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Improving learning outcomes, enrolment, and transitions from Early Childhood Education to primary education, especially for girls and vulnerable groups in Pakistan

Final Program Evaluation Report

Submission Date: 24 January 2018

دبي العطاء
Dubai **Cares**

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List of Acronyms and Abbreviations

ASER	Annual Status of Education Report
CAMaL	Combined Activities for Maximum Learning
CLF	Children's Literature Festival
CPB	Chalo Parho Barho
ECE	Early Childhood Education
EFA	Education for All
FATA	Federally Administered Tribal Areas
GDP	Gross Domestic Product
ICT	Information and Communication Technology
ITA	Idara-e-Taleem-o-Aagahi
L4A	Learning for Access
LMTF	Learning Metrics Task Force
LRC	Learning Resource Center
M&E	Monitoring and Evaluation
NFE	Non-Formal Education
OECD-DAC	Organisation for Economic Co-operation and Development - Development Assistance Committee
PESRP III	Punjab Education Sector Reforms Program
SDGs	Sustainable Development Goals
TLMs	Teaching and Learning Materials
TWF	Teachers Without Frontiers
UFE	Utilization-Focused Evaluation

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1. Executive Summary

Project Description and Context

The state of Pakistan's education system has been coined an "Education Emergency," and the country remains off track to meet education targets set under the Sustainable Development Goals (SDGs).[1] At 22.6 million, the number of out-of-school children in Pakistan is one of the highest in the world, and only 30% of children remain enrolled in school from Class 1 to Class 10. Pakistan's education access, quality, and equity challenges are intensified by issues around education governance and management, severe budgetary constraints (the GDP expenditure on education has remained at 2% over the past decade), weak law and order, and devastation due to natural disasters.

Through the programs funded by Dubai Cares (2014-17), Idara-e-Taleem-o-Aagahi (ITA) supported the provincial governments of Punjab, Sindh, and Balochistan to move towards their ECE and primary education sector plan goals by filling gaps in resourcing and capacity through the upgrade of school learning environments, provision of teaching and learning materials (TLM), training of teachers and para-teachers, and capacity development of school management committees. The programs included within the scope of the evaluation encompass six components:

1. **Early Childhood Education (ECE):** Through the establishment of an ECE program, embedded in targeted government schools in Punjab, Sindh, and Balochistan, ITA aimed to support the government in providing quality ECE for disadvantaged children (ages 3-5), emphasizing the importance of early learning as the foundation for a successful transition to primary school and beyond.

2. **Learning for Access (L4A):** Through the L4A component, ITA provided an accelerated literacy and numeracy learning program, called "Chalo Parho Barho" (CPB), to out-of-school (OOSC) and at-risk children in Sindh, Balochistan, and Punjab in tandem with community mobilization efforts to mainstream children into school.

3. **Teachers without Frontiers (TWF)**: Utilizing ICT to provide continuous professional development for teachers, particularly women in remote areas, under the Teachers without Frontiers (TWF) component, ITA sought to foster a social movement towards lifelong learning.

4. **Learning Assessment (ASER/LMTF):** ITA served as the coordinating agency for the Learning Metrics Task Force (LMTF),[2] comprised of public and private sector assessment agencies across Pakistan, with a mandate to collaboratively develop concrete recommendations for measuring learning at the national level.

5. **Children's Literature Festival (CLF):** To promote a culture of reading towards improved learning, ITA worked with partners to hold Children's Literature Festivals (CLF) in four provinces for children ages 4-18 of all backgrounds, with interactive programs that promoted diversity, peace, and tolerance.

6. **Policy/Advocacy:** Over the course of the three grant years, ITA sought to influence public policy on education and girls' right to education through the development of policy and costing briefs, conduct of advocacy campaigns and research, and the facilitation of roundtable dialogues.

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[1] The term "education emergency" was first used to describe the situation in a 2011 report by the Pakistan Education Task Force, called "Education Emergency Pakistan 2011." SDG 4 pledges to "Ensure inclusive and quality education for all and promote access to lifelong learning."

[2] LMTF is a global initiative convened by the UNESCO Institute of Statistics and Brookings Institute, termed "Learning Champions" in Pakistan

From 2014-17, the program supported by Dubai Cares directly impacted 642,525 people with an additional 3.5 million people indirectly benefiting from the interventions. With the addition of the Al Ansari grant, which was implemented from January 2015 onwards, the total number of direct beneficiaries rises to nearly 700,000 people.

The total budget for programs included in the grant was USD 5,384,533, including the original Dubai Cares' grant of USD 4,614,533 as well as an additional USD 770,000 from Al Ansari Exchange. The cumulative expenditure for all six program components was USD 5,460,214 (USD 75,681 above the allocated budget).[3]

Purpose and Use of the Evaluation

The purpose of this evaluation is to provide the most relevant, valid, and reliable information possible to assess the results of the three-year Dubai Cares program with ITA, with an emphasis on evaluating the relevance, efficiency, effectiveness, and sustainability of the program. The evaluation will provide Dubai Cares with an evidence base on which to make decisions about future investments in education interventions. ITA management and staff will also be able to draw upon the third-party analysis in planning and implementing ongoing and future program initiatives; potential Dubai Cares beneficiary partners may wish to utilize the evaluation to garner Dubai Cares' emphasis on transparency, impact, and clear reporting for program success.

Objectives of the Evaluation

As such, the evaluation has three main objectives:

1. Provide an **independent verification of the program outputs and achieved outcomes** against its expected results;
2. **Identify and assess key internal and external factors** (positive and negative) that have contributed, affected, or impeded the achievements, **and how ITA has managed these factors**; and
3. **Derive key learnings from the program**, specifically the four components which were not included in the impact evaluation carried out by ITA,[4] and make key recommendations that will help inform ITA and Dubai Cares with regards to future ECE projects in similar contexts.

Summary of the Evaluation Methodology

The evaluation methodology is driven by the OECD-DAC standards of relevance, efficiency, effectiveness, and sustainability, which form a basis and organizational scheme for the evaluation questions. Mixed methodology has been used to gather extensive quantitative and qualitative data in response to the evaluation questions; to tell the most complete story possible regarding what works and does not work within the program, and why. Responses and results have been triangulated from diverse respondents, representing all major stakeholder types and across all program components in seven districts across three provinces.

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[3] A three month no-cost extension was approved for both grants, shifting the project end date from 31 December 2016 to 31 March 2017; in tandem, several reallocations between budget lines were approved, primarily to meet rising operational and para-teacher salary costs.

[4] Two Impact Evaluations have been conducted on the ECE and L4A components in recent years, quantifying the programs' effects on learning outcomes. These results are briefly summarized in this report with additional qualitative analysis on the program relevance, overall success, efficiency, and sustainability.

Data collection design followed a two-pronged approach of desktop research – with an emphasis on quantitative results from existing monitoring and evaluation data, including analysis of over 30 reports and presentations, and field visits to 25 urban and rural sites across seven districts in Pakistan as well as to ITA and government offices, to collect data first-hand from key stakeholders.

Stakeholder groups consulted included ITA central and field staff, government school head teachers and teachers, para-teachers, parents, community members, children who participated in the programs as funded under Dubai Cares, TWF Fellows and trainees, government officials, and other partners with a total sample size of 720.

Key Findings and Conclusions

With Dubai Cares' support, ITA was able to fill, in the short term, critical gaps in addressing access and quality issues in selected, under-served schools and communities. ITA's commitment to working in remote and challenging areas, which were often severely under-resourced, is noteworthy and commendable and was deeply appreciated across stakeholder groups. ITA's ability to effectively mobilize communities and to convince families of the importance of education for their children was a key observed organizational strength towards successful program implementation.

ITA staff interviewed possessed, overall, a sound understanding of the education sector needs in Pakistan and, through the grants, ITA was able to pair policy priorities with interventions for the benefit of schools and communities:

- The **ECE and L4A** programs were found to significantly improve educational access through the rehabilitation of buildings, provision of furniture and educational kits, advocacy within the communities, and, perhaps most importantly, utilization of para-teachers. The presence of para-teachers was one of the critical success factors for these programs, allowing schools to cope with increased enrolment and positively impacting student learning outcomes. There was, however, extreme variation in the degree to which schools had been able to maintain gains following the program period. School staff and government officials across sites – and particularly in challenging areas such as Quetta – remarked on the detrimental abrupt end of programs and their internal limitations to continue interventions.

