan to receive quality education. Under the component, activities are designed to review SLOs and align and rationalize teaching learning materials and processes for primary level, particularly considering multi-grade classroom environment and learning pathways for children in Khyber Pakhtunkhwa covering marginalized and vulnerable groups of girls, refugee children and children with mild disabilities. The purpose is to provide a conducive teaching and learning environment to all children in schools according to their learning needs and requirements, so they can learn according to their potential and develop core skills and knowledge.

SLOs in SNC grade 1 to 5 will be reviewed for subjects of languages and mathematics and relevant schemes of studies will be developed in consideration to multi-grade teaching and learning environment. Instructional material and teachers' guide will be developed accordingly to support the implementation process in the classroom. The Directorate of Curriculum and Teacher Education will lead the curriculum review, identification of SLOs and development of schemes of studies for languages and mathematics grade 1 to 5 through a participatory and inclusive process. Curriculum experts, educators, teachers will be included in the SLOs review process to integrate children's learning needs, requirements and on the ground realities. Instruction material and teachers' guide development process will be organized and managed by the Provincial Institute of Teacher Education, but alignment with SLOs will be ensured through final review and approval by DCTE.

Since 2014-15, teacher training program are planned, managed and implemented by DCTE and PITE with government's own resources. During the education sector analysis, E&SED appreciated efforts of international development partners in working closely with PITE and DCTE to build their capacities for designing the induction and continuous professional development (CPD) programs and materials, training of master trainers and carrying out assessments. Since March 2020, the E&SED has introduced a comprehensive CPD program for government primary school teachers in all districts of the province with some interruption due to COVID-19. The training content is derived from a compendium of strengths and weaknesses in student performance and assessments of teacher content knowledge (in Urdu, English, Mathematics and Science) and teacher competence. The compendium is updated through sample-based assessments conducted by DCTE annually. The trainers (Faculty members of PITE and selected teachers) who deliver the training are trained by PITE. The modules for the training program are developed with assistance from DFID. Under the program, monthly cluster based professional development days

are organized to train primary school teachers on the content knowledge, effective pedagogical techniques, classroom management skills and various other learning tools and teaching tips. Teachers are provided with lesson plans. An online CPD teacher attendance portal has been developed to track teacher participation in CPD.

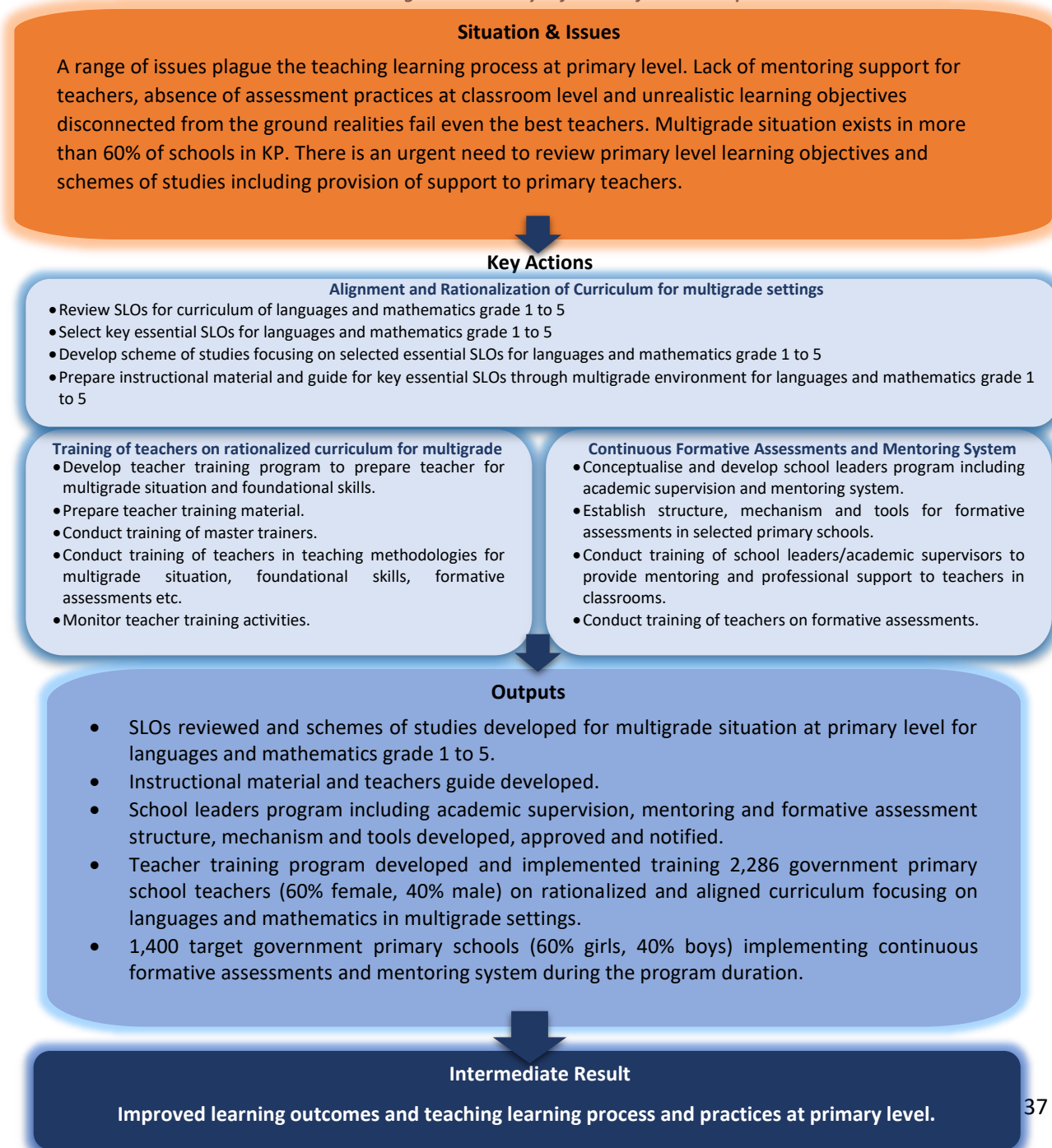
Under the ESPIG, PITE in close coordination with the Directorate of Elementary and Secondary Education will develop a teacher training program, using the existing CPD model, on the rationalized and aligned curriculum and reviewed SLOs for languages and mathematics grade 1 to 5, particularly for multi-grade settings. In addition to monthly professional days, professional supervision and mentoring in the classrooms, In-service training of primary school teachers focusing on teaching methodologies and best practices for multigrade environment will also be part of the intervention. Teachers will also be sensitized on gender and inclusive education approaches in the teaching learning processes in the classroom. Master trainers from PITE will be prepared and trained to deliver the training to primary school teachers in focused districts in a phased manner during the program period. The program targets to train 2286 primary school teachers including 60% females in focused settled and newly merged districts. Efforts will be made to integrate the initiative into teachers' mandatory induction training program at a later stage for continuation and sustainability.

To ensure that teachers implement the new teaching and learning methodologies and practices in the classrooms and students are benefiting in terms of better learning outcomes, academic supervision, mentoring and formative assessments system will be strengthened. The existing CPD model includes provision of in classroom professional support to teachers through academic supervision by ASDEOs. The ESA highlighted challenges and issues in the existing academic supervision by ASDEOS with respect to limited capacity in term of their numbers and skills required. To address the issues, School Leaders Program will be conceptualized, mechanisms will be established, and tools will be developed under the ESPIG. This will include elements of classroom observations, assessment of teachers, assessment of students, school learning environment etc. and providing on the job professional support and feedback to teachers and head teachers. School leaders/academic supervisors will be trained in mentoring, supervision and utilization of tools developed for the assessments. Findings and reports from school leaders/academic supervisors will be used to address issues in the teaching learning processes and practice through relevant and need based professional development opportunities and adjustments.

The component also deals with continuous formative assessments to improve teaching and learning processes. Under the component, in-classroom formative assessments by teachers will be institutionalized to guide teaching and learning process and practices in classrooms. The results from these formative assessments will also be used for other education inputs including curriculum, textbooks, teachers' qualification and training, etc. The teacher training program under the component will also cover training of teachers in assessments that emphasize more on understanding and application of knowledge and skills rather than on rote learning, as

recognized by the Education Reform Blueprint. It is important to focus on the assessments also in the context of COVID-19 and resulting known and mostly unknown learning losses and issues in students' competencies performance. Under the program, 1400 schools in the focused settled and merged districts will be supported to implement the academic supervision, mentoring and assessment system as envisaged. The component is fully aligned with KPESP priority area II on 'Enhancing Quality and Relevance of Education' and its goal and objectives. The interventions planned under the component are aligned with KPESP priority program 3.2.3, 3.2.4 and 3.2.5. KPESP priority programs are developed on the basis of well researched Education Sector Analysis and the Education Reform Blueprint.

Figure 9: Pathways of Actions for Sub-component 3.2



Key Assumptions, Risks and Sustainability Factors

For sub-component 3.2 and related actions, the following sustainability elements, assumptions and risks factors are critical;

- Under the sub-component, 2,286 government primary school teachers and 140 academic supervisors will be trained to improve teaching-learning process focusing on a multi-grade environment in the classrooms and institutionalize continuous formative assessments in 1,400 schools in 20 selected districts. Being government employees, these trained human resources will stay and serve in the public education sector. Training will be managed and delivered by the Provincial Institute of Teacher Education, Directorate of Curriculum and Teacher Education and Directorate of E&SE using Continuous Professional Development and Supervision model already in place. This will strengthen the capacities of the department to extend and run the training program in the remaining schools and districts. Training material and tools developed with ESPIG funding will be available to use for training of teachers and supervisors in remaining schools and districts. E&SED is committed to integrate the training program in the ongoing Teachers Induction Training Program for new teachers and existing CPD model running in all government primary schools in the province. The induction training and CPD model are managed and funded by government resources and implementing units.
- As this subcomponent cuts across other subcomponents also, multiple government units will be involved in the implementation. A strong coordination and coherent approach will be required to unpack and implement the intervention under this subcomponent such that it will support the intended objectives of all subcomponents.
- Government' restrictions on gathering, meetings, training activities because of COVID-19 may pose a risk to timely implementation of the activities. The program will mitigate this following alternative modalities for implementation of the activities. Government policies and SOPs will be followed during the program implementation.

4 Variable Part

4.1 Overview of Variable Part Strategies and Allocation

The following table provides an overview of the three variable part dimensions, variable part strategies and funds allocated for each dimension.

Table 5: Variable Part Dimensions, Strategies and Allocations

Variable Part Dimensions, Strategies & Allocation			
Dimension	Strategy	Allocation	%
Efficiency	Evidence based planning and efficient utilization of resources through an integrated data and information system.	520,000	7%
Equity	Enhance access to primary and middle level education for the most marginalized and disadvantaged children, especially girls through institutionalized Alternate Education Program (AEP).	3,598,000	52%
Learning	Improve provision of quality preprimary ECE opportunities in the province.	2,858,875	41%
Total Amount Allocated for Variable Part		6,976,875	

4.2 Disbursement of VP Financing

The variable part financing will be disbursed after the variable part targets are achieved and verified according to the verification process. The VP financing will be used to fund the variable part activities of the program. As the ESPIG will be implemented through project mode and fund disbursements will be as per UNICEF's HACT framework (framework explained in section 7.1 of this document), the variable part financing will be disbursed to implementing partners according to the agreed plan of variable part activities to achieve subsequent year targets.

The annual targets of the variable part can be rolled over to the next year. In case of non-disbursement as a result of the targets not being achieved, the variable part activities of the program will be stopped. This, however, will not impact the implementation of fixed part activities.

4.3 Efficiency

Variable Part Dimension: Efficiency

Strategy	Evidence based planning and efficient utilization of resources through an integrated data and information system.
Transformation	Development of an integrated decision support system with user-friendly interface and its utilization for evidence based planning and efficient utilization of resources will bring sector wide transformation by impacting more than 33,000 schools and over 5 million students in the province. It will also inculcate a culture of evidence-based planning and decision-making in the education sector. This will also make the existing planning processes more time- and cost-efficient. These processes will become evidence based and the department and its attached organizations and units will be provided avenues for an improved, efficient and streamlined education management and governance.
Stretch	The Elementary and Secondary Education Department has sixteen management applications running within and outside the department with no central database informing decisions. Existence of a variety of datasets in the education landscape of the province and the lack of an integrated decision support system for benefitting policymaking and decision support is a significant challenge in Khyber Pakhtunkhwa's context. This has an impact on education system's efficiency and effectiveness. The introduction of an integrated data management and decision support system will keep the data analysis alive as an ongoing process and an integral part of all education related policy- and decision-making.
Total VP Amount Allocated (USD)	USD 520,000
Indicator	<ul style="list-style-type: none"> • Need based integrated decision support system developed and used for planning and decision making.
Definition/Description of Indicator & Targets	<p>The indicator monitors the development and utilization of an integrated decision support system to collate, process, analyze information for efficient allocation of resources and specifically annual development planning.</p> <p>The indicator has following target values set for the first four years of the program duration:</p> <p>Year 1: In the first year, Software Requirements Specifications (SRS) report will be developed by reviewing all existing data systems and needs analysis of decision making especially of the planning wing of E&SED. The SRS will be developed through Technical Assistance in close consultations with key users and decision maker. The SRS report will be endorsed by planning wing and approved by E&SED Secretariat for cross organizational integration of existing data sets and information systems available with different units and wings of E&SED.</p> <p>Year 2: The integrated system will be ready for use. Technical description and the manual for users will be made available with the integrated system dashboards for key planners and decision makers.</p> <p>Year 3: Orientation sessions will be delivered on accessing and using IDSS for planning purposes and decision making. Up to 100 education managers will be trained in these sessions. These managers will be nominated by E&SED.</p> <p>Year 4 and 5: The system will be utilized by planning wing for resource allocation and Annual Development Planning exercise.</p>

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
Targets	<ul style="list-style-type: none"> • 16 data/information systems running in parallel with no cross organizational accessibility. • No integrated decision support system 	<ul style="list-style-type: none"> • SRS (Software Requirements Specifications) developed and approved for integration of data/information systems. 	<ul style="list-style-type: none"> • Integrated Decision Support System available for use. 	<ul style="list-style-type: none"> • 100 cumulative Education managers including females trained at provincial level. 	<ul style="list-style-type: none"> • Integrated decision support system utilized for resource allocation and Annual Development Planning. 	<ul style="list-style-type: none"> • Integrated decision support system utilized for resource allocation and Annual Development Planning.
Verification Protocol	-	SRS report developed through TA, endorsed by the Planning Wing and approved by the E&SED Secretariat.	Technical description of the system approved by EMIS and Planning wing along with system generated report.	Training report by third party.	Integrated decision support system utilized by Planning Wing of E&SED in Annual Development Planning and verified by third party.	-
Indicative Month & Year of Achievement	-	June 2022	June 2023	June 2024	November 2024	-
Disbursement Rule	-	Binary and roll over	Binary and roll over	Binary and roll over	Binary and roll over	-
Disbursements Amount (USD)	-	USD 370,000	USD 100,000	-	USD 50,000	-
Unmet Targets	Unmet targets will be rolled over for 1 year					