- The mobilization of **TWF** Fellows, who have incredible potential to continue to grow as educational leaders, was an innovative, cost-effective, and much-needed means of beginning to address issues of instructional quality. There is significant opportunity to build on lessons learned during the first phase of TWF, further leveraging the use of blended learning mechanisms and partnerships with provincial and local governments for increased, more sustainable impact.

- Funding for the **ASER/LMTF** component allowed for important conversations around learning assessments (and, by extension, quality education) to take place between multiple stakeholders. Impact of the program, however, will be limited unless the government decides to act upon the recommendations put forward. Support for another phase of LMTF would allow ITA and other partners to build on the pilot conducted and increase its advocacy for assessment reform in Pakistan.

- **CLF** is a well-established, highly visible, and positive initiative, well-received by stakeholders across the country. The introduction of smaller-scale, school-level CLFs has potential to both increase the depth of CLF impact on institutions and further enhance local ownership and sustainability.

- ITA's **Policy and Advocacy** efforts have helped establish the organization as a trusted government partner, paving the way for the success of program implementation. However, ongoing and consistent efforts are required on this front, particularly given ever-shifting power structures and roles.

The sustainability of impact achieved across the above program components was found to have been impeded by the short-term, project-based nature of interventions, as the duration for implementation – usually one to two years – was not long enough to allow for full government or stakeholder uptake.[5] To be impactful in the medium- to longer-term, additional follow-up with head teachers, teachers, para-teachers, communities, and students was needed, particularly across the ECE, L4A, and TWF components.

While able to mobilize adequate short-term, project-based human resources for implementation, ITA cannot possibly internally address the level of needs at scale, warranting further investment in project designs that build in scaffolded, yet incrementally increasing, levels of government partnerships. An increased focus on organizational optimization, through internal capacity building and measures to retain and empower trained staff, would further strengthen longer-term interventions. The evaluation also found nascent use of monitoring and evaluation processes, which would allow for program readjustments to be made in real-time and would embed the checks and balances needed for a robust donor and implementation partner relationship.

Recommendations

There is potential to further capitalize on the effective aspects of several of the Dubai Cares-sponsored interventions (recommendations 1-4) as well as to address areas requiring further attention (recommendations 5-7). Recommended areas to prioritize for future action and support include:

1. **Retaining para-teachers:** Para-teachers seemed to be the single most important input for both keeping children in school and ensuring that they are learning. Retaining all 1,174 para-teachers through donor funding at PKR 8,000 per month would cost PKR 112,704,000 for 12 months, or just over USD 1 million. For that investment, it is likely that almost all 69,392 children who participated in ECE and L4A would remain in school and, the research tells us, with improved learning outcomes for just USD 14 per child, per calendar year.[6] ITA has been able to, through the Dubai Cares' programs, advocate for the mainstreaming of ECE para-teachers into schools. However, this is a complex progress due to the higher qualifications required, for example, in Sindh's Recruitment Policy 2017,[7] which is seen as a positive step to, for the first time, hire a new cadre of Early Childhood teachers under an adequate and merit-based pay scale. Furthermore, workforce recruitment takes significant time and is politically complex, requiring continued advocacy and engagement by ITA with provincial governments.

2. **Institutionalizing holistic, developmentally-appropriate ECE:** The understanding and implementation of early childhood education varies significantly across provinces. For example, Sindh follows a more systematic approach in the development of policy and standards-based curriculum, but, as a whole, is less implementation-oriented. Punjab, on the other hand, is more

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[5] The exceptions to this were CLF and ASER, which are both well-established initiatives, taking place over multiple years.
[6] The retention of para-teachers would also mitigate the potentially harmful effects of increased enrolment with an insufficient number of teachers.
[7] The Sindh Recruitment Policy 2017 can be accessed at:
http://www.sindheducation.gov.pk/Contents/Others/Notification%20for%20Recruitment%20Policy%202017%20for%20teaching%20and%20ton-teaching%20of%20School%20Education%20Department.pdf

focused on implementation, but with incremental and ad-hoc systems reform. Thus, institutionalizing ECE – in line with provincial sector plans – remains an area in need of investment.

3. **Prioritizing learning outcomes:** During the program, CPB was used primarily (although not entirely given the positive effects on learning outcomes) as a platform towards increased educational *access* for OOSC. However, the "Combined Activities for Maximum Learning" (CAMaL) methodology utilized in CPB has great potential to increasingly strengthen learning outcomes for children in school, particularly those struggling with their regular classes, warranting a greater focus on learning and retention.

4. **Fostering tech-enabled professional development for teachers:** TWF was found to have incredible potential, particularly in the use of the Learning Management System, to reach teachers in remote areas with opportunities for professional growth, networking, and collaboration. The nature of TWF as a teacher-led social movement is a strong foundation for sustainability and meaningful change.

5. **Focusing on program sustainability:** Increased attention to the sustainability of program design is needed to create an enabling environment for interventions to succeed beyond the funding period. These design elements should include realistic timeframes that allow for the on-the-ground realities of implementation in a difficult, complex context like Pakistan as well as adequate budgets for the capacity development of both ITA staff and government partners at all levels. Jointly designed and clearly articulated hand-over processes of program elements to relevant stakeholders needs to be a pre-requisite for any future initiatives.

6. **Committing to organization optimization:** Further emphasis on the internal capacity development of ITA staff at all levels as well as workforce planning and financing strategies to aid in the retention of talented staff would bolster ITA's ability to efficiently and effectively deliver on program goals. These elements may be addressed within a broader process of organizational optimization that would include a review of structures, workforce, processes, and technology.

7. **Investing in partnership management:** A strong donor and implementation partner relationship requires clear channels of communication and opportunities to take stock of programs beyond annual narrative reports. Putting in place additional checks and balances – such as a mid-term program review with site visits and/or more regular conference calls – would help ensure partners are on the same page with program goals, activities, and resource management.

Lessons Learned

While each context is different, requiring tailor-made development solutions, the following principles emerged as lessons learned during implementation of the Dubai Cares' program with ITA. These principles, to be considered in the design of future educational projects, include:

▪ **Raising the quality of school facilities to a minimum standard can facilitate educational access.** Investing in much-needed school repairs and facilities upgrade was seen to be a concrete and successful way to signal the value of education and, in doing so, positively impact school access. Furthermore, where infrastructure is so extremely limited that it is difficult for learning to take place (for example, classes held out of doors in freezing conditions or in dark classrooms), providing a space conducive to teaching and learning may, in tandem with other interventions, contribute to improving the quality of education over the longer term.

- **Local para-teachers can play valuable, multi-faceted roles in supporting student learning.** As highlighted in this report, the use of local para-teachers seemed to work on several fronts; for one, as members of the community, they were able to convince many parents to send their children to school. Their presence also led to parental perceptions of improved educational quality and allowed schools to deal with the influx of enrolment as a result of the programs.

- **Sustainable change is change that brings along the whole community.** Community buy-in and support is a prerequisite for successful schools that are meeting the learning needs of all children, particularly in areas where there are high opportunity costs to education. Educational interventions are most likely to succeed when quality education is viewed as a community-wide undertaking.

- **Strong connections between educational policies and school-level programs are needed for meaningful educational reform.** If goals for the education system are to be realized, educational policies must address on-the-ground the realities, with the requisite political will, capacity, and resourcing for implementation. When policymakers and practitioners (from across sectors) work together, constraints to school entry can be mitigated; this is particularly true when addressing barriers to girls' education.

- **Reaching all children with quality education requires commitment over time.** Change does not occur overnight, and educational interventions require medium- to long- term support to maximize impact, with the development of local capacity built into programs and scaffolded steps towards government ownership. With that, regular review processes should be put in place with mechanisms for programmatic adjustments to be made as needed and in close consultation with the program donor, based on evidence from robust program monitoring.