4.4 Equity

Variable Part Dimension: Equity

Strategy	Enhance access to primary and middle level education for the most marginalized and disadvantaged children, especially girls through institutionalized Alternate Education Program (AEP).
Transformation	The Accelerated Education Program (AEP) in Khyber Pakhtunkhwa will offer equivalent, certified competencies for basic education for disadvantaged, overage children and youth, particularly girls, who have missed out on education or had their education interrupted by poverty and marginalization, enabling them to return to formal education at age-appropriate grades, or transition into work or other training. The model offers a flexible and age-appropriate program which allows completion of the primary cycle in an accelerated manner in thirty-two months and middle in eighteen months. The Program will be flexible to meet the unique needs of the disadvantaged learners it aims to serve. The institutionalization of the Program will aim to increase access to quality primary and middle school for marginalized 10 to 16 year olds is expected to offer a longer-term, foundational program designed to work in tandem with the formal education system by mainstreaming them into formal education at age-appropriate grades after completion of the primary or middle cycle through a regulatory framework. It will lay the basis for addressing the problem of out of school children in Khyber Pakhtunkhwa by providing flexible opportunities for studying a condensed curriculum that enables transition into mainstream, formal schooling, or provides recognised and relevant certification and skills for the labour market. As a supply-side response, this Program will target children and youth that the formal school system is unable to reach. As a demand-side response, the flexibility of the Program will overcome factors which might preclude children who are forced to work, are over-age, or who face other forms of exclusion from entering into or remaining in the formal education system.
Stretch	Khyber Pakhtunkhwa has not been able to tackle the problem of 2.1 million out-of-school children in the province. This Program will offer alternative or second-chance education opportunities and will play a long-term role in education system strategies by focusing on marginalised and disadvantaged children, especially girls by aiming to enroll children aged 10 to 16 years. These children and youth may want to access education but are unable or unwilling to enter formal schooling with younger children. This Program is designed to meet this group's needs and is a stretch for the province as it also addresses the challenge of having over-age children in basic education which leads to inaccuracies in the number of age-appropriate children in schools and complications in financing and planning for formal education. By allowing over-age students to access the primary and middle curriculum in a condensed format minimises repetition and eliminates less-relevant content, by providing an engaging, age-appropriate pedagogy, and by allowing students to interact with similar-aged peers.
Total VP Amount Allocated (USD)	USD 3,598,000
Indicator	<ul style="list-style-type: none"> Accelerated Education Pathways designed and implemented for primary and middle levels with mainstreaming framework in place.
Definition/Description of Indicators and Targets	<p>This indicator measures the design, implementation and approval of the Accelerated Education Program Policy for the province. The indicator has the following target values set for the four years of the program duration:</p> <p>Year 1: Development and approval of the AEP Policy and an implementation plan for non-formal education service delivery in the province. This also includes the design of a low-cost scalable model for AEP in Khyber Pakhtunkhwa and a feasibility for establishing Government AEP centers in pockets of marginalized population with large number of out of school children. The feasibility study will benefit from the OOSC study and profiles developed in other component of the program in Newly Merged Districts (NMDs) and settled districts of the province.</p> <p>Year 2: Establishment of 400 new primary AE centers (32 months program) enrolling 12,000 students (60% girls) and new 150 lower secondary (18 months program) AE centers enrolling 4,500 students (60% girls) by the Program Implementation Unit, Elementary and Secondary Education Department.</p> <p>Year 3: Development and approval of a regulatory framework laying out a mainstreaming strategy for transition to the middle level for the primary cohorts and to the lower secondary level for the middle school cohorts and linkages with the provincial technical and vocational centers for overage children who cannot transition to the formal education system.</p> <p>Year 4: Completion of the first 18 months middle school cohort by mid-year and completion of the thirty-two-month primary cohort.</p> <p>Year 5: 60 per cent of primary or lower secondary AEP students (Girls: 60%, Boys: 40%) secured admission into formal schools or TVET institutes after completing primary or lower secondary AEP.</p>

	Baseline	Target 1	Year 2	Year 3	Year 4	Year 5
Targets	<ul style="list-style-type: none"> • 164 Government primary AEP centers enrolling 5,084 students (Girls: 2776, Boys: 2308) in 20 selected districts. • 157 Government lower secondary AEP centers enrolling 3,885 students (Girls: 3599, Boys: 286) in 20 selected districts. • No AEP policy available for Non-formal Education service delivery in the province. • No rules, guidelines and procedure available to mainstream AEP students into formal schools. 	<ul style="list-style-type: none"> • AEP policy developed including costed implementation plan based on feasibility and low-cost scalable AEP model for the province. 	<ul style="list-style-type: none"> • 400 new number of Government primary AEP centers (Girls: 60%, Boys: 40%) established enrolling 12,000 students (Girls: 60%, Boys 40%) in 20 selected districts. • 150 number of Government lower secondary AEP centers (Girls: 60%, Boys: 40%) established enrolling 4,500 students (Girls: 60%, Boys: 40%) in 20 selected districts. 	<ul style="list-style-type: none"> • AEP regulation and mainstreaming framework including process and accreditation mechanism for transition of AEP learners to other streams (Formal schools and TVET) for the province approved and notified. 	<ul style="list-style-type: none"> • 400 newly established Primary AEP centers (Girls: 60%, Boys: 40%) completing the 32-month primary AEP cycle. • 150 newly established lower secondary AEP centers (Girls: 60%, Boys: 40%) completing 18-month middle AEP cycle. 	<ul style="list-style-type: none"> • 60 per cent of primary and lower secondary AEP students (Girls: 60%, Boys: 40%) mainstreamed into formal schools or TVET.
Verification Protocol	-	AEP Policy document including costed implementation plan developed, endorsed by LEG and approved and notified by E&SED.	AEP centers established by ALP PIU and notified by Directorate of E&SED and verified by a third party.	AEP regulation and mainstreaming framework document developed, endorsed by LEG and approved and notified by E&SED.	Completion of 32 and 18-month primary and middle AEP cycles verified by a third party.	60% of primary and lower secondary AEP students enrolled into formal schools or TVET institutes after completion of primary or lower secondary AEP verified by a third party.
Indicative Month & Year of Achievement	-	November 2021	September 2022	March 2023	May 2025	April 2026
Disbursement Rule	-	Binary and roll over	Binary and roll over	Binary and roll over	Binary and roll over	Binary
Disbursements Amount (USD)	-	USD 1,646,000	USD 1,113,500	USD 813,500	USD 15,000	USD 10,000
Unmet Targets	Unmet Targets will be rolled over for 1 year					

4.5 Learning

Variable Part Dimension: Learning	
Strategy	Improve provision of quality preprimary ECE opportunities in the province.
Transformation	The proposed intervention will have transformational effect on students' learning in the early years in school. Children enrolled in at least one year of pre-primary education are more likely to develop the critical skills they need to succeed in school and less likely to repeat grades or drop out. ECE classes will promote child development and early learning in a safe and stimulating environment. Parents and communities will be encouraged to participate and provide innovative solutions for the child's cognitive and social development. The design of the ECE classes will offer a stimulating learning environment which shall include learning corners, playgrounds, toys and furniture. They will also focus on language development to build the child's vocabulary and socioemotional development through child-to-child relations (room and playground), teacher-child relations. It is of critical importance to get a suitable architectural plan for the health of young children, with a motivating environment for exploration, creativity and for creating an interest in learning.
Stretch	The indicators selected to measure the effectiveness of the ECE classes focus on not just the physical environment but also the right type curriculum and training of teachers who can offer the support needed at that tender age. Establishing ECE classes and improving the quality of ECE will be a stretch for the province especially given that many Government primary schools are running katchi classes but do not have an official ECE classroom in school. Moreover, the challenge of setting up ECE classes in newly merged districts is substantial, as villages and schools are often small and scattered. However, efforts to increase access may exacerbate the problem of low-quality ECE. It requires measuring not just access to pre-primary educational services but also the quality of the environment in which those services are being delivered. The Program will also focus on assessing the effectiveness of preprimary ECE provision through this program by utilizing the Measuring Early Learning Quality and Outcomes (MELQO) tool to promote feasible, accurate and useful measurement of children's development and learning at the start of primary school, and of the quality of their preprimary learning environments. The results will provide evidence for scaling up an effective preprimary ECE model and transforming katchi classes to quality early learning centers.
Total VP Amount Allocated	USD 2,858,875
Indicator	<ul style="list-style-type: none"> Number of preprimary ECE classrooms established with availability of trained teachers and evidence for scale up across the province evaluated according to Early Learning Development Standards (ELDS).
Definition / Description of Indicator & Targets	<p>The indicators measure an improvement in the ECE (Katchi) classrooms and the development, approval and implementation of ECE learning instructional material and teacher training material and its transformational effect on children's cognitive and social development.</p> <p>The indicator has following target values set for the first four years of the program duration:</p> <p>Year 1: Development and approval of ECE policy implementation framework, teacher training materials and training program with feasibility of establishing ECE spaces in existing government schools.</p> <p>Year 2: Baseline development through third party of existing preprimary education utilizing Measuring Early Learning Quality and Outcomes (MELQO) tool to measure.</p> <p>Year 3: 800 cumulative number of preprimary ECE classrooms will be established in existing government schools in 20 districts with availability of 800 number of preprimary ECE trained teachers enrolling 32,000 students.</p> <p>Year 4: MELQO tool will be utilized to measure the effectiveness of preprimary ECE spaces and learning environment and trained teachers. The report will be presented and discussed in the Local Education Group and other forums for advocacy and framing of evidence-based recommendation for preprimary ECE scale up in the province.</p>

	Year 5: 1,600 cumulative number of preprimary ECE classrooms will be established in existing government schools in 20 districts with availability of 1,600 number of preprimary ECE trained teachers enrolling 64,000 students. Moreover, a plan will be developed to scale up preprimary ECE in 10,000 government schools.					
	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
Targets	<ul style="list-style-type: none"> Lack of standardized preprimary ECE classrooms and spaces in public schools. Lack of ECE instructional material for students and teachers. Absence of teachers training program on ECE. 16% drop out between Katchi and Grade 1 in settled districts and 5% in newly merged districts. 	<ul style="list-style-type: none"> ECE policy and implementation framework, teaching learning materials and teacher training program with feasibility for establishment of ECE spaces and classrooms developed and approved. 	<ul style="list-style-type: none"> Baseline established for ECE spaces/learning environment and learning outcomes according to Early Learning Development Standards (ELDS) using MELQO tool. 	<ul style="list-style-type: none"> 800 cumulative number of preprimary ECE classrooms established in public primary schools enrolling 32,000 students (Girls: 60%, Boys 40%) in 20 selected districts with 800 number of teachers (Female: 60%, Male:40%) trained on preprimary ECE. 	<ul style="list-style-type: none"> MELQO tool utilized to gauge the effectiveness of the ECE spaces/learning environment and learning outcomes along with recommendations for ECE scale up in the province. 	<ul style="list-style-type: none"> 1,600 cumulative number of preprimary ECE classrooms established in public primary schools enrolling 64,000 students (Girls: 60%, Boys 40%) in 20 selected districts with 1,600 number of teachers (Female: 60%, Male:40%) trained on preprimary ECE. Plan developed and approved for scale up of preprimary ECE for 10,000 schools.
Verification Protocol	-	ECE policy implementation framework, teacher training materials and training program with feasibility of establishing ECE spaces developed by Directorate of E&SED, endorsed by LEG and approved by E&SED Secretariat.	Baseline conducted through third party (utilizing MELQO tool) and discussed in the Local Education Group.	800 preprimary ECE classrooms established with trained teachers notified by Directorate of E&SED and verified by a third party.	End line conducted through third party (utilizing MELQO tool), findings presented and discussed in the Local Education Group and used to frame recommendations for ECE scale up in the province.	1,600 preprimary ECE classrooms established with trained teachers notified by Directorate of E&SED and verified by a third party. Plan developed for scale up of preprimary ECE for 10,000 schools, endorsed by Local Education Group.
Indicative Month & Year	-	November 2021	November 2022	September 2023	November 2024	August 2025
Disbursement Rule	-	Binary and roll over	Binary and roll over	Binary and roll over	Binary and roll over	Binary
Disbursements Amount	-	USD 805,000	USD 680,000	USD 693,875	USD 665,000	USD 15,000
Unmet Targets	Unmet targets will be rolled over for 1 year					

5 Implementation Arrangements

The Khyber Pakhtunkhwa Education Improvement Program for ESPIG will be implemented by the Elementary and Secondary Education Department (E&SED), Government of Khyber Pakhtunkhwa with the technical support and close collaboration of UNICEF as the Grant Agent. The interventions of the program will be implemented through attached Directorates, wings and units of E&SED through existing capacities as well as provision of need based technical expertise through individual consultants and firms.

At the departmental level, the Education Sector Reform Unit (ESRU) at E&SED will serve as a focal point for overall coordination, oversight, verification of results and regular reviews to address any bottlenecks in a timely manner and ensure implementation. The unit will generate consolidated progress reports in coordination with all implementing units. The data for monitoring will come from the EMIS and EMA. UNICEF will provide technical assistance to the implementing units to strengthen their implementation capacities.

The attached Units of E&SED including the Directorate of E&SE, Provincial Institute of Teacher Education (PITE), Directorate of Curriculum and Teacher Education, Planning Cell and Accelerated Education Program (AEP) Project Implementation Unit (PIU) as per their roles and mandates will be Technical Leads (TLs) for implementation of the relevant strategies/activities, supplemented with the provision of technical assistance, where required. Specialized services will be hired on a short-term basis as TA to strengthen the implementation. This approach aims to use and further strengthen the institutional structure and capacity of E&SED and its attached Units to ensure program sustainability.

Figure 10: Elementary & Secondary Education Department Organogram

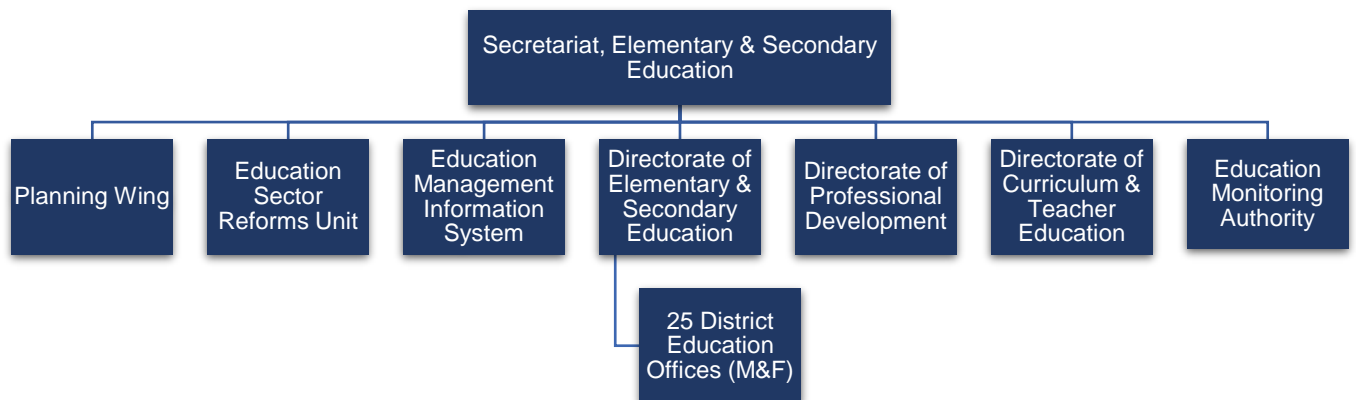


Table 6: Overview of Project Implementation Arrangements

Khyber Pakhtunkhwa Education Improvement Program		
<u>Component 1</u> Evidence Based Planning and Efficient Utilization of Resources	<u>Component 2</u> Improving Equity in Access to Primary and Middle Level Education	<u>Component 3</u> Transforming Quality in Preprimary and Primary Level Education
Intermediate Result 1.1: Evidence based planning and efficient utilization of resources through integrated data and information system. (Variable Part - Efficiency)	Intermediate Result 2.1: Improved access to equitable primary and middle level education. (Fixed part)	Intermediate Result 3.1: Improved provision of quality preprimary ECE opportunities in the province (Variable Part - Learning)
<u>Technical Lead – 1.1</u> Planning Cell, supported by EMIS	<u>Technical Lead – 2.1</u> ESRU (for feeder schools), Dir. E&SE (for second shift schools)	<u>Technical Lead – 3.1</u> Dir. E&SE, in collaboration with DCTE, TBB, PITE
Intermediate Result 1.2: Improved efficiency and effectiveness of Parent Teacher Councils and implementation of School Development Plans in target schools. (Fixed Part)	Intermediate Result 2.2: Enhanced access to primary and middle level education for the most marginalized and disadvantaged children, especially girls through institutionalized Accelerated Education Program (AEP). (Variable Part - Equity)	Intermediate Result 3.2: Improved teaching learning process and practices at primary level (Fixed Part)
<u>Technical Lead – 1.2</u> Dir. E&SE, supported by ESRU	<u>Technical Lead – 2.2</u> ALP-PIU, supported by ESRU	<u>Technical Lead – 3.2</u> Dir. E&SE, in collaboration with DCTE, PITE
Program Planning, Progress Review/Reporting & Technical Assistance		
ESRU: Annual Program & Joint Education Sector Reviews		
Planning Wing E&SED: Annual & Quarterly Work Planning of all Components and Interventions		
UNICEF (as GA): Technical Assistance in Implementation, Third Party Verifications, Procurement, Financial Disbursements and Program Reporting to GPE		

5.1 Component 1: Evidence Based Planning and Efficient Utilization of Resources

The Planning Cell and Directorate of Elementary and Secondary Education will be technical leads (TLs) for areas of intervention under component 1, supported by EMIS Cell and ESRU, respectively.