The recommendations and lessons learned highlighted above were found to be applicable to all program districts across Punjab, Sindh, and Balochistan. These principles – particularly those referencing accountability mechanisms and the need to embed sustainability in program design – should be considered even more critical in the most challenging areas, notably conflict-prone and remote areas within Sindh and Balochistan.

The results of the evaluation affirm that ITA's work has meaningfully impacted thousands of vulnerable children, in particular girls, who live in under-served communities in Pakistan. With significantly increased, committed attention to program sustainability, organizational optimization, and partnership management (as highlighted in the above recommendations and lessons learned), future collaboration between Dubai Cares and ITA has the potential to significantly contribute to the advancement of education access and quality in areas where it is most needed.

Acknowledgements

2. Purpose of the Evaluation

The purpose of this evaluation is to provide the most relevant, valid, and reliable information possible, within the constraints of cost and time, to assess the results of a three-year Dubai Cares' program with Idara-e-Taleem-o-Aagahi (ITA) in Pakistan. The programs within the scope of the evaluation include six components designed to support provincial governments in implementing sector reforms to improve access to and the quality of ECE and primary education in Punjab, Sindh, and Balochistan.

▪ **Early Childhood Education (ECE):** Through the establishment of an ECE program, embedded in targeted government schools in Punjab, Sindh, and Balochistan, ITA aimed to support the government in providing quality ECE for disadvantaged children (ages 3-5), emphasizing the importance of early learning as the foundation for a successful transition to primary school and beyond. Core ECE program activities included the needs-based rehabilitation of facilities, provision of teaching and learning materials (TLMs) and ECE furniture, and the training of para-teachers and government school teachers.

▪ **Learning for Access (L4A):** Through the L4A component, ITA provided an accelerated literacy and numeracy learning program, called "Chalo Parho Barho" (CPB), to out-of-school (OOSC) and at-risk children in Sindh, Balochistan, and Punjab in tandem with community mobilization efforts to mainstream children into school. To implement the CPBs, ITA provided training for para-teachers and teachers and TLMs to improve school learning environments. Capacity building for school councils and school management committees was also conducted.

▪ **Teachers without Frontiers (TWF)**: Utilizing ICT to provide continuous professional development for teachers, particularly women in remote areas, under the Teachers without Frontiers (TWF) component, ITA sought to foster a social movement towards lifelong learning. The TWF training focused on building teachers' competencies in Brain-Based Learning, Project Based Learning, Passion for Teaching, and Leadership through a blended learning model. Through TWF, TWF Fellows were trained to then pass along their knowledge to another 100 teachers each across Karachi, Sukkur, Swat, Bahawalpur, Kasur/Lahore, and Lasbela; Learning Resource Centers were also established in five districts.

▪ **Learning Assessment (ASER/LMTF):** ITA served as the coordinating agency for the Learning Metrics Task Force (LMTF),[8] comprised of public and private sector assessment agencies across Pakistan, whose mandate was to build consensus on learning measurements and to develop concrete recommendations for measuring learning at the national level. Activities under this component culminated in the publication "Mapping the Universe of Learning Assessments in Pakistan" and the development of three sets of assessment tools on numeracy, literacy, and cognition. Under this component, ITA also conducted the Annual Status of Education Report (ASER) survey in six districts where Dubai Cares-supported programs were being implemented.

▪ **Children's Literature Festival (CLF):** To promote a culture of reading towards improved learning and to foster a sense of civic duty, ITA worked with partners to hold Children's Literature Festivals (CLF) in four provinces for children ages 4-18 of all backgrounds, with interactive programs that promoted diversity, peace, and tolerance.

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[8] LMTF is a global initiative convened by the UNESCO Institute of Statistics and Brookings Institute, termed "Learning Champions" in Pakistan.

- **Policy/Advocacy:** Over the course of the three grant years, ITA sought to influence public policy across Pakistan and at all levels of government on education and girls' right to education through the development of policy and costing briefs, conduct of advocacy campaigns and research, and the facilitation of roundtable dialogues.

The total budget for programs included in the grant, as implemented between January 2014 and March 2017, was USD 5,384,533. This total amount included the original Dubai Cares' grant of USD 4,614,533 as well as an additional USD 770,000 from Al Ansari Exchange, initiated in January 2015 until the end of the program period. The cumulative expenditure for all six program components was USD 5,460,214 (USD 75,681 above the allocated budget).[9]

This final program evaluation relies upon primary and secondary data sources to objectively verify achieved outputs and outcomes from 2014-17 against the expected results frameworks. This report identifies the factors that have affected intended and unintended program results with an analysis of how ITA has leveraged those factors, deriving key lessons learned and providing evidence-based recommendations for future investment and programming.

3. Audience for and use of the Evaluation

Utilization-focused evaluation (UFE) principles underpin the evaluation with priority placed on the usefulness of the evaluation for its intended users. The primary audience for the evaluation is Dubai Cares, with the intent that the organization will be able to use findings, conclusions, recommendations, and lessons learned to make evidence-based decisions on future investments in education interventions. ITA management and staff form a secondary audience for the report, with the aim that they will be able to draw upon the third-party analysis in planning and implementing ongoing and future program initiatives, including advocacy to community groups and government officials. A third audience is potential Dubai Cares' beneficiary partners who can garner Dubai Cares' emphasis on transparency, impact, and clear reporting for program success.

4. Objectives of the Evaluation

As such, the evaluation has three main objectives:

4. Provide an **independent verification of the program outputs and achieved outcomes** against its expected results;
5. **Identify and assess key internal and external factors** (positive and negative) that have contributed, affected, or impeded the achievements, **and how ITA has managed these factors**; and
6. **Derive key learnings from the program**, specifically the four components which were not included in the impact evaluation carried out by ITA,[10] and make key recommendations that will help inform ITA and Dubai Cares with regards to future ECE projects in similar contexts.

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[9] A three month no-cost extension was approved for both grants, shifting the project end date from 31 December 2016 to 31 March 2017; in tandem, several reallocations between budget lines were approved, primarily to meet rising operational and para-teacher salary costs.

[10] Two Impact Evaluations have been conducted on the ECE and L4A components in recent years, quantifying the programs' effects on learning outcomes. These results are briefly summarized in this report with additional qualitative analysis on the program relevance, overall success, efficiency, and sustainability.

5. Evaluation Methodology

The evaluation methodology is driven by the OECD-DAC standards of relevance, efficiency, effectiveness, and sustainability, which form a basis and organizational scheme for the evaluation questions. Given the complex nature of the program, mixed methodology has been used to gather extensive quantitative and qualitative data in response to the evaluation questions; to tell the most complete story possible regarding what works and does not work within the program, and why. To mitigate against possible weaknesses inherent in a singular approach, data collection tools were linked to specific evaluation questions, and the results have been triangulated from diverse respondents, representing all major stakeholder types and across all program types in three provinces.

The goal of gender equality – where girls and boys have equal access to quality, safe learning environments with gender-sensitive materials and academic support – cuts across all evaluation standards and questions. As such, the evaluation design also focused on assessing the extent to which gender mainstreaming, or other targeted strategies to address issues of gender, has been employed to identify and appropriately address the different circumstances of girls and boys, women and men at every stage of program implementation.

The design for data collection followed a two-pronged approach of desktop research and field visits to program sites. The desktop review of program documents emphasized quantitative results from existing monitoring and evaluation data, including analysis of over 30 reports. In November 2017, field visits were conducted to seven districts across Punjab, Sindh, and Balochistan, including site visits to 25 urban and rural schools and communities as well as meetings with ITA staff, partners, and government officials. The field visits allowed the evaluation team to gain a more accurate sense of realities on the ground, assess contextual and implementation variations between sites, speak to beneficiaries in-depth about their experiences, and objectively verify previously documented results. The protocols for site visits included the use of targeted research instruments and the capture of respondent responses and evaluation team observations with a standardized note-taking template, video, and photography.