The planning cell at E&SE department will lead areas of intervention under sub-component 1.1 on evidence-based planning. The unit will be responsible for the overall planning, coordination, oversight and monitoring of all the activities under sub-component 1.1 with technical inputs from the EMIS cell. Planning cell will be responsible for achievement of all targets and indicators under the sub-component.

The unit will prepare a detailed implementation plan to achieve targets and indicators within the overall framework defined in the program document. The unit will be responsible to coordinate for execution of the plan and deploy resources. In doing so, the planning cell will closely coordinate with UNICEF, the grant agent. UNICEF will provide technical support and assistance to augment the implementation capacity of the Planning and EMIS. EMIS cell will provide technical inputs and support implementation of the activities. EMIS cell along with associated field formations at district level will be involved on the ground implementation and operations.

Planning cell, in coordination with Directorate E&SE and its field formation, will conceptualise and initiate a survey for identification of Out of School Children in NMDs and profiling of out of school children census in settled districts. District staff and teachers will be involved in the data collection and maintenance of out of school children profiles. PTCs may play a supportive role in identification of OOSC to support school administration in the activity. Mechanisms will be institutionalised to keep an updated database of OOSC areas and children's profiles. UNICEF will validate the survey's findings through a third party. OOSC database will be developed and maintained. The database will be housed in the EMIS and incorporated in the integrated decision support system (IDSS), planned under the component.

In order to develop a need based IDSS, Software Requirement Specification (SRS) study will be conducted through TA. This will also include a review of existing databases and consultations with all attached units of E&SED, development partners and other stakeholders to assess information needs for planning and decision making. SRS study will guide the development of need based IDSS. Being custodian and manager of education sector statistics and indicators, IDSS will be housed in the EMIS cell. Education managers will be trained on the utilisation of IDSS for planning and decision making. A user-friendly interactive dashboard will be provided to end users to get access to data and analysis through IDSS. UNICEF will review and verify, through a third-party, status of utilisation of IDSS for planning and decision making.

The Directorate of Elementary and Secondary Education (Dir. E&SE) will lead and supervise intervention under sub-component 1.2 on school development planning. Activities will be planned to strengthen Parent Teacher Councils to prepare and implement school development plans in target schools. Activities will be implemented in close coordination between Dir. E&SE and Education Sector Reform Unit (ESRU) at the E&SE Department. Dir. E&SE will be responsible for operations and on ground implementation of activities at school level, whereas ESRU will be responsible for review and oversight of the implementation process.

Dir. E&SE will facilitate PTCs election process and will coordinate with PITE for training to strengthen their capacities. PTCs will also be trained to conduct school self-assessments and prepare school development plans accordingly. Education managers will be involved in delivering training to PTCs. District supervisors will be trained to review and provide professional support to PTCs in performing their functions for school improvement and development. Key performance indicators (KPIs) will be identified and selected from the onset to review performance of PTCs regularly.

ESRU will be responsible to manage and facilitate grants to PTCs for implementation of school development plans. Besides the grants under ESPIG program, PTCs will be supported to access conditional grants for school improvements, besides PTCs regular funds channeled and managed through ESRU. Monitoring mechanisms will be established, and a dashboard will be developed to review implementation of school development plans at the department level. PTCs data will be integrated in the IDSS. UNICEF will arrange third party evaluation study of the effectiveness of PTCs. Dir. E&SE and ESRU will benefit from the findings of the study to introduce changes in the overall approach.

5.2 Component 2: Improving Equity in Access to Primary and Middle Level Education

ESRU will be a technical lead for establishment of feeder schools focusing on improving equity indicators in the focused districts. Feasibility study will be conducted in close coordination with Dir. E&SE for site selection and establishment of feeder schools as per defined criteria in the focused districts. Feeder schools will be established, focusing on equity dimensions, through community participation around fully utilised primary schools, and where no post primary schools are available in close vicinity for children in primary schools. Facility will be provided by the local community for the establishment of feeder schools. Teachers will be engaged through ESPIG funding from within the local community and trained through PITE. Free textbooks will be provided by E&SE Department to all children in the feeder schools. DCTE may be involved to conduct student learning assessments. ESRU and Dir. E&SE, through district officials, will jointly monitor and review performance of feeder schools.

Another innovative solution to improve equity in access to primary and post primary education is introduction of second shift in existing government schools. E&SED has already introduced the initiative in a selected number of schools. Under the program, the initiative will be extended to additional 20 government schools. Establishment criteria will include equity focused indicators. Government teachers from existing government schools will be engaged to teach in the afternoon schools on a fixed honorarium as per E&SED policy through ESPIG funding. Dir. E&SE will be the technical lead to plan, implement and monitor the initiative. ESRU will review and monitor performance of second shift schools in the focused districts. DCTE may be involved to conduct student learning assessments.

UNICEF will conduct third-party evaluation study to assess both approaches and models to make a recommendation for a model with a higher impact and low-cost scalability.

Provision of Accelerated Education Pathways (AEP) to OOSC is an important intervention under the component targeting establishment of 400 primary AEP centers and 150 lower secondary AEP centers in the focused districts. AEP Project Implementation Unit will be a technical lead for implementation of AEP, with the technical assistance of UNICEF. AEP policy will be developed including costed implementation plan based on feasibility and low-cost scalable AEP model. AEP PIU will establish primary and lower secondary AEP centers in the focused districts identifying potential sites/locations within communities on certain equity focused indicators. An accelerated curriculum and relevant textbooks have already been developed. AEP PIU will also undertake community awareness and mobilisation activities. Female AEP facilitators will be engaged to promote girls' participation. ESRU will monitor and review status of implementation and performance of AEP centers.

AEP PIU will develop AEP regulation and mainstreaming framework in consultation with relevant stakeholders, particularly Dir. E&SE for formal education stream and KP TEVTA (Technical Education and Vocational Training Authority) for technical education stream. Dir E&SE will play an important role in the mainstreaming of AEP graduates in the formal schools.

5.3 Component 3: Transforming Quality in Preprimary and Primary Level Education

The component will be implemented through collaborative efforts between Dir. E&SE, DCTE, TBB and PITE. Dir. E&SE will lead the sub-component on the provision of quality ECE in the province. With technical assistance, Dir. E&SE will conduct situational analysis and need assessment to prepare an informed ECE policy and implementation framework. Feasibility study will be conducted, followed by a costed implementation plan to establish 1,600 ECE classrooms in the focused districts. ECE materials will be developed by KPTBB and DCTE in line with ECE curriculum and Early Learning and Development Standards (ELDS). Baseline will be established using MELQO tool with the involvement of DCTE. Material will be developed, and training will be delivered to 1400 teachers on ECE by PITE. Evaluation study will be conducted using MELQO tool to gauge the effectiveness of the ECE spaces/learning environment and learning outcomes against the baseline. Based on the findings of the evaluation, an informed policy brief will be prepared along with recommendations to scale up ECE in 10,000 schools in the province.

Implementation of sub-component on improving teaching learning process will be led by Dir. E&SE in close collaboration with DCTE and PITE. The sub-component will deal with teachers' professional development and institutionalizing continuous formative assessments in primary schools.

DCTE will conduct SLOs review for languages and mathematics grade 1 to 5 through an inclusive and participatory approach to develop need-based schemes of studies for multi-grade situations at primary level. PITE will develop instructional material and teachers' guide for the revised

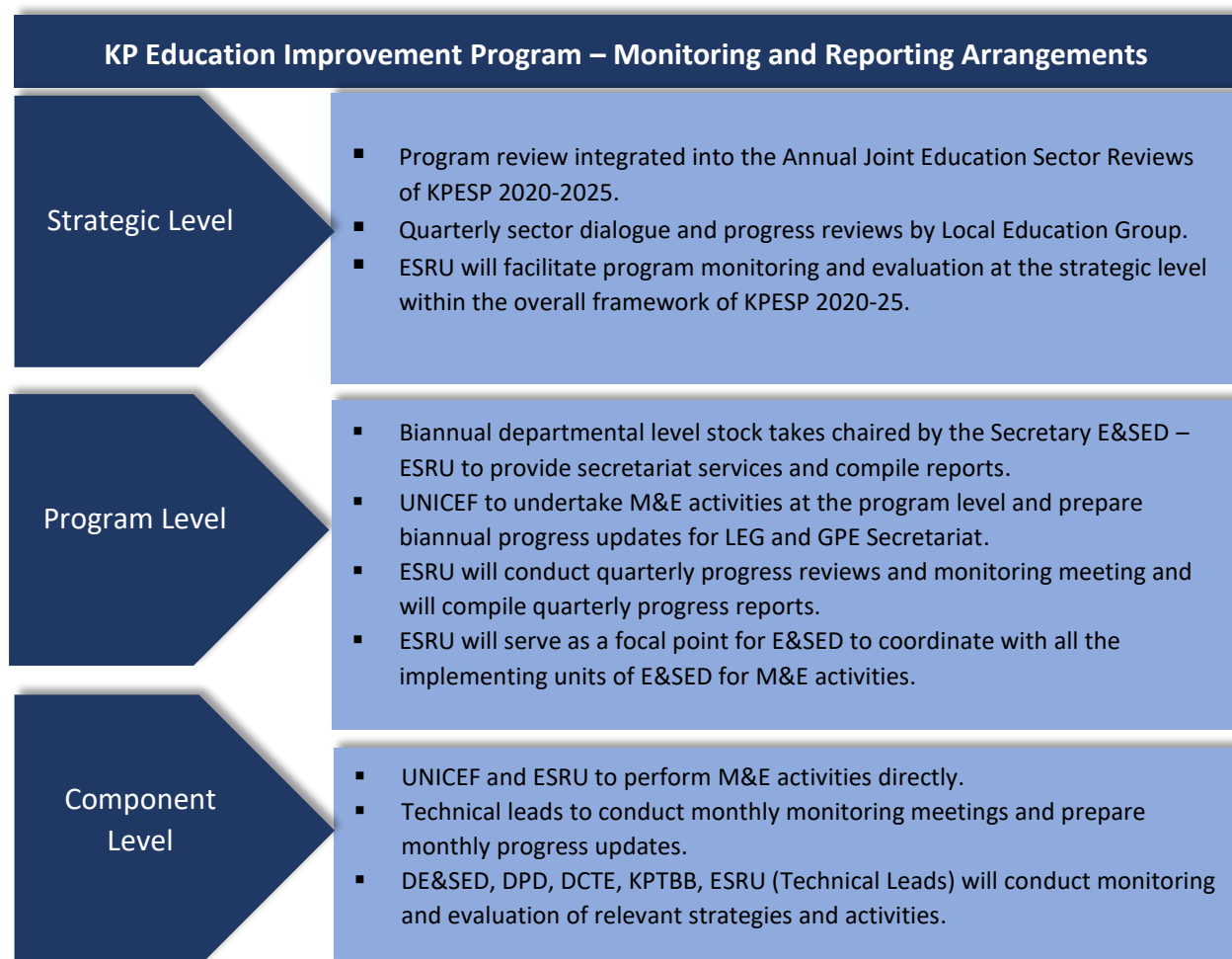
scheme of studies for primary level focusing on multi-grade environments; prevalent in more than 60% of schools in the province. Strengthening continuous formative assessment in primary school will be an integral aspect of SLOs review, scheme of studies and material development.

PITE will prepare a pool of master trainers to deliver teacher training. Primary school teachers will be trained in teaching methodologies for a multi-grade situation, foundational skills, formative assessments, etc.

To ensure teachers are applying new knowledge and techniques within the classroom, Dir. E&SE will introduce a school leaders' program for academic supervision and mentoring of teachers in the classroom. School leaders will also ensure that the continuous formative assessments are being conducted in classrooms and used in improving teaching and learning. PITE will conduct training of selected school leaders on mentoring and supervision including utilisation of assessment tools. These academic supervisors/school leaders will provide academic and professional support to teachers in the classrooms. A study will be conducted to evaluate the impact of school leaders program including academic supervision and mentoring on teachers' performance and children learning outcomes.

6 Results Monitoring and Evaluation arrangements

Figure 11: KP-EIP Monitoring & Reporting Overview



The overall monitoring and evaluation responsibility of the program will lie with the E&SED in close collaboration with UNICEF as the grant agent. ESRU will serve as a focal point for E&SED and will coordinate with all the implementing units of E&SED and UNICEF for monitoring and evaluation activities. The results matrix for the program will provide the overall framework for monitoring and evaluation activities. Outcome level indicators of the program are derived from the KP Education Sector Plan 2020-2025. The program contributes to KESP 2020-2025 through strategically selective priority interventions under three components of the program targeted at addressing issues and challenges in the areas of access, equity, learning and efficiency. The program focuses on improvements in retention and transition rates from primary to post primary, particularly for girls. The program also targets students' drop-out and out of school children. Under each component, intermediate results, indicators, baselines and yearly targets are defined in the result matrix.

- **Component Level:**

The KP ESPIG will be implemented through multiple implementing units of E&SED as explained in the section on the implementation arrangements including DE&SED, DPD/PITE and DCTE, which have their own dedicated administrative and monitoring systems. The day-to-day project implementation and monitoring will rely on their existing systems. At the component level, head (director) of the technical lead (main implementing units are designated as technical leads for components) will conduct monthly progress review and monitoring meetings to review progress and address issues in the implementation, if any. Technical leads will submit monthly progress updates to ESRU and UNICEF against activities planned in the operational work plan.

- **Program Level:**

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

At the program level, ESRU will conduct quarterly progress review and monitoring meetings to review progress and address issues in the implementation. All the implementing units will participate in the meetings to share status of progress and milestones under their respective components. The forum will be used to share experiences and lessons learned. In coordination with the implementing units, ESRU will compile a comprehensive quarterly progress report of the program. ESRU will include any recommendation for course correction in the implementation in the report to Secretary E&SED.

The Secretary E&SED will review progress of the program against indicators and targets at the departmental level stock take meetings twice a year. ESRU will provide secretariat services for the review meetings chaired by the Secretary E&SED. EMIS and Education Monitoring Authority (EMA) will provide the sector and school statistics respectively, to support monitoring efforts, in addition to validation and evaluation studies conducted under the program through third parties. The forum will be used to review progress, discuss issues impeding the progress and take important decisions to address issues. For any strategic level changes and course correction in the program implementation, LEG will be taken on board for endorsement.

- **Strategic Level:**

At the strategic level, ESRU will facilitate monitoring and review of the program within the overall sector review and monitoring including through periodic sector reviews by the

Local Education Group (LEG) quarterly and conducting Joint Education Sector Reviews (JESRs) annually. As envisaged in the ESP 2020-25 JESR meetings will be conducted each year with representation from the E&SED, development partners, civil society organizations and other stakeholders including PTCs and school level representatives. The purpose of JESR meeting will be to assess and discuss achievements, highlight challenges and shortcomings and agree on course corrections and improvements needed during the next year. Education statistics and analysis generated by EMA and EMIS will augment monitoring and evaluation activities.