Stakeholder groups consulted during the evaluation included: ITA central and field staff, government school head teachers and teachers, para-teachers, parents and community members, children who participated in the L4A, ECE, and CLF programs as funded under Dubai Cares, TWF Fellows, TWF trainees, government officials, and other partners, including representatives from Oxford University Press (CLF partners) and the University of Management and Technology, Lahore (LMTF partners), with a total sample size of 720. Care was taken to visit a sufficient number of sites for each component to gain an in-depth, comprehensive understanding of the program.[11]

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[11] Please see Annex C for the detailed field visit schedule and Annex D for the list of sites where each component was explored as well as lists of individuals interviewed.

Table 1. Stakeholders Interviewed, by Province

Stakeholders Interviewed by Province									
Province	Number of Sites Visited	ITA Staff*	Head Teachers/ Principals	Teachers	Para-teachers	TWF Fellows/ Trainees	Parents/ Community Members	Government Officials**	Students	Other Partners
Punjab	10	18	2	5	4	8	90	5	172	1
Sindh	12	5	4	19	8	29	10	3	260	3
Balochistan	3	2	2	2	4	5	7	2	50	
Sub-total by type		25	8	26	16	42	107	10	482	4
Total number of stakeholders consulted	720									
*Province, district, and cluster/local level **Province, district and local level										

A heterogeneous purposive sampling strategy was used to capture a wide range of perspectives, allowing for deep insight to be gained into the relevance, efficiency, effectiveness, and sustainability of the program. The evaluation team worked with ITA to identify interviewees and focus group discussion participants who directly interacted with, or benefited from, the programs funded by Dubai Cares.

Data was collected with the expressed permission of participants, and to protect confidentiality, this report does not explicitly identify individual respondents. All data been cleaned, analysed using thematic/cluster strategies, and interpreted by the evaluation team with presentations to stakeholders for feedback at several points in the process, including an initial presentation of findings, presentation on the draft report, and final validation presentation.[12]

The combination of desk research and field visits allowed for abundant depth and breadth of information to be gained to respond with confidence to the evaluation questions. However, no approach is without possible weakness, and the time that has elapsed, particularly since the end of some program components, posed a challenge in terms of stakeholder identification and recall. Although logistically necessary, there was also a risk of bias due to the use of ITA's role in coordinating meetings. To mitigate against these factors, the evaluation team explicitly verified that those stakeholders interviewed had participated in programs during the grant period and limited their comments to that time as well as closely monitored ITA's interactions with beneficiaries during site visits; in general and where possible, meetings were conducted independently of ITA staff members.

6. Composition of the Evaluation Team

Each member of the evaluation team, consisting of Ms. Sajida Shroff, Ms. Jamie Vinson**,** Ms. Amal Naeem Qureshi, and Mr. Hashim Kaleem, has deep ties and professional experiences in the region, ranging from program development to evaluation to teaching and capacity development, with combined international education professional experience of over 35 years. Amal and Hashim are fluent in Urdu and Punjabi; Sajida is fluent in Hindi & Urdu, and Jamie is conversational. All four team members have a strong foundational understanding of the policy and programmatic context and hold Master's degrees from Harvard University in Administrative Planning and Social Policy, or International Education Policy.

For this evaluation, Sajida served as Project Manager, providing overall oversight and direction to the study, and Jamie was the Senior Evaluator, with responsibility for the technical design and final products. As the Pakistan-based team members, Amal (In-country Lead and Junior Evaluator) and Hashim (Field

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[12] This process is underway; feedback has been received and incorporated into the initial findings presentation, and this draft report is currently being circulated to ITA and Dubai Cares for comments before the finalization and validation of the evaluation.

Research Assistant) undertook the field research, including the conduct of interviews and focus group discussions across the seven districts visited, and provided analysis and feedback support for the report.[13]

7. Project Description

Context & Rationale

The state of Pakistan's education system has been coined an "Education Emergency," and the country remains off track to meet education targets set under the Sustainable Development Goals (SDGs).[14] At 22.6 million, the number of out-of-school children in Pakistan is one of the highest in the world, and only 30% of children remain enrolled in school from Class 1 to Class 10. An estimated 14% of schools in Pakistan lack even basic infrastructure facilities, and 21% of primary schools have only one teacher. Overall literacy levels in the country are low (58%), particularly for women, and about two thirds of women over 15 years of age cannot read or write.[15]

Pakistan's education access, quality, and equity challenges are intensified by issues around education governance and management, severe budgetary constraints (the GDP expenditure on education has remained at 2% over the past decade), weak law and order, and devastation due to natural disasters. Poor teaching quality, teacher absenteeism, truancy, and a lack of proper school materials and infrastructure are significant constraints to the provision of quality education for Pakistan's growing population. Furthermore, large discrepancies in education access and quality remain between provinces, rural areas, and genders; Balochistan has the highest number of out-of-school children in Pakistan, followed by Federally Administered Tribal Areas (FATA).[16]

To address these challenges and the resultant gaps in the provision of equitable, quality education for all, Pakistan's National Education Policy (2009) proposed reforms in ECE and Primary and Elementary Education, with an emphasis on raising the quality of Early Childhood Education (ECE) through the holistic development of children. Pakistan has legislated free and compulsory access to education for all children as a constitutional right and is committed to working towards targets set by the global education agenda under Education for All (EFA) and now the SDGs.

At the provincial level, the Punjab School Education Sector Plan (2013 – 2017) contains a section devoted to ECE with the goal of establishing quality early childhood programs in all primary schools in the province; ECE is also included as a core part of the third Punjab Education Sector Reform Plan (PESRP III), funded by the World Bank. The official policy on ECE, however, is yet to be launched. Sindh launched a ECCE Policy 2015, and its school education departments have been charged with implementing a province-wide ECCE effort, including the review of curriculum and teaching and learning materials. The government in Sindh, in collaboration with partners including ITA, has also drafted a policy on non-formal education and alternative learning pathways, which is pending approval by the Government of Sindh. In Balochistan, the Balochistan Education Sector Plan includes priorities for ECE, including increasing the acceptance of ECE, institutionalizing the ECE policy framework, and expanding ECE beyond the current number of schools.

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[13] The field visit protocol included a detailed debrief via Skype and phone call with the remotely based Senior Evaluator following every meeting or visit. This approach allowed for iterative adjustments of strategy and lines of questioning to achieve the depth of information required across all components.

[14] The term "education emergency" was first used to describe the situation in a 2011 report by the Pakistan Education Task Forces, called "Education Emergency Pakistan 2011." SDG 4 pledges to "Ensure inclusive and quality education for all and promote access to lifelong learning."

[15] Pakistan Education Statistics 2015-16 launched by the National Education Management Information System (NEMIS)

[16] Education for All 2015 National Review

Through the programs funded by Dubai Cares (2014-17), ITA aimed to support the provincial governments of Punjab, Sindh, and Balochistan in moving towards their sector plan goals, particularly for ECE and primary education, by filling gaps in resourcing and capacity with emphasis on the upgrade of school learning environments, provision of TLM, training and professional development of teachers and para-teachers, and engagement with community members and school management committees. To address significant disparities in educational access and quality, ITA's programing focused on targeting girls, who are less likely to be in school in Pakistan, and vulnerable groups, including OOSC children, children from low socio-economic backgrounds, and children living in remote areas.

Stakeholders & Beneficiaries

Program stakeholders, with representatives of each type consulted during the course of the evaluation, included ITA staff (at all levels), students and children who participated in the programs, head teachers, teachers, para-teachers, parents, community members, TWF fellows, government officials at provincial and district levels, and other implementation partners (for CLF and ASER/LMTF components).

From 2014-17, the program supported by Dubai Cares directly impacted 642,525 people with an additional 3.5 million people indirectly benefiting from the interventions. With the addition of the Al Ansari grant, the total number of direct beneficiaries through the grants rises to nearly 700,000 people. Overall, ITA exceeded planned numbers of direct and indirect beneficiaries through both grants.