- **Knowledge Management and Sharing:**

Within the program knowledge will be shared through regular interaction and brain storming session within components, periodic management and monitoring meetings at different levels to share progress, issues and achievements, preparation and dissemination of program reports covering best practices, success stories and lesson learned.

7 Role of Grant Agent

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

7.1 Funding modalities

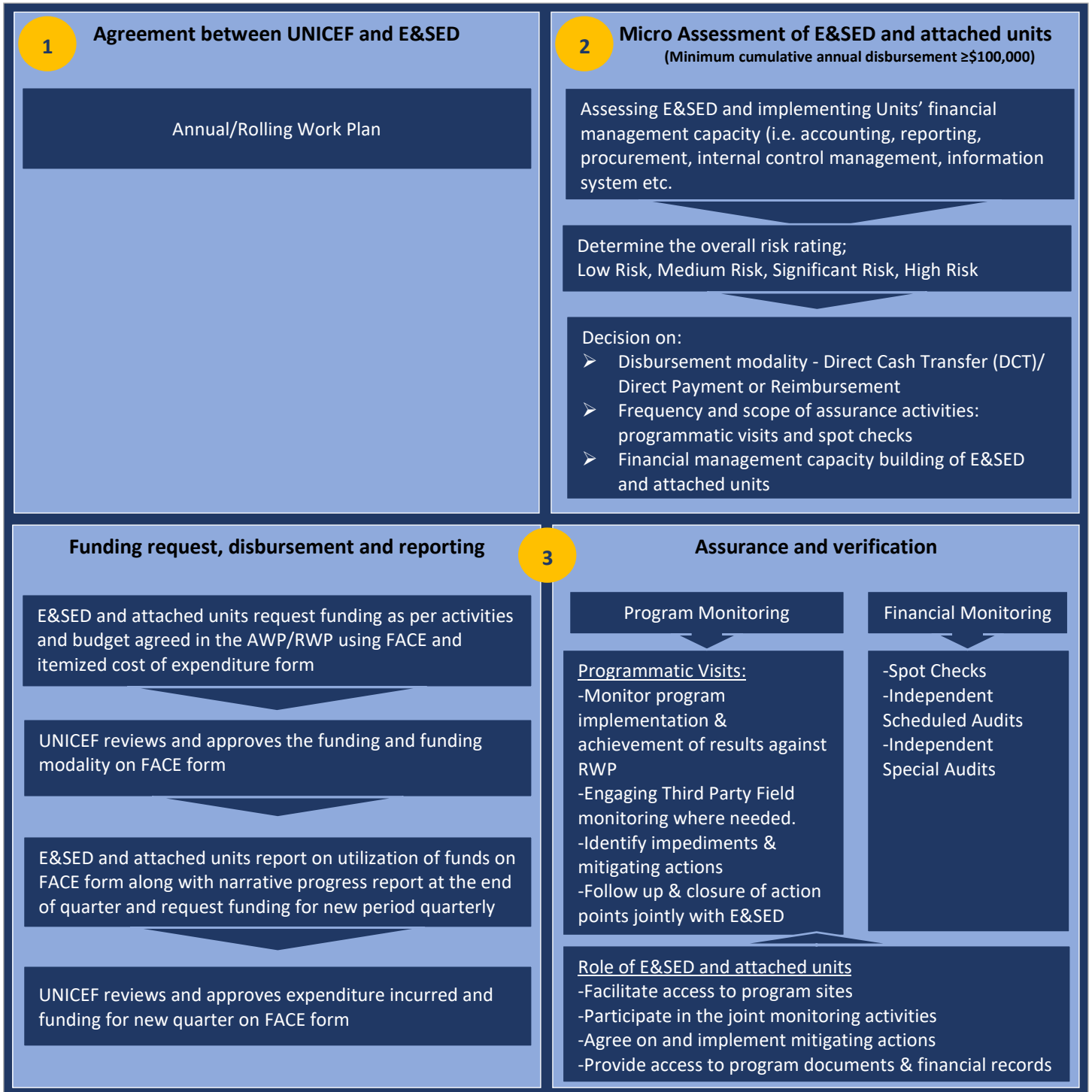
UNICEF's financial systems allow support to the funding modality for implementation of Education Sector Program Implementation Grant (ESPIG) through a project approach. The financial process guiding UNICEF's engagement with partner countries is the Harmonized Approach to Cash Transfer (HACT) modalities across the UN system²¹. This approach focuses on national system strengthening by building the capacity of state actors and partners in effectively managing sector programs including financial resources as per HACT guidelines.

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

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

²¹ HACT establishes common principles and process for managing cash transfers among UN agencies that have adopted the approach across all countries and operational contexts. It is a common operational framework for transferring cash to government and non-government implementing partners. The HACT framework document is accessible at the [UNDG website \(https://unsdg.un.org/resources/harmonized-approach-cash-transfers-framework\)](https://unsdg.un.org/resources/harmonized-approach-cash-transfers-framework)

Figure 12: Fund Flow Diagram – Harmonized Approach to Cash Transfer (HACT)



7.2 Technical Assistance and Support to Program Implementation

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

UNICEF will undertake direct monitoring of program activities on a regular basis through field visits, meetings with implementing units of E&SED, ESRU, Secretary E&SED and program beneficiaries. Mitigating actions will be proposed for follow up jointly with E&SED. UNICEF will also engage third-parties to conduct mid-term and final evaluations in close coordination with ESRU E&SED.

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

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

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

- **Implementation Oversight:** UNICEF will provide implementation oversight to all the interventions proposed by the Secondary Education Department to ensure that implementation of interventions is in line with the priorities of the ESP and as stipulated in the approved program document. Meanwhile, this oversight will serve as a tool to diagnose any bottlenecks in the implementation of interventions and provision of strategies to overcome these challenges. UNICEF has rich experience of managing large scale education reform programs in the province so this oversight will be highly instrumental. In addition, it will also provide technical assistance to the relevant department and directorates in case of any challenges.
- **Fiduciary Oversight:** As funds will be channelled through UNICEF, it will not only be following up on the timely availability of funds to the relevant departments but also the expenditure of funds and spending of funds for right set of activities, goods and services. UNICEF will ensure that there is no misuse of GPE funds and will employ safeguards to combat fraud and corruption. It will regularly collect information from ESRU about the utilisation of funds and analyse that funds are disbursed in the right manner and spending is in line with the agreed protocols.

- **Monitoring, Quality Assurance and Reporting:** UNICEF will regularly monitor the activities to ensure effective implementation of interventions, timely achievement of targets, and quality assurance. For this purpose, the GA will maintain a close liaison with the ESRU and collect regular reports about the progress of the program and will appraise GPE about the country situation. UNICEF will also hold quarterly review meetings inviting the department and its attached directorates to review the progress. The UNICEF team will conduct field visits to see the developments at grassroots level, if required. Based on the reports of ESRU, field visits and TPV reports, UNICEF will prepare bi-annual and annual progress report in consultation with the LEG and submit to the GPE.

In the above context of the support role of UNICEF for implementation of this programme, following activities directly related to programme implementation have been planned, costed and included in the programme budget under each component.

- Programme Assurance (travel to monitor progress and provide technical assistance) and financial spot checks (mandatory according to HACT framework being applied to this programme).
- Programme Reporting (development of progress and annual report, verification of results and editing/design of annual reports)
- Capacity Building of Government Officials on Reporting, Monitoring and Evaluation.
- Programme Evaluation (evaluability assessment, mid and end-line evaluation).
- Third Party Field Monitoring of activities and triangulation of results between UNICEF, Government and third-party.
- Advocacy and Communication including external communications through print/social media, Hi-res photography, video documentaries and human-interest stories.
- Provision of national and international technical assistance to the programme implementation.

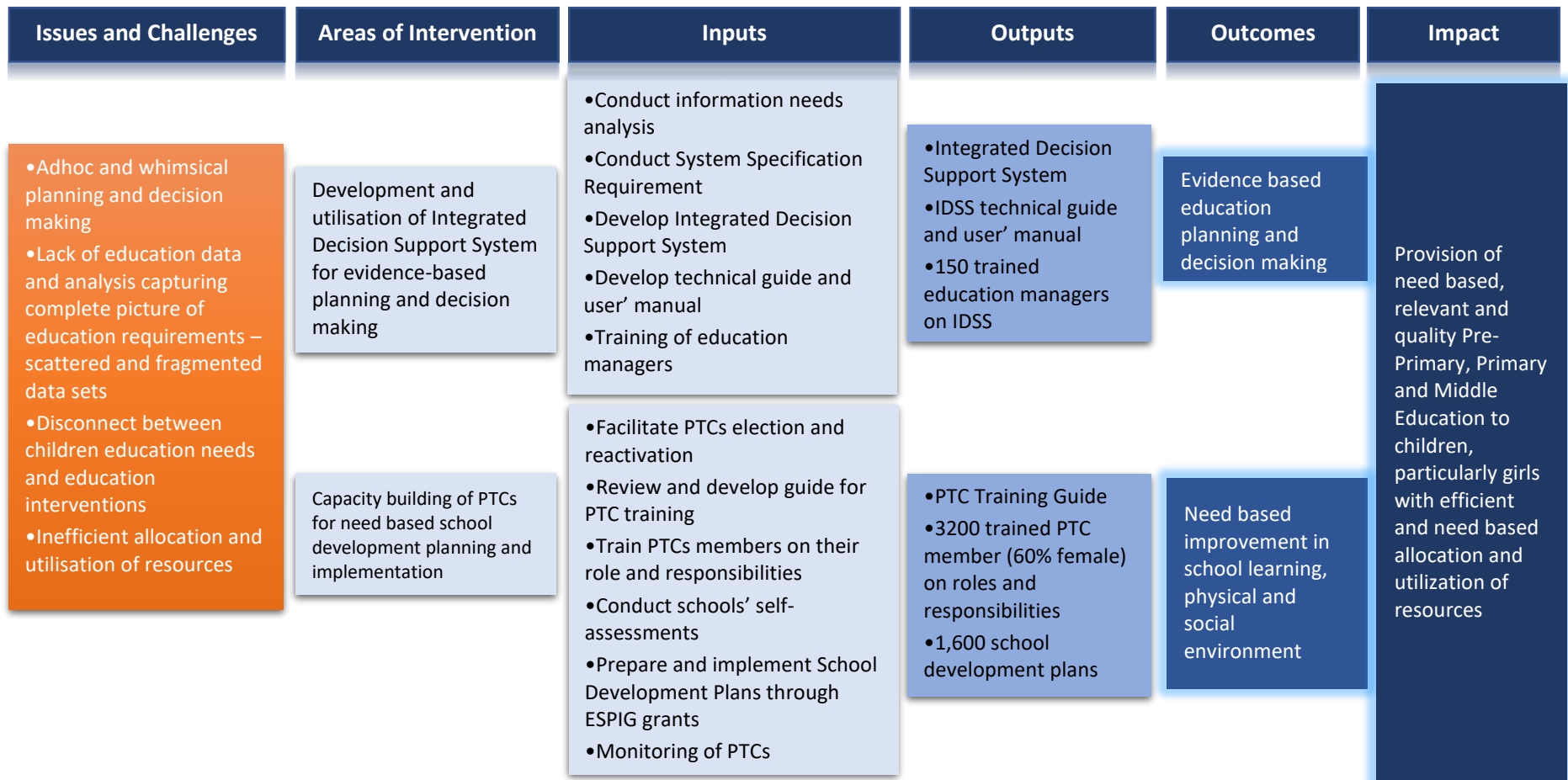
Apart from the above activities directly related to programme implementation, UNICEF's program implementation support costs are apportioned amount of the costs related to office/staff security, utilities including internet connectivity, stationery/ICT consumables, rental, warehouse management and logistics costs, office administrative/miscellaneous operating costs, vehicle rental, maintenance and fuel. Additionally, apportioned costs of cross-sectoral staff supporting the programme have also been calculated. These costs are included in the programme budget.