Table 2. Direct and Indirect Beneficiaries under the Dubai Cares Core Grant (All Components)

	Direct Beneficiaries	Planned	Achieved	Indirect Beneficiaries	Planned	Achieved
All Program Components	Schools	3,770	3,777	Students	600,000	848,200
	Students	385,800	410,527	Students' parents/ Household members	1,950,000	2,730,170
	Teachers/ Head Teachers	11,960	20,197	Teachers/Head Teachers	31,420	35,548
	Para Teachers	920	1,174	Siblings of students	70,000	70,508
	Community Members /Parents	205,200	205,800	Schools	8,280	6,467
	CSO, Local CBOs, other partner organizations	230	260	Local CBOs, other partner organizations	300	300
	Officials of Provincial Governments/ Department of Education	700	700	Officials of District/Provincial Governments/Department of Education	900	900
	Lead Master Trainers and Field Based Mentors / Trainers	930	90			
	Total direct beneficiaries	**609,510**	**642,525**	**Total indirect beneficiaries**	**2,660,900**	**3,692,093**

Table 3. Direct and Indirect Beneficiaries under the Al Ansari Grant

	Direct Beneficiaries	Planned	Achieved	Indirect Beneficiaries	Planned	Achieved
	Schools	26	28	Students	30,000	35,000

All Program Components	Students	20,000	20,845	Students' parents/ Household members	50,000	59,500
	Teachers/ Head Teachers	52	528	Teachers/Head Teachers	300	952
	Para Teachers	52	54	Siblings of students	12,000	14,000
	Community Members /Parents	35,000	35,000	Schools	150	175
				Community members	70,000	70,000
	Total direct beneficiaries	**55,130**	**56,455**	**Total indirect beneficiaries**	**162,450**	**179,627**

Monitoring & Evaluation

During the life of the program, school-level monitoring data was collected through a variety of paper-based forms, including a school baseline form, CPB (learning camp) assessment form, school monitoring form, workplan, and meeting form. Feedback forms were also completed by CLF stakeholders with suggestions incorporated into future CLFs.[17] Furthermore, stakeholders across sites, including schools in remote areas, corroborated the regular visits and meetings for the purposes of support, advocacy, and monitoring from ITA staff during program implementation.

In line with donor requirements, ITA submitted narrative progress reports as well as financial reports on a bi-annual to annual basis during the life of the project.[18] Final reports, including final financial reports, were submitted for each grant. Under the Dubai Cares' grant, ITA spent USD 379,070 on "Monitoring, Evaluation, and Learning," or about 8% of the overall core grant budget. An additional USD 24,949 was spent on monitoring and evaluation (M&E) under the Al Ansari grant (3% of the overall budget).

8. Evaluation Findings

Early Childhood Education (ECE) & Learning for Access (L4A)

The ECE component of the program was implemented in 438 schools (including those reached through both the Dubai Cares and Al Ansari grants) in Punjab, Sindh, and Balochistan with the aim of establishing a quality ECE program, centered on holistic and experiential learning, in government schools and supporting children to successfully transition to primary education. Overall, 40,886 preschool-aged children (53% of whom were girls) participated in the program with 581 local para-teachers hired and trained (332 women) as well as training for an additional 1,350 teachers (56% of whom were women).[19]

Other key activities under this component included: the needs-based renovation of school facilities, provision of ECE furniture and educational kits, the sensitization of 176,270 parents and community members on the importance of ECE, and advocacy and coordination with 131 government officials.[20]

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[17] More recently, ITA has developed and introduced a school monitoring app, designed to streamline and improve the quality of monitoring.

[18] In total, five narrative Progress Reports were submitted for the Dubai Cares' Core Grant and four narrative reports for the Al Ansari Expansion Grant.

[19] Activities under the ECE component were originally intended to target 80% girls and 20% boys; however, the majority of schools identified were co-ed (rather than girls' schools), impacting this ratio.

[20] Unless otherwise specified, the quantitative reach of all program components has been taken from the "Final Narrative Report - Improving learning outcomes, enrolment and transitions from ECE to primary education especially for girls and vulnerable groups in Pakistan" (received by DC, June 2017) and the PowerPoint Presentation "External Evaluation: Dubai Cares Phase III Program" (received by Altamont Group, November 2017).

The ECE program was implemented in two phases (of approximately 200 schools each year) with direct implementation for one to two years, depending on the school location. As the largest component, total programmatic expenditure on the ECE component, excluding operational and overhead costs, was USD 1,555,531 (a figure slightly over the estimated budget[21]) with the majority of funding spent on the set-up of ECE classrooms, school repairs and maintenance, and ECE teacher salaries.[22]

The L4A program shares several commonalities in implementation strategy with the ECE component (and, generally, was implemented in the same schools as ECE), including whole school improvement initiatives such as the upgrade of facilities and the provision of TLMs/educational kits.[23] With the goal of mainstreaming out of school (OOSC) children into school and helping struggling students succeed, under L4A, accelerated learning camps were offered, called "Chalo Parho Barho" (CPB), which utilized the "Combined Activities for Maximized Learning" (CAMaL) approach to help children quickly improve their literacy and numeracy skills. Noteworthy aspects of the CAMaL methodology include grouping children (grades 3-5) by ability level rather than age or grade and the use of interactive pedagogies, facilitated by a local para-teacher.

Through L4A learning camps in 556 schools, ITA provided literacy and numeracy support to 21,719 OOSC (just over half of whom were girls), many of whom were mainstreamed into school and 13,541 at-risk students (approximately 50% girls).[24] To conduct the camps, 641 local para-teachers – with slightly more women than men – were hired and trained, and capacity building was conducted for 1,533 government head teachers and teachers and 2,088 School Council and School Management Committee members.

For L4A, as the component with the second largest programmatic budget, ITA utilized USD 1,077,776 with the largest areas of expenditure, around USD 250,000 each, on para-teachers' salaries and TLMs.

Table 4. L4A Beneficiaries (OOSC and At-Risk Students), by Gender

Province	Out of School			In-School			Overall
	Boys	Girls	Total	Boys	Girls	Total	
Punjab	3843	3406	7249	1574	2305	3879	11128
Sindh	5571	5953	11524	3647	3246	6893	18417
Balochistan	1148	1798	2946	1358	1411	2769	5715
Total	10562	11157	21719	6579	6962	13541	35260

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[21] Expenditure for nearly all components, and the overall program, was higher than estimated; ITA staff cited the drop in the value of the Pakistani Rupee against the US Dollar at the time of the program as the primary reason for this discrepancy, noting this as a challenge to implementation.

[22] Funding from the Al Ansari grant is not included in this calculation as activities went beyond ECE to include other school-wide improvements; USD 609,797 in total was spent on the school-level programmatic aspects of the Al Ansari grant. All financial information is from the "Final Financial Report – Main Grant – January 2014 to March 2017" and "Final Financial Report – Al Ansari Grant -- January 2015 to March 2017."

[23] In this report, the ECE and L4A components are addressed together as findings for both components, across the evaluation standards, were very similar.

[24] ITA reports an upward trend in enrolment of 55% in schools supported by Dubai Cares.

Relevance & Program Design

The ECE and L4A programs appropriately responded to an emphasis in provincial sector plans on ECE, especially needed given the lack of earmarked resources for ECE, as well as to documented high numbers of OOSC and low learning levels. Both the ECE and L4A components provided relevant, much-needed support for school-level improvements that, at least in the short term, positively affected school enrolment, transition, and quality.

The schools and communities where the Dubai Cares-funded programs were implemented are, in general, very poor and under-resourced, and the lack of adequate school facilities (or ones of very poor quality) was found to be a considerable barrier to educational access.[25] The almost-complete lack of infrastructure found at many sites was perceived by parents and community members as a negative signal of the value of education, and conditions were such that learning often seemed very difficult; for example, with classes held out of doors or in corridors regardless of inhospitable temperatures or inadequate lighting (with no available electricity) to see textbooks.

"We did not have anything at all. Our kids were bleeding in the scorching heat; they [ITA] gave us shelter."

–Father in Quetta, Balochistan

Given these often extremely low levels of resourcing, the rehabilitation of classrooms, toilet facilities, playgrounds, and ECE classrooms as well as the provision of educational kits addressed a significant need and provided a platform and rationale for ITA to be able to convince parents of the value of sending their children to school. Parents equated the hiring of additional teachers (or para-teachers) under the programs with improved quality and also saw this as an additional reason to send their children to school.