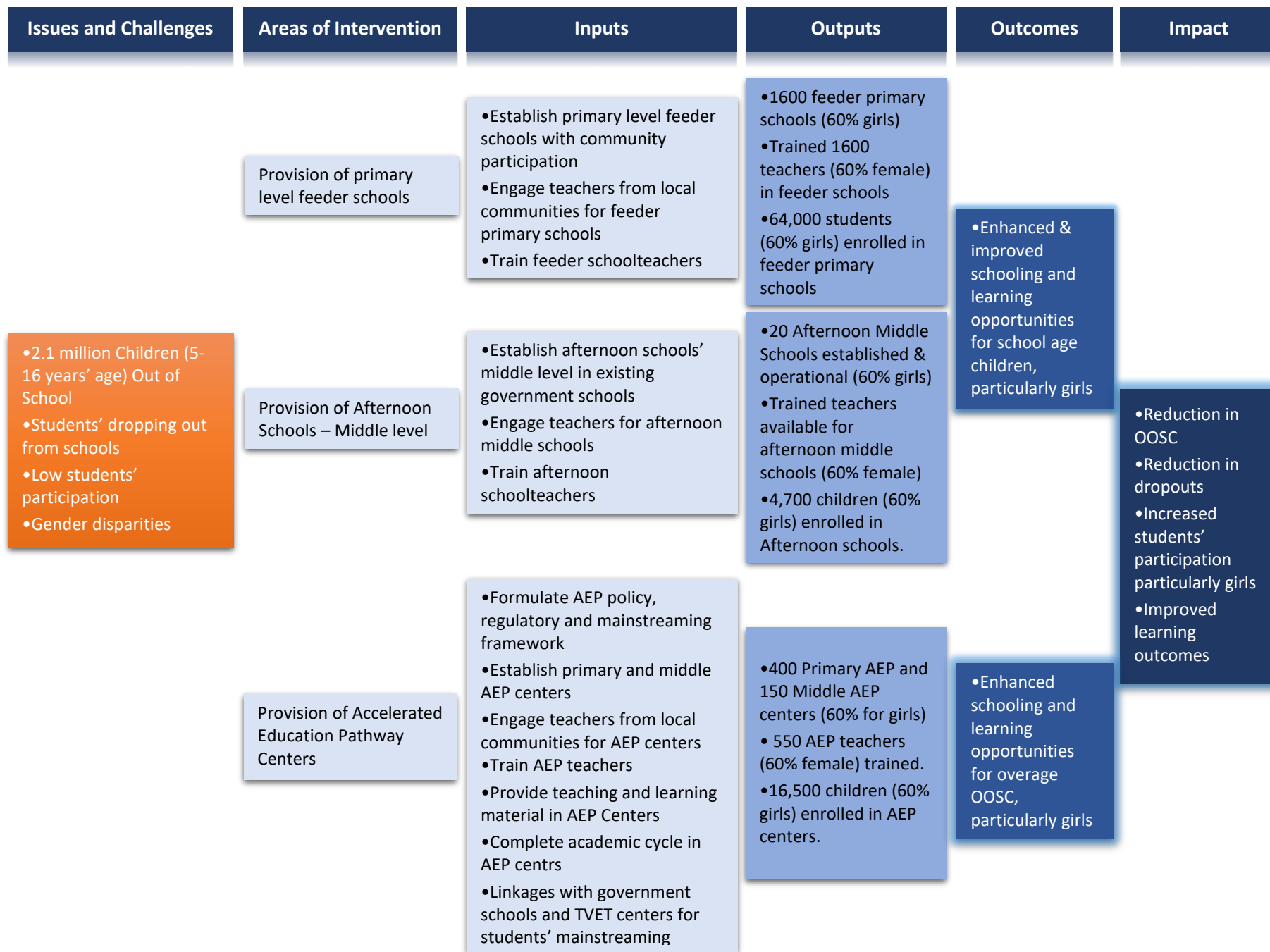
8 Sustainability

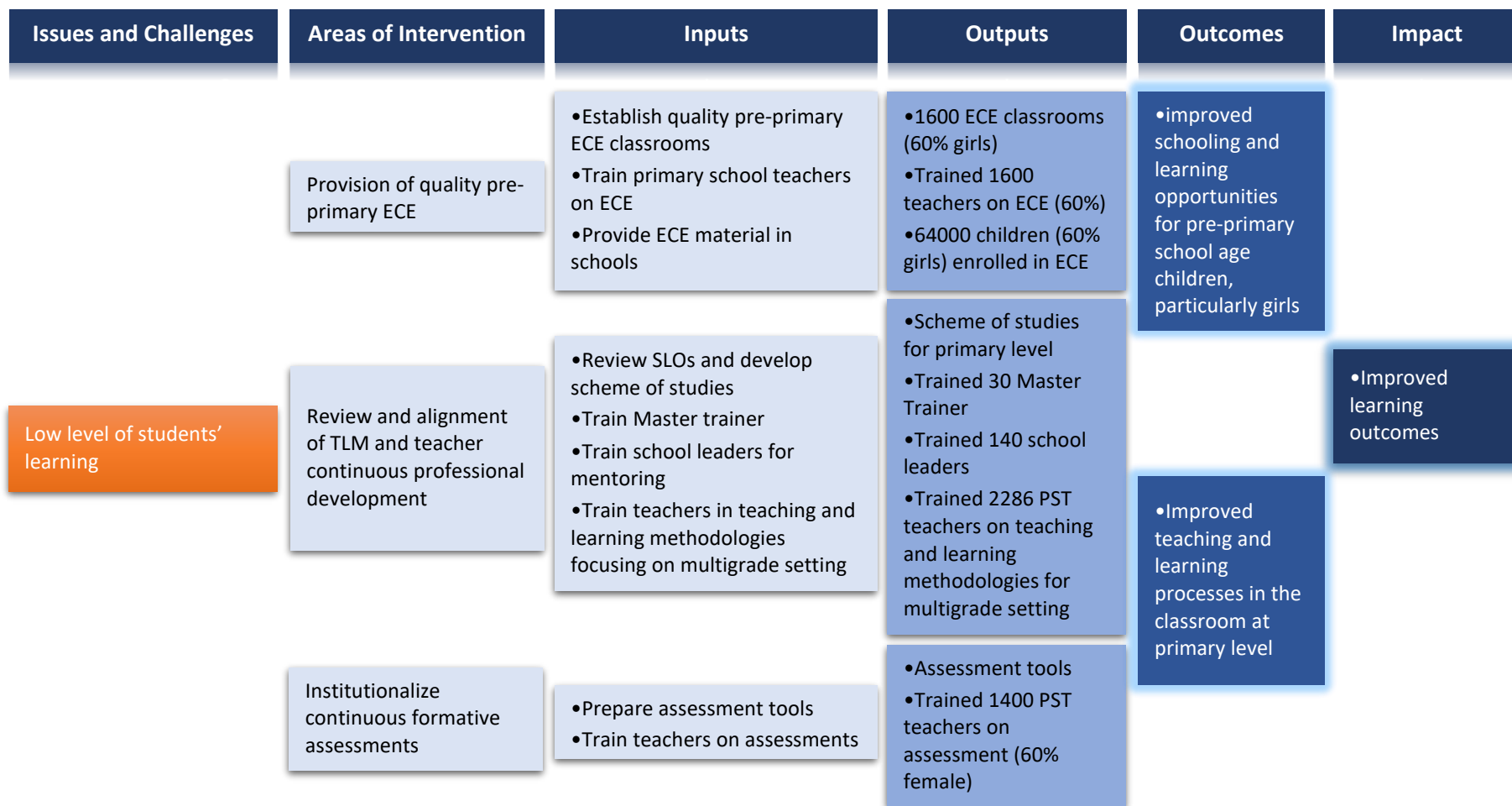
The program will be implemented using existing government systems, support the upgrade of government policies and implementation mechanisms as needed, and provide necessary capacity-building support for implementation. Implementation of key activities through E&SED and related support institutions will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

No additional parallel structures are proposed in the program design. E&SED and its units including ESRU, Planning Cell, DE&SE, DPD, DCTE with official mandates for program areas of interventions will be further strengthened through direct and continuous engagement in the implementation of program activities and/or professional trainings in the technical areas of education including material development, teacher training and information management. Program activities focusing on the involvement of local communities through PTCs will also improve the overall sustainability of the program interventions.

Annex 1: Theory of Change of KP-EIP







Annex 2: Theory of Change – Variable Part – Efficiency

Sub-component 1.1: Evidence Based Planning (Variable Part - Efficiency)				KP ESP 2020-25
Issues, causes and Challenges	Strategies and Interventions	Outputs	Outcomes	Policy Priority
<ul style="list-style-type: none"> Ad-hoc planning and decision making Supply driven education intervention Inadequate and/or inefficient allocation of resources <p><u>Causes</u></p> <ul style="list-style-type: none"> Unavailability of relevant and complete data Difficulties in accessing the available data Multiple databases maintained by different departments Weak capacity in the use and interpretation of available data 	<p>Assess situation and identify gaps - Review and analysis of exiting databases, consultation with stakeholder for their information needs and identification of information gaps.</p> <p>Fill the information gaps - Identification of OOSC areas and children profiles in NMDs and settled districts.</p> <p>Conduct Software Requirement Specification study to design and develop need based integrated decision support system for Elementary and Secondary Education.</p> <p>Development of an Integrated Decision Support System for comprehensive education data and analysis for education sector management.</p> <p>Training of 150 Education managers including females on using IDSS for planning and decision making</p>	<p>Availability of a need based integrated decision support system within E&SED with user-friendly interface enhancing access to comprehensive education data and analysis covering all aspects.</p> <p>Trained education managers including females on using IDSS for information-based planning and decision making</p>	<ul style="list-style-type: none"> Need based, efficient and adequate allocation and utilisation of resources. Enhanced capacity (organization and individual) of Information based planning and decision making. Enhanced and user-friendly access to comprehensive and holistic education sector data and analysis. 	<p>Priority Area 3: Improving Governance and Management of Education.</p> <p>Goal: Provide effective leadership, responsive governance and efficient management at all levels to achieve educational goals.</p> <p>Specific Objective: Strengthen planning, coordination, monitoring, evaluation, and learning across all levels for evidence-based decision-making.</p> <p>Results: More efficient and effective use of resources. Greater skill and transparency in decision making. Enhanced access to and use of data and knowledge management.</p>

Annex 3: Theory of Change – Variable Part – Equity

Sub-component 2.2: Provision of Accelerated Education Pathway (Variable Part - Equity)				KP ESP 2020-25
Issues, causes and Challenges	Strategies and Interventions	Outputs	Outcomes	Policy Priority
<ul style="list-style-type: none"> 2.1 million children between the ages of 5 and 16 years are out of school– 65% are girls High dropout rates - 69% between Katchi and Grade 10 for settled districts and 89% for merged districts. <p><u>Causes</u></p> <ul style="list-style-type: none"> Supply side gaps in terms of provision of schools at post-primary levels in nearby locations, 81% primary schools 19% elementary and secondary schools Limited mobility, socio-cultural barriers especially for girls Child labour – associated opportunity cost Lack of relevance especially post primary for youth from low-income backgrounds Poverty, conflict and marginalisation 	<p>Situational analysis and consultations to prepare need based low cost AEP policy</p> <p>Finalize AEP regulation and mainstreaming framework to facilitate mainstreaming of students in formal schools or transition to TVET)</p> <p>Formulate need based AEP policy for low-cost scalable AEP model</p> <p>Assess resource requirements and prepare implementation plan for establishment of AEP centers</p> <p>Conduct feasibility study for establishment of AEP centers in focused districts</p> <p>Sites selection for establishment of primary and middle AEP centers in focused districts</p>	<p>Need based AEP Policy covering AEP regulation and mainstreaming framework along with costed implementation plan for low cost scalable AEP model</p> <p>400 primary AEP and 150 middle AEP centers established in 20 districts with 400 AEP Facilitators/Teachers for primary AEP centers and 150 for middle AEP</p>	<ul style="list-style-type: none"> Enhanced institutional and organizational capacities of E&SED and enabling policy environment for AEP to complement the efforts of formal sector and reach out to OOSC, particularly girls. Enhanced access to need based, flexible with time and attendance, condensed and accelerated education opportunities for OOSC, especially girls. Increased number of children with functional literacy and life-skills and better economic opportunities. 	<p>Priority Area 1: Improving Access, Retention and Equity.</p> <p>Goal: Ensure access to inclusive and equitable education and lifelong learning opportunities for all children, youth and adults.</p> <p>Specific Objective: Provide relevant and flexible non-formal education to left-behind children.</p> <p>Results: Youth and adults with functional literacy and life-skills more likely to find employment.</p> <p>Strong institutional mechanism in place to design, oversee and guide non-formal education interventions in the province.</p>

	Facilitate community mobilisation for provision of space for AEPs	centers engaged from local communities.		
	Establish 400 primary (60% girls, 40% boys) and 150 middle (60% girls, 40% boys) AEP centers in focused districts			
	Engage 550 AEP facilitators, particularly females from local communities (60% females, 40% males)			
	Training of 550 AEP facilitators and teachers through PITE	550 trained AEP facilitators/teachers in pedagogies, multi-grade teaching and learning methodologies, assessments and foundational literacy and numeracy skills		
	Facilitate academic supervision and mentoring support to AEP facilitators to improve teaching and learning processes in the AEP centres			
	Community mobilisation through AEP facilitators for students' enrolment	16,500 number of boys and girls completed primary and middle level education in the AEP centers		
	Provision of free textbooks to all students enrolled in the AEP centers			

	Facilitate student learning assessments through DCTE.			
	Facilitate mainstreaming of AEP students into formal schools or transition to TVET – networking and linkages with nearby government schools and TVET centers.	60% of the boys and girls enrolled in AEP centres transitioned into formal schooling or TVET.		

Annex 4: Theory of Change – Variable Part – Learning

Sub-component 3.1: Provision of Quality Pre-primary ECE (Variable Part – Learning)				KP ESP 2020-25
Issues, causes and Challenges	Strategies and Interventions	Outputs	Outcomes	Policy Priority
<ul style="list-style-type: none"> Student performance showed positive trend in the previous years but still majority of scores fall in the lowest band (less than 32%) in both grade 5 and 8 Many students enrolled in Katchi grade drop-out of schools before entering Grade 1 (16% in settled districts, 5% in merged districts) <p><u>Causes:</u></p> <ul style="list-style-type: none"> No dedicated ECE classrooms in government schools No dedicated ECE teachers Inadequate learning environment – lack of facilities 	Formulate need based (based on information and analysis) ECE policy and implementation framework	ECE policy implementation framework with feasibility of establishing ECE spaces	<ul style="list-style-type: none"> Enabling policy environment and improved institutional capacity of E&SED for provision of quality ECE in all government schools Enhanced access to quality pre-primary ECE opportunities in the existing government schools in the province 	<p>Priority Area 2: Quality and Relevance</p> <p>Goal: Deliver quality and relevant education for all to nurture productive citizens</p> <p>Specific Objectives: Make available quality textbooks and need-based teaching and learning materials in schools, including ECE specific material</p> <p>Provide conducive learning environment in schools and classrooms</p> <p>Results: Improvement in learning outcomes</p> <p>Enhanced student retention and transition in higher grades</p> <p>Improved quality of education at ECE preparing children more</p>
	Conduct feasibility study for establishment of ECE spaces and classrooms			
	Assess resource requirement and prepare costed implementation plan for establishment of ECE spaces and classrooms			
	Conduct study using MELQO tools to establish baseline for ECE intervention			
	Select government primary schools, 60% girls and 40% boys, for establishment of ECE spaces and classrooms	1,600 pre-primary ECE classrooms with 1,600 trained female teachers on pre-primary ECE in the government primary schools in 20 districts		
Establish ECE spaces and classrooms in selected government primary schools in 20 districts				

	Develop ECE materials in line with ECE curriculum and Early Learning and Development Standards			effectively to enter and remain in primary education. Better, more responsive teaching which puts the needs of the child first using a blend of approaches and techniques.
	Training of teachers on ECE (60% female, 40% male)			
	Conduct evaluation study of ECE intervention using MELQO tool	Evaluation study on the effectiveness of ECE and recommendations for E&SED		
	Present findings to E&SED and LEG			
	Prepare informed policy brief for ECE scale up in the province	Policy brief on ECE scale up and costed plan to establish ECE classroom in 10,000 government school		
	Prepare costed plan for establishing ECE in 10,000 schools			

Annex 5: KP-EIP Results Chain, Indicators and Targets

Results Chain: (Objectives & Results)	Indicators	Baseline	Targets				
			Year 1	Year 2	Year 3	Year 4	Year 5
Program Objective: To improve access, quality and efficiency of education system in the province.	<ul style="list-style-type: none"> Percentage decrease in out of school children over the baseline in the selected 20 low performing districts. 	<ul style="list-style-type: none"> to be calculated 	<ul style="list-style-type: none"> Baseline established with gender disaggregated data. 	<ul style="list-style-type: none"> 1% decrease from the baseline (Girls:1%, Boys:1%). 	<ul style="list-style-type: none"> 2% decrease from the baseline (Girls:2%, Boys:2%). 	<ul style="list-style-type: none"> 4% decrease from the baseline (Girls:4%, Boys:4%). 	<ul style="list-style-type: none"> 5% decrease from the baseline (Girls: 5%, Boys:5%).
	<ul style="list-style-type: none"> Cumulative number of out of school children enrolled at pre-primary and primary levels in the selected 20 low performing districts. 	<ul style="list-style-type: none"> 0 	-	<ul style="list-style-type: none"> 44,000 (Girls:26,400, Boys:17,600) 	<ul style="list-style-type: none"> 76,000 (Girls:45,600, Boys:30,400) 	<ul style="list-style-type: none"> 108,000 (Girls:64,800, Boys:43,200) 	<ul style="list-style-type: none"> 140,000 (Girls:84,000, Boys:56,000)
	<ul style="list-style-type: none"> Percentage improvement in early literacy score of the students in supported ECE classrooms (MELQO) over the baseline. 	<ul style="list-style-type: none"> To be conducted 	-	<ul style="list-style-type: none"> Baseline conducted with gender disaggregated data. 	-	<ul style="list-style-type: none"> 3% increase from the baseline (Girls: 3%, Boys: 3%) 	-

Results Chain: (Objectives & Results)	Indicators	Baseline	Targets				
			Year 1	Year 2	Year 3	Year 4	Year 5
Component 1: Evidence Based Planning and Efficient Utilization of Resources.							
Intermediate Result 1.1: Evidence based planning and efficient utilization of resources through integrated data and information system. (Variable Part - Efficiency)	<ul style="list-style-type: none"> • Availability and utilization of out of school and at-risk student profiles in target districts. 	<ul style="list-style-type: none"> • Absence/ Non availability of data on OOSC in NMDs. • Outdated data of OOSC in settled districts. 	<ul style="list-style-type: none"> • Identification of OOSC areas and children profiles in NMDs and settled districts. 	<ul style="list-style-type: none"> • Utilization of OOSC profiles and reports in the program planning. 	<ul style="list-style-type: none"> • Utilization of OOSC profiles and reports in the program planning. 	<ul style="list-style-type: none"> • Utilization of OOSC profiles and reports in the program planning. 	<ul style="list-style-type: none"> • Utilization of OOSC profiles and reports in the program planning.
	<ul style="list-style-type: none"> • Need based integrated decision support system developed and used for planning and decision making. 	<ul style="list-style-type: none"> • 16 data/ information systems running in parallel with no cross organizational accessibility. • Absence of integrated decision support system. 	<ul style="list-style-type: none"> • SRS (Software Requirements Specifications) developed and approved for integration of data/information systems. 	<ul style="list-style-type: none"> • Integrated Decision Support System available for use. • 50 Education managers including females trained at provincial level. 	<ul style="list-style-type: none"> • 100 cumulative Education managers including females trained at provincial level. 	<ul style="list-style-type: none"> • 150 cumulative Education managers including females trained at provincial level. • Integrated decision support system utilized for resource allocation and Annual Development Planning. 	<ul style="list-style-type: none"> • Integrated decision support system utilized for resource allocation and Annual Development Planning.
Intermediate Result 1.2: Improved efficiency and effectiveness of Parent Teacher Councils and implementation of School Development Plans in target schools. (Fixed Part)	<ul style="list-style-type: none"> • Number of PTCs made effective and monitored. 	<ul style="list-style-type: none"> • PTC Policy available. • PTCs are not monitored and supported through trainings. 	<ul style="list-style-type: none"> • Evaluation mechanism developed, and indicators identified for gauging the effectiveness of PTCs. 	<ul style="list-style-type: none"> • 400 PTCs revamped, trained and monitored. 	<ul style="list-style-type: none"> • 800 cumulative PTCs revamped, trained and monitored. 	<ul style="list-style-type: none"> • 1200 cumulative PTCs revamped, trained and monitored. 	<ul style="list-style-type: none"> • 1,600 cumulative PTCs revamped, trained and monitored. • PTCs performance and role evaluated, and report produced on the effectiveness of PTCs.
	<ul style="list-style-type: none"> • Cumulative number of supported schools conducting school assessments and implementing 	<ul style="list-style-type: none"> • 0 	<ul style="list-style-type: none"> • Dashboard developed for monitoring the implementation of School Development Plans 	<ul style="list-style-type: none"> • 400 (Girls: 60%, Boys: 40%) school development plans developed, implemented and monitored. 	<ul style="list-style-type: none"> • 800 (Girls: 60%, Boys: 40%) cumulative school development plans developed, 	<ul style="list-style-type: none"> • 1,200 (Girls: 60%, Boys: 40%) cumulative school development plans developed, 	<ul style="list-style-type: none"> • 1,600 (Girls: 60%, Boys: 40%) cumulative school development plans developed,