Overall, all stakeholders consulted – including 639 parents, community members, children, head teachers, teachers, and para-teachers – were generally pleased with the ECE and L4A interventions, particularly noting much-needed inputs such as the provision of school furniture and renovated classrooms, additional TLMs, and more teachers/para-teachers.

"Our kids used to go to the farms [to work], but now even those students are going to school."

--Father in Shikarpur, Sindh

One key strength of the programs' design was ITA's efforts at community mobilization, which relied upon in-person campaigning and relationship-building to persuade families of the importance of education for all girls and boys and for ECE-aged children. In areas like Balochistan, ITA employed an effective strategy of first bringing influential, respected families and tribal leaders on board with messaging that ITA was there to help and follow their cues. These efforts were remarkably successful, resulting in high levels of enrolment in both ECE (despite some hesitations due to the age of children, which was perceived by family members in some areas as "too young") and L4A (despite high opportunity cost for employed children and some concerns about education for girls).

Perhaps the largest success factor for both programs was the use of para-teachers, trained by ITA in ECE and/or L4A's CAMaL methodology.[26] These para-teachers, who were almost always from the community

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[25] Please see Annex A for a comparative summary across all schools visited.

[26] In a few sites, due to low levels of education, para-teachers required more support and training than was provided; however, these cases seemed to be the exception and, in general, the presence of para-teachers was perhaps the most vital aspect of program design.

or neighbourhood, provided needed additional teaching support to address the bolstered enrolment resulting from the programs. Beyond that, they often served as change champions and educational advocates in their communities; in some cases, going door-to-door to collect children for school. As trusted individuals from within the community, some families noted that they only sent their children based on the relationship with the para-teacher (although unfortunately often withdrawing their children when the program ended, and the para-teacher left).

Pakistan presents a complex, often difficult educational landscape, and significant challenges were faced by ITA during ECE/L4A implementation, although with considerable variation between districts and schools (where schools even within the same area presented differing program dynamics and effects, often largely tied to school culture). The main constraints identified included:

- **Safety and security issues:** These concerns were most apparent in parts of Sindh (for example, in one community, the other two nearby schools had been closed for years due to communal conflict) and Balochistan, where stakeholders noted that sectarian conflict had been at a peak during the program period with additional, difficult protocols required for field visits. Qilla Saifullah, Balochistan was flagged as a particularly challenging context for implementation for safety reasons, due to its proximity to the Afghan border, as well as its extremely remote location, high levels of poverty, and limited to non-existent interactions with the development sector. Beyond the programs, some stakeholders noted that concerns with safety (as well as distance and cost) make it difficult for girls to continue their education past Class 5 as they have to travel to a school in another village/town.[27]
- **Low socio-economic status of communities and high opportunity costs:** Found in almost all Dubai-Cares-supported areas, the high levels of poverty made it difficult for parents to prioritize education over work, both in and out of the house, even for young children. Parents in Quetta noted that they do not send their children to school because they are unable to afford a uniform or shoes in the winter.
- **Traditional/conservative mind-sets towards ECE and girls' education:** In line with long-standing tradition, most pronounced in some communities in Sindh and Balochistan (especially reported of communities in Qilla Saifullah), some families still choose not to send their girls to school (this is perhaps also because girls are needed to help in the home). There was also an expressed belief, particularly held by village elders and also some urban teachers in Karachi, that preschool-aged children are too young for school/ECE.
- **A mistrust of NGOs:** Significant mistrust of NGOs was found in Balochistan, again with Qilla Saifullah often mentioned as an example, due to the perception that NGOs want to introduce "western" mind-sets and practice, at conflict with their own culture. This was often tied to views on the role western powers, such as the United States, have played in Afghanistan and parts of Pakistan.
- **Inflexible policies on school enrolment:** This challenge was found across provinces as OOSC children who completed the L4A learning camps were required to begin in class 1, regardless of age and learning levels. There were also issues where four-year-old children, who had attended one year of ECE, were not given a General Registration (GR) number by the head teachers or school management, which would allow them to proceed to the next grade level.

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[27] Although beyond the scope of this evaluation, the request most heard from parents was for educational opportunities for their girls beyond primary school. This would require either schools closer to home or additional gendered interventions such as (but not limited to) the provision of safe transport, female teachers, appropriate restrooms, and scholarships.

In addition, ITA noted some issues with targeting of schools and para-teacher selection, which resulted in the inclusion of more primary schools (the original intent was to also include high schools) and hiring of more male para-teachers, due to the presence of mostly co-ed schools with male teaching staff and few qualified female teachers available, especially in Balochistan and Shikarpur (Sindh) due to limited educational opportunities.

ITA worked to mitigate all of the above challenges with notable success during the program period through intensive community and government engagement.[28] ITA utilized community visits by staff members as well as para-teachers to address safety concerns. Community sensitization on the long-term benefits of education, again by ITA as well as para-teachers, in tandem with school infrastructure improvements helped convince families of the importance of schooling for their children, including girls and those of preschool-age. Although working with local governments often remained a challenge, ITA was able to negotiate the issuance of a GR for ECE children who had attended the program regularly for at least six months.

ITA's M&E practices for ECE/L4A were found to be effective in identifying school needs and ensuring activities took place; there was also a strong, regular presence of ITA staff noted at all sites and in communities during the program period. However, the use of M&E during the programs to robustly capture outcomes or to inform real-time programmatic design adjustments was still nascent.[29] Stakeholders in Quetta, Balochistan noted that ITA field level staff members were somewhat hesitant to meet with, or report to, central-level staff members as they did not view themselves as directly accountable to these individuals, who were not from the local area. School staff in Balochistan reported that they were unaware of feedback mechanisms for reporting program concerns, such as the challenges they faced in catering to the class sizes that resulted from the ITA interventions; this may have been more pronounced in Balochistan due to the remoteness of many program sites, requiring extensive travel and time, as well as permissions, for ITA staff to visit. Where concerns were conveyed to ITA staff, ITA's response was consistently that they did not have the funds or policy provisions required to address these needs (such as for additional para-teachers).

Success & Effectiveness
Overall, ECE and L4A achieved their main objectives of increasing access to ECE programs and primary school through the rehabilitation of facilities, provision of TLM and para-teachers, and community mobilization. Across the three provinces, ECE enrolment from the beginning of the program period until the end increased by nearly 14,000 children, or 55%, with an average of 61% of children transitioning to class 1. This average, however, hides significant differences between provinces; for example, in Balochistan, 89% of children transitioned to class 1 while, by contrast, only 23% did so in in Punjab. ITA staff cited limited community understanding of ECE as a holistic pre-primary class and the short duration of the intervention as reasons for the significantly lower numbers in Bahawalpur, Punjab.

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[28] The gains made through this outreach, however, almost always did not continue after the program end, particularly in the more challenging parts of Sindh and Balochistan.
[29] Some of these practices may be strengthened through ITA's recent development and use of a School Monitoring App, which is designed to streamline and upgrade M&E processes.