Results Chain: (Objectives & Results)	Indicators	Baseline	Targets				
			Year 1	Year 2	Year 3	Year 4	Year 5
	school development grants.		and fund utilization.		implemented and monitored.	implemented and monitored.	implemented and monitored.
Component 2: Improving Equity in Access to Primary and Middle Level Education.							
Intermediate Result 2.1: Improved access to equitable primary and middle level education. (Fixed part)	• Number of primary level feeder schools established in underserved areas enrolling children at primary level.	• 0	• Feasibility of sites on equity focused indicators for identification of potential locations in focused districts.	• 400 (Girls: 60%, Boys: 40%) community feeder schools established with 16,000 students (Girls: 60%, Boys: 40%) enrolled.	• 800 (Girls: 60%, Boys: 40%) cumulative community feeder schools established with 32,000 students (Girls: 60%, Boys: 40%) enrolled.	• 1200 (Girls: 60%, Boys: 40%) cumulative community feeder schools established with 48,000 students (Girls: 60%, Boys: 40%) enrolled.	• 1,600 (Girls: 60%, Boys: 40%) cumulative community feeder schools established with 64,000 students (Girls: 60%, Boys: 40%) enrolled.
	• Number of second shift middle schools established in primary schools enrolling children at middle level.	• 0	• Identification of primary schools to be used for operationalization for lower secondary grades.	• 20 (Girls: 60%, Boys: 40%) number of 2nd shift middle schools established with 680 students (Girls: 60%, Boys: 40%) enrolled.	• 20 (Girls: 60%, Boys: 40%) cumulative number of 2nd shift middle schools operational with 2,040 students (Girls: 60%, Boys: 40%) enrolled.	• 20 (Girls: 60%, Boys: 40%) cumulative number of 2nd shift middle schools operational with 3,400 students (Girls: 60%, Boys: 40%) enrolled.	• 20 (Girls: 60%, Boys: 40%) cumulative number of 2nd shift middle schools operational with 4,760 students (Girls: 60%, Boys: 40%) enrolled.
Intermediate Result 2.2: Enhanced access to primary and middle level education for the most marginalized and disadvantaged children, especially girls through institutionalized Accelerated Education Program	• Accelerated Education Pathways designed and implemented for primary and middle levels with mainstreaming framework in place.	• 164 Government primary AEP centers enrolling 5,084 students (Girls: 2776, Boys: 2308) in 20 selected districts. • 157 Government lower secondary AEP centers enrolling 3,885 students (Girls: 3599, Boys: 286) in	• AEP policy developed including costed implementation plan based on feasibility and low-cost scalable AEP model.	• 400 new number of Government primary AEP centers (Girls: 60%, Boys: 40%) established enrolling 12,000 students (Girls: 60%, Boys: 40%) in 20 selected districts. • 150 new number of Government	• AEP regulation and mainstreaming framework including process and accreditation mechanism for transition of AEP learners to other streams (Formal schools and TVET) for the province approved and notified.	• 400 newly established Primary AEP centers (Girls: 60%, Boys: 40%) completing the 32-month primary AEP cycle. • 150 newly established lower secondary AEP centers (Girls: 60%, Boys: 40%)	• 60 per cent of primary and lower secondary AEP students (Girls: 60%, Boys: 40%) mainstreamed into formal schools or TVET.

Results Chain: (Objectives & Results)	Indicators	Baseline	Targets				
			Year 1	Year 2	Year 3	Year 4	Year 5
(AEP). (Variable Part - Equity)		<p>20 selected districts.</p> <ul style="list-style-type: none"> • No AEP policy available for Non-formal Education service delivery in the province. • No rules, guidelines and procedure available to mainstream AEP students into formal schools. 		<p>lower secondary AEP centers (Girls: 60%, Boys: 40%) established enrolling 4,500 students (Girls: 60%, Boys: 40%) in 20 selected districts.</p>		<p>completing 18-month middle AEP cycle.</p>	

Component 3: Transforming Quality in Preprimary and Primary Level Education.

<p>Intermediate Result 3.1: Improved provision of quality preprimary ECE opportunities in the province (Variable Part - Learning)</p>	<ul style="list-style-type: none"> • Number of preprimary ECE classrooms established with availability of trained teachers and evidence for scale up across the province according to Early Learning Development Standards (ELDS). 	<ul style="list-style-type: none"> • Lack of standardized preprimary ECE classrooms and spaces in public schools. • Lack of ECE instructional material for students and teachers. • Absence of teachers training program on ECE. • 16% drop out between Katchi and Grade 1 in settled districts and 5% in newly merged districts. 	<ul style="list-style-type: none"> • ECE policy and implementation framework, teaching learning materials and teacher training program with feasibility for establishment of ECE spaces and classrooms developed and approved. 	<ul style="list-style-type: none"> • 30 number of Master trainers (including females) trained, and pool of resource persons notified. • 400 preprimary ECE classrooms established in public primary schools enrolling 16,000 students (Girls: 60%, Boys 40%) in 20 selected districts with 400 number of teachers (Female: 60%, Male:40%) trained on preprimary ECE. 	<ul style="list-style-type: none"> • 800 cumulative number of preprimary ECE classrooms established in public primary schools enrolling 32,000 students (Girls: 60%, Boys 40%) in 20 selected districts with 800 number of teachers (Female: 60%, Male:40%) trained on preprimary ECE. 	<ul style="list-style-type: none"> • 1,200 cumulative number of preprimary ECE classrooms established in public primary schools enrolling 48,000 students (Girls: 60%, Boys 40%) in 20 selected districts with 1,200 number of teachers (Female: 60%, Male:40%) trained on preprimary ECE. • MELQO tool utilized to gauge the effectiveness of the ECE 	<ul style="list-style-type: none"> • 1,600 cumulative number of preprimary ECE classrooms established in public primary schools enrolling 64,000 students (Girls: 60%, Boys 40%) in 20 selected districts with 1,600 number of teachers (Female: 60%, Male:40%) trained on preprimary ECE. • Plan developed and approved for scale up of
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Results Chain: (Objectives & Results)	Indicators	Baseline	Targets				
			Year 1	Year 2	Year 3	Year 4	Year 5
				<ul style="list-style-type: none"> Baseline established for ECE spaces/learning environment and learning outcomes according to Early Learning Development Standards (ELDS) using MELQO tool. 		spaces/learning environment and learning outcomes along with recommendations for ECE scale up in the province.	preprimary ECE for 10,000 schools.
Intermediate Result 3.2: Improved teaching learning process and practices at primary level (Fixed Part)	<ul style="list-style-type: none"> SLOs reviewed and teaching learning materials aligned and rationalized for primary level especially for multigrade environment and learning pathways. 	<ul style="list-style-type: none"> Multigrade situation though prevalent across the province but not recognized in curriculum and teaching learning materials. No schemes of studies, instructional materials and teachers guides available for primary level especially for the multigrade situation. 	<ul style="list-style-type: none"> SLOs reviewed and schemes of studies developed for multigrade situation at primary level for languages and mathematics grade 1 to 5. Instructional material and teachers guide developed. 	-	-	-	-
	<ul style="list-style-type: none"> Teacher training program developed, and number of teachers trained on rationalized and aligned curriculum. 	<ul style="list-style-type: none"> 0 	<ul style="list-style-type: none"> Development of training program. 30 number of master trainers (including females) trained, and pool 	<ul style="list-style-type: none"> 984 number of teachers (Female: 60%, Male: 40%) trained. 	<ul style="list-style-type: none"> 1418 cumulative number of teachers (Female: 60%, Male: 40%) trained. 	<ul style="list-style-type: none"> 1852 cumulative number of teachers (Female: 60%, Male: 40%) trained. 	<ul style="list-style-type: none"> 2286 cumulative number of teachers (Female: 60%, Male: 40%) trained.

Results Chain: (Objectives & Results)	Indicators	Baseline	Targets					
			Year 1	Year 2	Year 3	Year 4	Year 5	
			of resource persons notified.					
	<ul style="list-style-type: none"> • Continuous formative assessments and mentoring system designed and implemented. 	<ul style="list-style-type: none"> • Formative assessments are nonexistent in the province. • Absence of academic supervision and mentoring system at circle and district levels. 	<ul style="list-style-type: none"> • School leaders program including academic supervision, mentoring and formative assessment structure, mechanism and tools developed, approved and notified. 	<ul style="list-style-type: none"> • 35 number of school leaders/academic supervisors (Female: 60%, Male: 40%) trained in mentoring and supervision (including the usage of tools). • 350 number of supported schools (Girls: 60%, Boys: 40%) implementing formative assessments and mentoring system. 	<ul style="list-style-type: none"> • 70 cumulative number of school leaders/academic supervisors (Female: 60%, Male: 40%) trained in mentoring and supervision (including the usage of tools). • 700 cumulative number of supported schools (Girls: 60%, Boys: 40%) implementing formative assessments and mentoring system. 	<ul style="list-style-type: none"> • 105 cumulative number of school leaders/academic supervisors (Female: 60%, Male: 40%) trained in mentoring and supervision (including the usage of tools). • 1050 cumulative number of supported schools (Girls: 60%, Boys: 40%) implementing formative assessments and mentoring system. 	<ul style="list-style-type: none"> • 140 cumulative number of school leaders/academic supervisors (Female: 60%, Male: 40%) trained in mentoring and supervision (including the usage of tools). • 1,400 cumulative number of supported schools (Girls: 60%, Boys: 40%) implementing formative assessments and mentoring system. 	

Annex 6: Monitoring and Evaluation Matrix

Indicators / Results	Definition/ Description/ Targets	Frequency	Data Source	Methodology for Data Collection	Responsibility for Data Collection
Percentage decrease in out of school children over the baseline in the selected 20 low performing districts.	This indicator monitors percentage decrease in number of out of school children in 20 selected districts from baseline value to be calculated in year 1. Out of school children of school going age (5 to 16) are children who have either never enrolled in schools or have dropped out of schools before completion.	Baseline study in year 1; annual reporting years 2-5	Integrated Decision Support System	Annual Surveys and Information Collection from Schools and AEP centres.	EMIS (with support from EMA)
Cumulative number of out of school children enrolled at pre-primary and primary levels in the selected 20 low performing districts.	Monitors number of out of school children enrolled at pre-primary and primary levels in the selected 20 districts. Target is 140,000 out of school children (60% girls) enrolled by year 5.	Annual beginning in Year 2	Integrated Decision Support System	Annual School Census/Annual Surveys	EMIS, Schools and PTCs
Percentage improvement in early literacy score of the students in supported ECE classrooms (MELQO) over the baseline.	Assess and evaluate percentage improvement in early literacy score of students enrolled in and completed Katchi (pre-primary ECE) in 1,600 target schools in 20 selected districts using MELQO. MELQO is used to assess early childhood development based on a set of defined indicators focusing on learning, environment and facilities. A baseline survey will be conducted in year 2 in sample of target schools to establish baseline values for early literacy score of students (total, girls, boys) in ECE. An evaluation study will be conducted in year 4 to assess improvement in the baseline values (total, girls, boys).	Baseline study in year 2 and end line evaluation in year 4	Survey Reports	Sample based surveys	Third party

Indicators / Results	Definition/ Description/ Targets	Frequency	Data Source	Methodology for Data Collection	Responsibility for Data Collection
Component 1: Evidence Based Planning and Efficient Utilization of Resources					
Availability and utilization of out of school and at-risk student profiles in target districts.	Monitors availability and utilization of OOSC areas and profiles in the program planning and monitoring of 20 selected districts. In year 1, OOSC areas and profiles will be collected in merged districts for first time and data for the settled districts (last collected in 2017) will be updated and integrated into Integrated Decision Support System. During program implementation, a mechanism will be established to collect and update OOSC profiles annually with the involvement of schools and PTCs. At the program level, OOSC data will be used for program planning and monitoring of progress in program interventions targeting reduction in OOSC.	Annual	Integrated Decision Support System	Annual Surveys	EMIS (with support from EMA)
Need based integrated decision support system developed and used for planning and decision making.	Monitors integration of all existing datasets into one Integrated Decision Support System with user friendly online interface to access complete education data for use in analysis for planning and decision making. Currently 16 education datasets on different aspects/sub sectors exists in the elementary and secondary education sector and are maintained by different government units/organizations. These datasets will be integrated into one system to provide complete picture of elementary and secondary education sector. Software Requirements Specifications will be developed to assess and map the design and technical requirements of the Integrated Decision Support System and the system developed accordingly. A user-friendly interface will be included to access and generate education data and analysis online for evidence-based education planning and decision making. 150 education managers including female will be trained to access and use IDSS for education planning and decision making.	Year 1 and 2, Annual	Software Requirements Specifications report. IDSS generated reports. Training reports for education managers.	Desk reviews, stakeholder consultations and analysis.	EMIS & Planning Wing

Indicators / Results	Definition/ Description/ Targets	Frequency	Data Source	Methodology for Data Collection	Responsibility for Data Collection
Number of PTCs made effective and monitored.	Monitors number of PTCs elected and performing their role according to PTC policy as assessed through indicators identified for gauging effectiveness of PTCs. PTCs elections will be conducted in 1,600 target government primary schools in 20 selected districts to elect PTC members and activate the forums. At least 3 members per PTC will receive training on their roles and responsibilities according to the available PTC policy of E&SED. Key performance indicators will be selected to monitor and assess performance of PTCs.	Annual training and monitoring, PTC Effectiveness study in year 5	Training Reports, Monitoring Reports, Effectiveness Study Report	Monthly school visits by district supervisor and submission of monitoring reports on prescribed format to be integrated into the PTCs monitoring dashboard.	ESRU
Cumulative number of supported schools conducting school assessments and implementing school development grants.	Monitors 1,600 PTCs in target government primary schools in 20 selected districts to implement school development plans prepared on the basis of needs identified in the school self-assessments. Guidelines and template to conduct school self-assessment will be prepared and PTCs members of target schools will be trained to conduct school self-assessments. PTCs of 1,600 program supported schools will conduct school self-assessments and identify school development needs in terms of improvements required in physical and social environment of schools to improve children's learning, enrollment and retention in schools. School development plans in the prescribed format will be prepared to address identified schools development needs. PTCs will implement school development plans with grants provided through ESPIG funding. Dashboard will be developed for monitoring implementation of School Development Plans and fund utilization.	Year 1 dashboard developed; School development plans monitored annually (years 2-5)	School self-assessment reports, School development Plans, Report on PTC grant utilization, PTC monitoring dashboard	Review and comparative analysis of data from school self-assessment reports, school development plans and PTCs dashboard	ESRU