Table 5. ECE Enrollment and Transition, by Province

Province	Schools	Baseline ECE enrolment (June 2014)	Achieved ECE enrolment (March 2017)	ECE Transition to Class 1	Transition %	Total enrolment
Punjab	29	1543	5946	1569	23%	7515
Sindh	309	9470	15543	10553	68%	26096
Balochistan	100	1926	3854	3421	89%	7275
Total	**438**	**11396**	**25343**	**15543**	**61%**	**40886**

The L4A intervention significantly increased enrollment during the program period with highly variable degrees of retention of those students from school to school. Children who participated in the CPB learning camps showed marked improvement in learning levels from the baseline assessment to the endline across subjects (English, Urdu/Sindi, and Mathematics). Across provinces, 58% of children could not read a single English letter or word prior to CBP, by the end, 70% were reading words, sentences, or stories. Similarly, for Urdu/Sindhi, overall 49% of OOSC could not read at any level prior to CBP, with 90% able to read to some degree by the end of the camps (56% at sentence or story level). In Mathematics, while only 19% OOSC children were able to identify numbers to 99 at the baseline, this rose to 35% at the endline; only 1% of OOSC could do simple addition before the CPB with gains of 30 percentage points following the camps.[30]

Table 6. Changes in Urdu Learning Levels, CPB Baseline to Endline
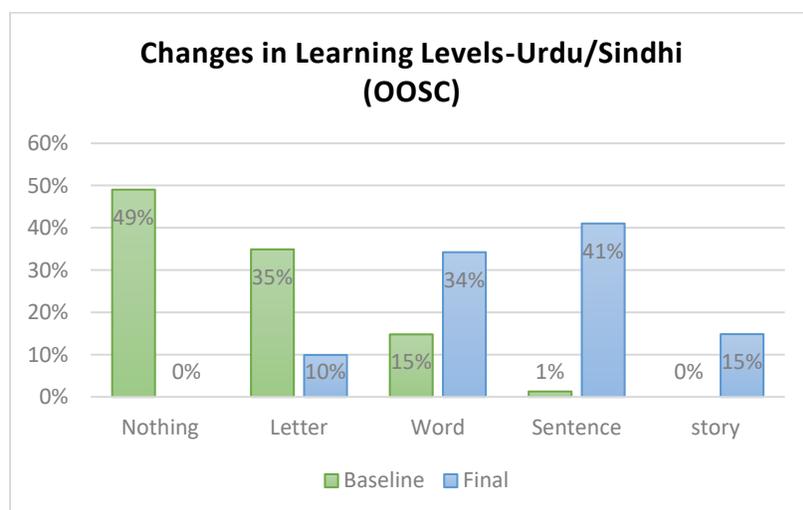
Two rounds of impact evaluations have been conducted to assess the success of the ECE and L4A components. The first round of the impact evaluation found highly significant and positive effects with the introduction of para-teachers, particularly the L4A para-teachers (a finding corroborated by the recent field visits). While infrastructure interventions did not appear to have improved outcomes in the short term, the impact evaluation found that the provision of educational kits did lead to improved student

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[30] See Annex G for the graphs depicting English reading and Mathematics learning gains from baseline to end line.

outcomes across the three subjects, with the effect being significantly higher in Mathematics than in Urdu or English.[31]

The Impact Evaluation - Round 2 found that children in treatment ECE schools have significantly better outcomes than those in control schools across the domains of emergent math, emergent literacy, and working memory. In terms of L4A, this second round of impact evaluation also found that treatment group children outperformed control group children across English, Mathematics, and Urdu/Sindhi. Furthermore, attending a school that received teacher training, educational kits, and infrastructure was shown to be positively associated with student learning.[32]

The extent to which the impact of the interventions has been sustained after the program period, however, was observed to vary dramatically from school to school, with exemplars found in each province. Success factors, in terms of the continued use of TLMs towards improved learning and of medium- to longer-term enrolment in school, were observed to be dependent on:

- **Commitment and enthusiasm of the head teacher and teachers:** Aspects of the interventions and the use of the TLMs continued in schools where the head teacher and teachers were genuinely committed to the same goals as the programs and had the capacity to deal with increased enrolment demands. Where buy-in was superficial and where teacher capacity and commitment less, the activities and TLMs introduced through the programs did not continue.
- **Retention of para-teachers on contract or voluntary basis:** The retention of para-teachers was observed to be one of the most impactful means of sustaining program gains – both because it allowed schools to better meet the increased enrolment demands and because of the relationship with students, which helped retain them in school. In Punjab, some schools (where the Head Teacher had taken initiative) had found innovative means of financing the para-teachers' salaries; in schools in Sindh, several para-teachers were still working on a voluntary basis – a commendable, but less sustainable solution. Notably, stakeholders reported that when ITA wrapped up the programs in Lasbela and the teachers left, around 18 schools closed down. (These were schools that had already been closed, but that were able to open with teachers supplied by ITA). High drop-out levels from the L4A program were also found in Balochistan, attributed by stakeholders to the discontinuation of para-teacher engagement.
- **Level of buy-in from community members and families:** The ongoing presence of children in school (and involvement of communities in school life) seemed to depend significantly on the value placed on both ECE and girls' education. In some areas, the buy-in to these ideas – among families as well as head teachers and teachers – remains nascent and/or superficial; in these areas, when the advocacy and community mobilization efforts ended following the program, gains in enrolment and improved learning either stalled or were lost.
- **Ability of school to mobilize additional resources:** Given the levels of under-resourcing, many schools seemed to struggle to maintain improvements once inputs ended, making it crucial that additional resources were mobilized. A few schools were able to do this to retain para-teachers, continue the ECE program, or maintain facilities through school management committees, community, or alumni support. Often, however, government officials and school

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[31] While not correlated with improved learning outcomes, the evaluation team did find infrastructure improvements to be associated with increased access.

[32] The Impact Evaluation - Round 2 also found a correlation between family socio-economic status and student learning in English and Math.

heads, particularly in challenging context such as Quetta, noted their inability to meet basic school needs under current budgeting and human resources, let alone continue program interventions.

Table 7. Examples of Observed Success Factors and Constraints

ECE/L4A School-level Comparison: Success Factors & Constraints	
Exemplar School: CMS GBPS, Karachi	**Struggling School: GBPS, Shikarpur**
Success Factors	**Constraints**
- Ownership of ECE/L4A by the school administration - Strong alumni base - Well-established school with proper infrastructure and other required equipment - Understanding and promotion of the importance of ECE by school leadership - Ability to retain para-teachers on salary after the end of the program - Strong communication and coordination with ITA staff	- Extremely poor locality - Evident lack of gov't teacher ownership (most were "ghost teachers" who had just started coming to school after the government's biometric verification method for attendance was initiated) - Para-teachers were not retained after the program period due to lack of budget - Levels of education of administrative staff were low - Limited physical space at the school - The ECE/L4A materials were not available in Sindhi
Exemplar School: Miani Jadeed, Bahawalpur	**Struggling School: BMB GGPS, Karachi**
Success Factors	**Constraints**
- Ability to retain para-teachers on salary following the intervention - The renovation of the school was able to attract more children, leading increased enrolment - Through the programs, the school was able to address the existing teacher shortage with well-trained teachers - High levels of community engagement between ITA and all stakeholders with evident constant communication and collaboration	- Para-teachers seemed to have required more training and follow-up due to overall lower levels of education - Hostile attitude of gov't teachers towards the intervention, who felt that ITA's ECE program was not needed - Children who attended L4A were now enrolled in regular classes, but were failing (perhaps due to L4A not being implemented to standard) - Overall, a messy school, disorganized school with not enough room or proper furniture; observed careless attitude of teachers - Apparent gap in communication between the school and relevant ITA staff

One positive, interesting by-product of the programs was a degree of enhanced accountability for the functionality of the government schools. During the programs, there seemed to often be a chain of informal reporting where para-teachers would report to ITA staff on teacher attendance and the timely conduct of classes; ITA in turn would liaise with government officials who could then more immediately address the situation. As a result, anecdotal evidence suggests that some schools were more likely to start on time and government teachers to be in attendance during the ITA programs.

Efficiency of Implementation
ITA was able to mobilize strong on-the-ground presence via staff hired on project-based contracts to support ECE and L4A implementation. ITA has not, however, been able to continue the employment of

many of these staff members following the grant period.[33] ITA's central team maintained a visible role to project stakeholders, and the names of key ITA staff members were well-known across most sites, although challenges were noted in undertaking field visits to the more remote, instable areas. Many stakeholders, particularly government officials and some head teachers and teachers, noted ITA's willingness to work in challenging areas where other organizations were not able to operate, such as Qilla Saifullah.

Given the difficult implementation context, some delays were incurred due to security situations/emergencies and coordination processes with government officials (and the associated bureaucracy) and schools; however, in general, ECE and L4A program activities were delivered in line with plans and timeframes.[34]

Sustainability
Some attention was paid to sustainability during the program period through activities such as the training of government teachers and investment in community sensitization. However, the overall one to two-year duration of the programs was not long enough to ensure the mainstreaming of the programs in all schools. As mentioned, ownership and continued investment in ECE and quality education for all was found to vary tremendously between schools; many schools were unable to retain para-teachers (and therefore, students) following the program – especially in the most challenging contexts, such as sites in Balochistan – and government teachers faced constraints, including larger class sizes due to the enrolment drive, that made it difficult to ensure quality. With resources no longer coming in (most importantly, more teachers) and with a drop in engagement with both ITA and the para-teachers, parents were less inclined to continue sending their children to school. Many stakeholders, across provinces, noted that they were not prepared for the abrupt end of the programs; stakeholders in Quetta remarked that they were left without direction at the close of the interventions.

At policy-level, in Sindh, ITA has been able to negotiate a GR number for all children and mainstreaming the ECE program into schools has been approved and budgeted for, with TLMs under review. ITA has been part of of Joint Education Sector Reviews I, II and III in Sindh and the development of a Non-Formal Education policy; CPB materials have been reviewed by the NFE directorate, Board of Curriculum, and the Sindh Teachers Education Authority. In Lasbela, Balochistan five intervention schools that previously were under the Forest Department have now been adopted by the Education Department, which is better positioned to take forward the initiatives.

However, a number of policy-level impediments to ongoing impact remain, including: rigid recruitment processes for government teachers, making it difficult to hire para-teachers, insufficient funding for ECE, and difficulties for OOSC to join at age-appropriate grade level following learning camps. For these reasons, ECE and quality education (necessary for attracting and retaining OOSC) remain areas in need of ongoing investment.

Teachers without Frontiers (TWF)
The TWF component ran from August 2015 – September 2016 with the aim of creating a social movement of teacher professional development, delivered through blended learning platforms. The program sought

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[33] It is not atypical for NGOs to have high turnover due to the project-based nature of contracts. However, as investment is made in staff training for program implementation, the loss of talented staff, who have been hired on a short-term basis, is an inefficiency characteristic of many NGOs, including ITA.

[34] Procuring and delivering ECE furniture to Qilla Saifullah, Balochistan was reported as extremely difficult with high transportation costs and logistical difficulties, again due to remoteness and the security situation.

to address a need for professional development opportunities for teachers, particularly women, in remote areas and was implemented across Karachi, Sukkur, Swat, Bahawalpur, Kasur/Lahore, and Lasbela.

The TWF program featured three cycles of training: Cycle 1 to identify exemplary teachers to serve as TWF Fellows, Cycle 2, an intensive 12-week virtual and face-to-face training to further build the capacity of TWF Fellows, and Cycle 3, the multiplier training with the 82 TWF Fellows in turn training 100 teachers each. Training content in all cycles focused on a teacher's journey of professional growth, seeking to build knowledge and skills and inform attitudes in the areas of Brain Based Learning, Project Based Learning, Passion for Teaching, and Leadership through the use of ICTs. In total, the 82 TWF Fellows across seven districts facilitated the 24-module training for 8,332 teachers (67% of whom were female, slightly exceeding project targets) in 1,888 schools.

"The TWF training taught us how to make the most out of our minimal teaching resources."

-- TWF Fellow from Lasbela

Learning Resource Centers (LRCs) were also established in five districts as learning hubs for the TWF fellows, equipped with computers and various learning resources and tech-enabled education tools. The component also supported creation of a dedicated website, www.learningchowk.pk, and a revamped Learning Management System, www.twfellows.com, allowing TWF Fellows to engage with each other and grow as professionals online.

Table 8. Teachers trained by TWF Fellows, by District and Gender

Districts	Total Fellows	Active Fellows	No. of Teachers Trained		Total Teachers Trained
			Male	Female	
Kasur/Lahore	08	06	269	1102	1371
Bahawalpur	10	10	173	1127	1300
Karachi	09	05	232	668	900
Sukkur	19	11	544	881	1425
Lasbela	13	11	436	700	1136
Swat	23	22	1077	1123	2200
Total	82	65	2731	5601	8332

Overall expenditure for TWF was USD 274,429 in total, with both ITA staff and TWF Fellows noting that the component was generally under-resourced which added an element of difficulty to the conduct of trainings due to venue and travel costs. In a November 2016 budget reallocation, ITA diverted PKR 8.5 million (approximately USD 80,000) from TWF "Cluster Hub Costs" (internet and computers at a LRC) to meet deficits resulting from the rise of para-teacher salaries and operational costs. While ITA was still able to meet target training numbers, the example illustrates the budgetary shuffling, with trade-offs, made in the attempt to implement the overall program within the grant amount.

Relevance & Program Design
The TWF component met an acute need for professional development opportunities, particularly in remote areas. All the TWF Fellows interviewed felt that the training content was extremely relevant and useful in their work with unanimous agreement that they still use what they learned in their classrooms to date. The program appears to have supported exemplary teachers, both female and male, to improve their craft and grow into education champions within their schools and communities.

Implementation, however, was not without significant challenges, including: available budgets, the process for obtaining departmental permissions, internet and technology issues, some language struggles, and the program duration, which was uniformly viewed as too short. While ITA was not able to address the majority of these concerns during the first round of implementation, citing severe budget constraints, there are many lessons learned that could be utilized to inform a second phase of TWF.

Table 9. Perceived Strengths and Weaknesses of TWF, across Locations

TWF Program Strengths & Challenges as perceived by TWF Fellows, by location	Bahawalpur	Sukkur	Lesbela	Karachi
Program Strengths				
Relevant, quality training content, still used in their classroom practices	X	X	X	X
Focus on ICT and blended learning	X	X	X	X
Coordination and open communication with ITA during the program	X	X	X	X
ITA facilitation of their participation with gov't sector employers			X	
Program Challenges				
Insufficient (short) duration of training	X	X	X	
Lack of access to internet/computers; electricity difficulties	X	X	X	X
Distance to training; required to cover own travel costs	X	X		X
Lack of ITA follow-up after training		X	X	
Difficulty in obtaining necessary permission from employers	X		X	
Weak coordination between ITA and the government	X			X
More focus on ICT and blended learning required		X		X
Ambitious targets for multiplier trainings, comprising quality; issues with trainee selection				X
Issues with the LRC (missing equipment; LRC not available)			X	X
Language barrier with English TWF modules		X		

Success & Effectiveness

TWF Fellows, across provinces, appear to be well-selected; they present as pro-active, well-qualified, enthusiastic, and committed professionals. In line with the focus of the program on lifelong learning, most have been able to take and exploit what they learned during the training for their personal and professional growth and the benefit of their students. Despite significant difficulties, including paying for their own costs to attend trainings due to limited budgets, all were very positive about the experience and remain committed to continuing to learn for themselves and to give back to their schools and communities.

"Teaching is not an ordinary profession. We build nations; teachers have a lot of power."

-- TWF Fellow from Bahawalpur

While ICT and blended learning was only one component of the TWF program, it was the most frequently mentioned and appreciated, although there were challenges with internet access and electricity as well as some of the gendered issues associated with ICT use (in some areas, women were not allowed to, for example, have an e-mail account). As an unintended, positive consequence, one TWF Fellow shared how

the ICT skills learned during the training allowed him to register to receive his pay slip electronically, rather than spend an entire working day traveling and waiting to receive the pay slip in person. This TWF Fellow, in turn, had been able to pass the knowledge on, helping an estimated 300 other teachers to register, dramatically increasing efficiency.

"I now break my class down into segments. I make sure students don't get bored and see education as burden."

-- Teacher Trainee from Sukkur

Some impact was noted in the multiplier trainings (for the additional 100 teachers per Fellow) with trainees able to give examples of how they apply what they learned in their classrooms; however, the effects on this level of teacher trainee behaviour appear to be more limited, perhaps due to the short duration of training. In some locations, particularly Karachi, concerns were raised about the appropriateness of trainee selection where a large percentage – particularly of the male-appointed government teachers – seemed uninterested and unmotivated; some were close to retirement and others were primary school teachers, while the training was geared to secondary. Some TWF Fellows felt they could have been more prepared to address teacher trainee backgrounds and noted a mismatch between the training content and participants. In Sindh, difficulties with the English language training materials (English) were reported.

Efficiency of