Indicators / Results	Definition/ Description/ Targets	Frequency	Data Source	Methodology for Data Collection	Responsibility for Data Collection
Component 2: Improving Equity in Access to Primary and Middle Level Education					
Number of primary level feeder schools established in underserved areas.	Monitors number of primary level feeder schools established in 20 selected districts with community participation. Feasibility study will be conducted to select feasible sites applying agreed selection criteria including focusing on equity to establish 1,600 primary level feeder schools (60% girls, 40% boys) in 20 selected districts. Learning space for feeder schools will be provided by local community free of cost. One teacher per feeder school (60% female, 40% male) will be engaged through ESPIG funding. Teachers will be trained by PITE. Free textbooks will be provided by E&SED to students enrolled in the feeder schools.	Year 1 identification of sites; Annual establishment of primary level feeder schools (years 2-5)	Monitoring reports	Field monitoring by district officials, ESRU and program team	ESRU
Number of second shift middle schools established in primary schools enrolling children at middle level.	Monitors number of middle level afternoon schools established in existing government schools in 20 selected districts. Sites will be selected as per criteria defined in the existing E&SED policy on Afternoon School Program. 20 second shift afternoon middle schools (60% girls, 40% boys) will be established in existing government school buildings in the 20 selected districts, with a target of 680 enrolled students in year 2 and an increase in enrolment of 1,360 per year for each of years 3-5. Teachers (60% female, 40% male) will be engaged on a fixed stipend/honorarium as per government policy through ESPIG funding. Teachers will be trained by PITE. Free textbooks will be provided to students enrolled in the afternoon schools by E&SED.	Year 1 identification of schools; Annual enrolment increases thereafter	Monitoring reports	Field monitoring by district officials, ESRU and program team	ESRU

Indicators / Results	Definition/ Description/ Targets	Frequency	Data Source	Methodology for Data Collection	Responsibility for Data Collection
Accelerated Education Pathways designed and implemented for primary and middle levels with mainstreaming framework in place.	Monitors number of primary and lower secondary AEP centres established in 20 selected districts. AEP policy for a low-cost scalable AEP model will be developed in Year 1. AEP regulation and mainstreaming framework including process and accreditation mechanism for transition of AEP learners to other streams (Formal schools and TVET) will be approved and notified in Year 3. In Year 2, 400 new primary AEP centres will be established enrolling 12,000 students (60% girls) expected to complete the 32-month cycle in Year 4. Also in Year 2, 150 lower secondary AEP centres will be established enrolling 4,500 students (at least 60% girls) who will be expected to complete the 18-month cycle in Year 4. Target for Year 5 is that 60% of AEP learners (both levels) will transition/mainstream into formal schools or TVET.	Year 1 AEP policy developed; Year 3 regulation and mainstreaming framework approved and notified; Years 2-5 annual monitoring of AEP learners/centres	Monitoring reports	Field monitoring by district officials and AEP PIU	AEP PIU
Component 3: Transforming Quality in Preprimary and Primary Level Education					
Number of preprimary ECE classrooms established with availability of trained teachers and evidence for scale up across the province according to Early Learning Development Standards (ELDS).	Monitors number of pre-primary ECE classrooms established in existing government schools along with trained teachers in ECE and evaluated for impact on the children early learning score to scale up across the province. 1,600 katchi classrooms, enrolling 64,000 students, in existing government schools will be transformed into pre-primary ECE classrooms according to Early Learning Development Standards. PITE will train 30 master trainers on ECE to deliver training to 1,600 teachers of government schools on ECE. Baseline and evaluation study will be conducted in Year 2 and Year 4 using MELQO tools to evaluate impact of ECE intervention and provide evidence for scale up of the initiative across the province.	Establishment of pre-primary ECE classrooms in Years 2-5. Baseline in year 2, Evaluation in Year 4	Field monitoring reports, Baseline and Evaluation Study Reports	Field monitoring by district officials, ESRU and program team, Third Party Surveys using MELQO	ESRU
SLOs reviewed and teaching learning materials aligned and rationalized for primary level especially for multigrade environment and learning pathways	Monitors alignment of curriculum (SNC) with Students Learning Outcomes in languages and mathematics for grades 1 to 5, especially for use in multigrade situations. DCTE will lead the review of the SLOs for English, Urdu and Mathematics grade 1 to 5 for alignment and rationalization of schemes of studies and instructional material for languages and mathematics. Instructional material and	Year 1	Directorate of Curriculum and Teacher Education (DCTE)	Copy of administrative approval or notification	DCTE

Indicators / Results	Definition/ Description/ Targets	Frequency	Data Source	Methodology for Data Collection	Responsibility for Data Collection
	teachers guide will be prepared by PITE and reviewed and approved by DCTE.				
Teacher training program developed, and number of teachers trained on rationalized and aligned curriculum.	Monitors number of primary school teachers receiving training on rationalized and aligned teaching and learning materials for use in multigrade situations. Training program for primary school teachers developed and 30 master trainers trained in Year 1. In Year 2, 984 primary teachers (60% female) will be trained and an additional 434 teachers will be trained in each of years 3-5.	Year 2, 3, 4 and 5	IDSS, Training Reports	Review of training reports and IDSS data, Field monitoring by program team and ESRU	PITE
Continuous formative assessments and mentoring system designed and implemented	Monitors implementation of mentoring system to provide guidance and professional support to primary school teachers in the classroom and regular formative assessments in the target government primary schools in 20 selected districts. 140 District officials will be trained as school leaders to mentor and provide professional support to primary school teachers in targeted 1,600 schools in 20 selected districts. Classroom observation tool will be developed to be used by school leaders. 1,400 primary school teachers will also receive training in formative assessment.	Year 1 school leader program developed, approved and notified Years 2-5 training and support to schools	Training Reports, School Leader Reports, Monitoring Reports	Field monitoring by DE&SE, ESRU and Program Team, Review of training and supervisors' reports	DE&SE

Annex 7: Capacity Building Approach in KP-EIP

The program takes a holistic approach to strengthen capacity for public education service delivery and include building capacities at all the three levels; institutional, organizational and individual.

Capacity Building Approach, Processes and Measures	Institutional Level	Organizational Level	Individual Level
		Hiring of technical expertise and services through TA	Learning by doing approach – continuous involvement and engagement in the program at all levels
1.1: Evidence Based Planning	<ul style="list-style-type: none"> • Outcome: Evidence based policies and planning 	<ul style="list-style-type: none"> • Study on OOSC profiles and areas • Development of Integrated Decision Support System – a tool to provide access to data and analysis for evidence-based planning and decision making • Development of Technical guide to operationalise and maintain IDSS • Development of User’ manual to access and use IDSS 	<ul style="list-style-type: none"> • Training of 150 education managers on access and utilisation of IDSS for evidence-based planning and decision making
1.2: Strengthening PTCs for School Development Planning and Implementation		<ul style="list-style-type: none"> • Development of PTC Training Guide • Preparation of School Development Plans • Development of dashboard to monitor PTCs progress on targets 	<ul style="list-style-type: none"> • Training of PTC members in school development planning and implementation improving school physical and social environment
2.1: Access to Equitable Primary and Middle Education	<ul style="list-style-type: none"> • Outcome: Identification of Evidence based low cost scalable options as per finding of third-party verification study 	<ul style="list-style-type: none"> • Engaging additional 1600 teachers (60% female) from local communities for primary level feeder schools • Development of Teacher Guide for Primary School Teacher 	<ul style="list-style-type: none"> • Training of 1600 primary level feeder schoolteachers on content knowledge, teaching and learning methodologies, assessments focusing on multi-grade setting

		<ul style="list-style-type: none"> • Development of Teacher Guide for Middle School Teacher 	<ul style="list-style-type: none"> • Training of middle level afternoon schoolteachers on content knowledge, teaching and learning methodologies, assessments focusing on multi-grade setting
2.2: Provision of Accelerated Education Pathway	<ul style="list-style-type: none"> • Development of AEP policy, regulation and mainstreaming framework 	<ul style="list-style-type: none"> • Engaging additional 550 AEP teachers (60% female from local communities for primary and middle AEP centers • Develop of Teacher Guide for Accelerated Learning at Primary Level • Development of Teacher Guide for Accelerated Learning at Middle Level 	<ul style="list-style-type: none"> • Training of 550 AEP primary and middle level teachers on accelerated learning approaches, appropriate teaching and learning methodologies, assessments focusing on multi-grade setting
3.1: Provision of Quality Pre-primary ECE	<ul style="list-style-type: none"> • Development of ECE policy framework 	<ul style="list-style-type: none"> • Development of Teacher Guide on ECE 	<ul style="list-style-type: none"> • Training of 30 Master Trainer on Early Childhood Education and Development • Training of 1600 government primary school teachers on Early Childhood Education and Development
3.2: Improving Teaching Learning Process at Primary Level	<ul style="list-style-type: none"> • Development of Academic supervision, mentoring and assessment model 	<ul style="list-style-type: none"> • Development of Teacher Guide for Primary School Teacher • Development of Training guide for Supervisor/School Leader • Development of Assessment Tools 	<ul style="list-style-type: none"> • Training of 30 Master Trainer to train primary school teachers • Training of 2286 primary school teachers in the content knowledge, teaching and learning methodologies, assessment in a multi-grade environment • Training of 140 school leaders/supervisors on professional supervision and mentoring of teachers in the classrooms • Training of 1400 primary school teachers on formative assessments

Annex 8: Overview of Training Activities Designed in KP-EIP

Component > Sub-components	Target group	Training content	Methodology and Approach
Component 1: Evidence Based Planning and Efficient Utilization of Resources			
1.1: Evidence Based Planning	150 Education managers including females at provincial and district level.	Access and utilisation of IDSS for planning and decision making.	Training will be delivered in batches of up to 15-20 participants in one group following safety SOPs. Up to 12 one-day sessions will be organized to deliver the training to 150 education managers. Expert hired for development of IDSS together with co-facilitator from provincial EMIS will conduct the training sessions.
1.2: Strengthening PTCs for School Development Planning and Implementation	Up to 3 members from 1,600 PTCs (total 4,800 members) of selected government primary schools (60% girls, 40% boys) in 20 selected districts.	Mandate and role of PTCs as per PTCs policy, School Development Planning and implementation, Financial Management of PTC funds, Procurement and bookkeeping etc.	Existing PTCs guide will be reviewed and updated for the training of PTCs. Training of PTCs members will be delivered through PITE in collaboration with Directorate of E&SE at the cluster level. 3-day training will be delivered to PTC members at the cluster level.
Component 2: Improving Equity in Access to Primary and Middle Level Education			
2.1: Access to Equitable Primary and Middle Education	1600 Primary level feeder schoolteachers (60% female, 40% male) hired from community.	Content knowledge in Urdu, English and Mathematics, teaching and learning methodologies and pedagogies as per best practices, assessments focusing on multi-grade setting.	Existing teacher training material will be reviewed to develop guide for primary school teacher. PITE will deliver the training at cluster level.
	Middle level afternoon school teachers (60% female, 40% male), engaged to teach to the afternoon classes.	Content knowledge in Urdu, English, Mathematics and Science, teaching and learning methodologies and pedagogies as per best practices, assessments focusing on multi-grade setting.	Existing teacher training material will be reviewed to develop guide for middle school teacher. PITE will deliver the training at cluster level.

2.2: Provision of Accelerated Education Pathway	400 AEP primary and 150 middle level facilitators/teachers (60% female, 40% male), engaged from local communities.	Basic literacy and numeracy, teaching and learning methodologies and pedagogies as per best practices for accelerated learning, assessments focusing on multi-grade setting.	Existing teacher training material will be reviewed to develop guide for AEP teacher. PITE will deliver the training at cluster level.
Component 3: Transforming Quality in Pre-primary and Primary Level Education			
3.1: Provision of Quality Pre-primary ECE	30 Master Trainer from PITE and selected teachers.	Training of trainers on early childhood education and development.	Training will be delivered at PITE by PITE faculty members.
	1600 government primary school teachers (60% female, 40% male).	Early Childhood Education and Development.	Training will be delivered by Master Trainer at the cluster level.
3.2: Improving Teaching Learning Process at Primary Level	30 Master trainers from PITE and selected teachers.	Training of trainers on content knowledge in Urdu, English and Mathematics as per rationalised curriculum, teaching and learning methodologies and pedagogies as per best practices focusing on multi-grade setting	Training will be delivered at PITE by PITE faculty members.
	2286 Government Primary School Teachers (60% female, 40% male) in 20 selected districts.	Content knowledge in Urdu, English and Mathematics as per rationalised curriculum, teaching and learning methodologies and pedagogies as per best practices focusing on multi-grade setting	Teacher Guide for Primary School Teacher will be developed. Training will be delivered by Master Trainers at the cluster level.
	140 School Leaders from district education offices in 20 selected districts.	Effective academic supervision, mentoring and formative assessment and tools	Training will be delivered by PITE at the cluster level.
	1,400 Government Primary School Teachers (60% female, 40% male) in 20 selected districts.	Formative assessment and mentoring system.	Tool and material on assessment will be developed by DCTE. Training will be delivered by PITE at the cluster level.

Annex 9: KP-EIP Summary Budget

	Components / Subcomponent	Year 1	Year 2	Year 3	Year 4	Year 5	Total
1	Component 1: Evidence Based Planning and Efficient Utilization of Resources	\$516,661	\$1,068,071	\$1,153,861	\$1,098,071	\$1,053,861	\$4,890,524
1.1	Sub-component 1.1: Evidence Based Planning (Variable Part - Efficiency)	\$340,000	\$25,000	\$100,000	\$55,000	\$0	\$520,000
1.2	Sub-component 1.2: Strengthening PTCs for School Development Planning and Implementation. (Fixed Part)	\$176,661	\$1,043,071	\$1,053,861	\$1,043,071	\$1,053,861	\$4,370,524
2	Component 2: Improving Equity in Access to Primary and Middle Level Education	\$493,126	\$2,921,328	\$3,080,966	\$3,448,328	\$3,308,496	\$13,252,245
2.1	Sub-component 2.1: Access to Equitable Primary and Middle Education (Fixed part).	\$459,536	\$1,303,858	\$1,977,496	\$2,619,858	\$3,293,496	\$9,654,245
2.2	Sub-component 2.2: Accelerated Education Pathways (Variable Part - Equity)	\$33,590	\$1,617,470	\$1,103,470	\$828,470	\$15,000	\$3,598,000
3	Component 3: Transforming Quality in Pre-Primary and Primary Level Education	\$310,166	\$1,125,430	\$1,028,840	\$1,018,867	\$1,036,402	\$4,519,707
3.1	Sub-component 3.1: Provision of Quality Pre-Primary ECE (Variable Part - Learning)	\$110,000	\$691,000	\$683,438	\$683,437	\$691,000	\$2,858,875
3.2	Sub-component 3.2: Improving Teaching Learning Process at Primary Level (Fixed Part)	\$200,166	\$434,430	\$345,402	\$335,430	\$345,402	\$1,660,832
4	Program Implementation Support Costs	\$79,753	\$124,812	\$127,468	\$131,550	\$130,190	\$593,774
	GRAND TOTAL	\$1,399,707	\$5,239,641	\$5,391,136	\$5,696,817	\$5,528,949	\$23,256,250

Annex 10: Funding Modality Alignment Assessment

Summary of Proposed Program Funding Modality Alignment on National/Provincial Systems		
Dimensions	Previous GPE Grant (where applicable)	Current application
On PLAN		
1.1. Is the GPE funded program aligned with the Education Sector Plan?	N/A	The proposed program is aligned with the Education Sector Plan
1.2. Are the projected expenditures of the program included in the multi-year forecast of the Minister of Finance (medium term expenditure framework)?	N/A	The projected expenditure is included in the Khyber Pakhtunkhwa Education Sector Plan 2020-25 endorsed by the Provincial Finance and Planning and Development Departments.
On BUDGET/PARLIAMENT		
2.1. Is the project included in the national budget?	N/A	Project funding modality will be used by UNICEF following its policies and procedures. Though Economic Affairs Division (EAD) of Federal Government of Pakistan and Provincial Governments sign Country Program Documents and Annual Rolling Workplans to record contributions through UNICEF, project modality grants are not generally reflected in the national and provincial budgets annually.
2.2. Does the national annual budget show specific appropriations for the different planned expenditures (economic and/or functional classification)?	N/A	No.
On TREASURY		
3.1. Is the majority of the financing disbursed into (a) the main revenue account of government, (b) a specific account at treasury or (c) a specific account at a commercial bank.	N/A	(c.) Most of the financing will be disbursed by the Grant Agent (UNICEF) to specific account(s) of implementing Government departments at a commercial bank, based on the agreed activities and budgets in accordance with the UN Harmonized Approach to Cash Transfers (HACT)

Summary of Proposed Program Funding Modality Alignment on National/Provincial Systems

		framework. UNICEF reserves the right to audit these accounts.
3.2. Is the expenditure process (documents and signatures on commitment, payment orders, etc.) for the national budget used for the program expenditures? Are there any specific derogations or safeguards on the national execution procedures for the program expenditures (other documents and/or signatures)?	N/A	<p>Program expenditures from the financing disbursed through HACT to Government departments' account at a commercial bank will use Government expenditure processes and will also be accounted for according to HACT framework including reporting the use of funds on a quarterly basis using prescribed financial and program progress reports.</p> <p>Program expenditure directly by UNICEF will follow UNICEF guidelines and policies.</p>
On PROCUREMENT		
4. Are government procurement rules used? If so, are there any derogations/safeguards on the use of these rules introduced?	N/A	<p>Government procurement rules will be used for the funding disbursed to Government departments' accounts, if the agreed workplan includes procurement. An overview of the public procurement rules, methods and procedures in the province is provided in Annex 10a.</p> <p>The Grant Agent (UNICEF) will use its own procurement rules for direct procurements by the GA.</p>
On ACCOUNTING		
5.1. Is the financial accounting directly on government's accounting systems used for the national budget? If not, are or the accounting results afterwards be integrated in government's accounting systems?	N/A	No. All transactions will be done under the HACT framework system using Funding Authorization and Certificate of Expenditure (FACE) documentation.
On AUDIT		
6. Will the financial accounts be audited by the government's external auditor?	N/A	No, the Grant Agent (UNICEF) will regularly audit Government departments receiving funds based on an assurance plan that is defined annually for monitoring all

Summary of Proposed Program Funding Modality Alignment on National/Provincial Systems

		support provided to partners in line with Harmonized Approach to Cash Transfer (HACT) requirements. UNICEF will utilize specialized audit firms to undertake such audits. Moreover, concerned programme team will also conduct frequent financial spot checks throughout the programme implementation.
On REPORT		
7.1. Will the information on project execution be included in the Education Sector Plan Annual Implementation Report prepared by the Ministry of Education?	N/A	Yes, it will be included.
7.2. Will separate / additional reports be required for the program?	N/A	Yes, by the Grant Agent (UNICEF) who will require reports for all activities undertaken.

Annex 10 a- An Overview of Government Procurement Rules

All public procurement are carried out under the Khyber Pakhtunkhwa Public Procurement Regulatory Authority Act, 2012. On the basis of the Act, the Khyber Pakhtunkhwa Public Procurement of Goods, Works and Services Rules, 2014 are notified that apply to all public procurements in the province. These rules will be applied to all procurements of goods and consulting services included in the approved work plan for activities implemented by the government departments from project funding disbursed to government departments.

Procurement of Goods		
Goods Value	Procurement method	Procedures
Upto PKR. 50,000	By obtaining a single quotation through direct sourcing	i. Send request for quotation to single bidder directly with full contents
Between PKR 50,000/- upto PKR 100,000/-	By obtaining minimum of three quotations	i. Send request for quotation to prospective bidders, simultaneously, with full contents ii. Comparison of quotations iii. Selection of bidder
Over the value of PKR 100,000	Open tendering open competitive bidding as principal method of procurement.	
Exceeds PKR 10 million	Open Tendering - Pre-qualification of prospective suppliers and invitation of bids from pre-qualified bidders	i. pre-qualify bidders by soliciting various details ii. Basis of pre-qualification: capability, competence and resources of the bidders relevant to performance in the particular assignment iii. Issuance of tender documents to qualified bidders iv. Submission of technical and financial proposals by qualified bidders v. Evaluation of Proposal and selection of bidder vi. Procurement order to successful bidder
Valuing PKR 15 million or above	Open Tendering - Post qualification of suppliers	i. Specify the requirement of post-qualification in the solicitation documents to be advertised ii. Submission of technical and financial proposals by interested suppliers iii. Evaluation of proposals and ranking of suppliers iv. Procurement order to best evaluated bid
Procurement of Consulting Services		

1. Systems for selection of consultants	<ul style="list-style-type: none"> i. Quality Based Selection for highly specialized and complex assignment ii. Quality and Cost Based Selection for assignment where high quality is the prime consideration while cost is a secondary consideration iii. Least Cost for standard or routine nature assignment iv. Single Source or Direct Selection with approval of head of the procuring entity – other conditions apply as per notified rules v. Fixed budget
2. Expression of Interest	Advertise a request for expression of interest, giving to the applicants at least two weeks for national competition and four weeks for international competition to submit their interest to provide consultancy services.
3. Criteria for short-listing of consultants	A minimum of three consultants to be short-listed, but there is no upper limit for number of candidates. If less than three candidates apply, their proposals may be considered on merit.
4. Request for proposal from short listed candidates	RFP will include the following: <ul style="list-style-type: none"> i. Letter of invitation ii. Instruction to Consultants iii. Term of Reference iv. Evaluation Criteria v. Type of contract vi. Special provisions, if any
5. Evaluation of proposals: The evaluation of proposals shall be carried out by the procurement committee notified for the purpose.	
6. Award of contract by the procuring entity	

Annex 11: Overview of the Roles & Mandates of E&SED & Attached Units

Administrative Unit	Role and Mandate
Elementary and Secondary Education Department	<ul style="list-style-type: none"> •Formulation of policies, strategies and regulations for Schools Education & Literacy. •Preparation of Annual Developmental Program (ADP) for Elementary and Secondary Education Sector. •Processing of developmental projects. •Monitoring and review of developmental Projects and schemes in coordination with concerned Directorates/PIUs. •Improvement of Literacy and quality/standard at Primary and secondary education level. •Financial Management (Recurring/non-recurring Budgets) and auditing of the Provincial Level releases to Schools & Literacy Department including PAC/DAC. •Education Management Information System and Geographic Information System •Regulation, Registration and Supervision of Private Teacher Training Institutions through BISEs. •Preparation of draft Acts/Ordinances as per need for the approval of provincial assembly/ Chief Executive of the Province. •Attending to the questions/queries of the Provincial/National Assemblies and Senate pertaining to Schools & Literacy sector in the province. •Dealing the matters of BISEs & Public Schools in Khyber Pakhtunkhwa. •Inter District posting/transfers of Officers of Provincial cadre (BPS-17 and above) in Schools on recommendations of the Directorates of Elementary and Secondary Education Department •Processing of Selection grade, Move-over, Pension, GP fund final payment and Promotion cases for approval of the competent forum at Provincial Level in accordance with the existing approved Policy. •Coordination with the Federal Government and Donors. •Inter Provincial admissions in teachers training institutes on reciprocal basis. •Performance evaluation reports of Provincial cadre Officers (ACRs).
Directorate of Elementary and Secondary Education	<p>Dir. of E&SE is the principal implementing body at the provincial level responsible for education service delivery to ensure free and quality education for all school age children in the province. The directorate is responsible for the management of all schools and their personnel through District Education Officer (DEO) in each district.</p> <p>Dir. of E&SE and its field units at district levels have the responsibility of management of all schools run by E&SE: human resource development and financial management, infrastructure development and maintenance and improving delivery of quality education.</p>
Directorate of Curriculum and Teachers Education	<p>Undertake all academic, curriculum development and research assignments with the aim to meet the highest national and international standards.</p> <ul style="list-style-type: none"> •Management of pre-service teacher training in Khyber Pakhtunkhwa. •Improvement in quality of education through improved curriculum and learning materials. •Assessment and evaluation of education system. •Development of quality teacher trainings material.

<p>Directorate of Professional Development (formerly PITE)</p>	<ul style="list-style-type: none"> •Conduct and test innovative Pre-Service & In-Service teacher training programs •Training of Master Trainers. •Monitor and assess teachers training programs. •Design and conduct research in teacher education, evaluation and assessment •Develop training materials, etc. •Serve as a Provincial Resource Centre in education trainings. •Coordinate educational training programs in Khyber Pakhtunkhwa. •Organize and Conduct educational workshops/seminars as and when required by the Department. •Supervise & facilitate bridging Courses for teachers to equate Diploma in Education/ADE. •Design and maintain Teacher Education Management Information System (TEMIS) <ul style="list-style-type: none"> •Material development: Select, design and develop a range of materials, content, and resources for high quality teacher professional development programs. •CPD unit: Host the unit leading school-based continuing professional development (CPD). •Management of trainers: Identify district-based Master Trainers, Lead Trainers, Mentors or similar as required by a program and prepare them to deliver teacher professional development. •Monitoring and quality assurance: Monitor the quality of professional development programs implemented by PITE. •Coordination with districts: Coordinate with District Education Officers (DEOs) to prepare plans for implementing a variety of TPD programs. •Coordination with other organizations: Work in partnership with other organizations as advised by the DCTE to design and implement teacher professional development in the province. •Database management: Collect and maintain data about teachers and education managers taking part in TPD programs implemented by PITE.
<p>Khyber Pakhtunkhwa Textbook Board</p>	<p>Objectives</p> <p>The fundamental mission of Khyber Pakhtunkhwa Textbook Board is to make timely availability of all Textbooks to all the students of Khyber Pakhtunkhwa either free of cost with the collaboration of Khyber Pakhtunkhwa Education Department or through an open market to Private schools against the minimum price.</p> <p>Production and Publication of:</p> <ul style="list-style-type: none"> •Textbooks for Classes 1 to 12 •Supplementary reading and learning material related to textbooks •Guidebooks for teachers •Production of reference and research material <p>Control of the policy relating to:</p> <p>Distribution of textbooks and other material</p> <ul style="list-style-type: none"> •Appointment of agencies for the availability of textbooks in time •Workshops and seminars and courses for effective use of textbooks and reading materials

- Exhibition of textbooks and teaching material
- Conduct of research in curricula, textbooks, other reading materials, and teaching aids

Maintenance for the Library/Resource Centre:

- Reference books
- Maps, charts diagrams
- Education journals and periodical literature on education published in Pakistan and other countries
- Books and reading materials other than textbooks
- Internet facility for research

Annex 12: Key Risks and Mitigation Measures

Risk Area/ Strategic Outcome	Key Risks	Likelihood	Impact	Mitigation Measures / Assumptions
		1. Very unlikely 2. Unlikely 3. Moderate 4. Likely 5. Very Likely	1. Negligible 2. Minor 3. Moderate 4. Severe 5. Critical	
Governance	Lack of ownership of the Program by the Elementary and Secondary Education Department or lack of sustained political support will hamper implementation.	Moderate	Severe	There is strong ownership and understanding of the ESPIG document at the senior management level, lowering the risk posed to implementation of the program.
Governance	Frequent transfers and postings of government officials particularly at senior management level may cause unexpected delays in the program implementation.	Likely	Critical	UNICEF will work closely with the Elementary and Secondary Education Department across all levels and tiers of management to reduce delays in implementation of activities and achievement of results. The KP ESPIG interventions will be integral part of signed Rolling Work Plans between UNICEF and Government of Khyber Pakhtunkhwa this minimizing risk of delayed implementation.
Governance	There is a dearth of technical experts with the required expertise in Khyber Pakhtunkhwa in the use of MELQO, integrated management support systems and assessments that might impact program interventions	High	Critical	UNICEF will mitigate the risk by hiring a consortium of international/national technical firms/experts with local firms/consultants to ensure all support provided is informed by accurate/realistic context analysis and challenges to guide

Risk Area/ Strategic Outcome	Key Risks	Likelihood	Impact	Mitigation Measures / Assumptions
		1. Very unlikely 2. Unlikely 3. Moderate 4. Likely 5. Very Likely	1. Negligible 2. Minor 3. Moderate 4. Severe 5. Critical	
	and the understanding of local context and challenges when providing technical assistance for capacity development and conduct of studies/research.			implementation. They will work closely with the government. The primary responsibility for implementation will rest with the relevant government departments to ensure quality products and services are based on the local context and needs while also strengthening local capacities within the government.
Governance	Capacity issues in government institutions to support program interventions will limit program delivery.	Likely	Severe	Capacity building of government departments is an integral part of the program approach. Technical assistance will be provided to strengthen capacities of government departments.
Governance/Service Delivery	COVID-19 has caused further shrinkage in resources available for the education system delivery. It is set to magnify inequalities in the education system of Pakistan and is likely to prompt a rise in school dropout rates, thereby increasing the number of out-	Likely	Critical	The impact of COVID-19 has been factored into the program design by setting realistic targets set considering the adverse impact on the government's resources and exacerbation of the existing inequalities in the system.

Risk Area/ Strategic Outcome	Key Risks	Likelihood	Impact	Mitigation Measures / Assumptions
		1. Very unlikely 2. Unlikely 3. Moderate 4. Likely 5. Very Likely	1. Negligible 2. Minor 3. Moderate 4. Severe 5. Critical	
	of-school children, especially girls.			
Governance/Service Delivery: Disbursement of Funds to Beneficiaries (Teachers and Schools)	The programme includes disbursement of funds to beneficiaries including teachers and schools. There can be issues for example delays in disbursements or non-disbursement of funds or concerns on part of the beneficiaries that need to be addressed.	Unlikely	Severe	UNICEF will engage third party firms for engagement and payments to teachers and will use government channels for disbursement of development grants to PTCs as planned in the program interventions. Grievance redressal system will be part of the individual contract with teachers through the third-party firms in addition to UNICEF's contractual modalities that also includes safeguards. UNICEF jointly with ESRU will closely monitor to ensure timely and regular payments to beneficiaries. Disbursements of school development grants to PTCs along with their utilization as per priorities of School Development Plans will be monitored and tracked through SDP tracking dashboard, as envisaged within the program. Third-Party Field Monitors, contracted by UNICEF, will also be utilized to monitor the

Risk Area/ Strategic Outcome	Key Risks	Likelihood	Impact	Mitigation Measures / Assumptions
		1. Very unlikely 2. Unlikely 3. Moderate 4. Likely 5. Very Likely	1. Negligible 2. Minor 3. Moderate 4. Severe 5. Critical	
				payment process and to provide a channel for beneficiaries to provide feedback.
Procurements: Delays and Problems in Public Procurement	Public procurement methods and procedures are complex, lengthy and time consuming. There is also capacity issues within the government to manage public procurement. This may cause delays and issues in the procurement for project activities.	Unlikely	Moderate	All major procurements for project activities will be undertaken either by UNICEF directly or will be closely monitored and supported by UNICEF under HACT framework, in case of public procurement. Rules, procurements and methods for public procurement are clearly defined. Under HACT, UNICEF conducts micro-assessments of partners and also assesses their capacity and systems in place before authorizing them to carry out procurement.
Security	The security situation in some areas of the province, in particular the newly merged districts may limit direct monitoring by UNICEF. This may result in delays in achievement of results and harm coordination with local level stakeholders in specific geographical areas.	Unlikely	Critical	UNICEF will monitor all interventions through third party field monitoring teams with frequent direct monitoring by UNICEF staff where impact on staff safety is not at severe or critical levels.

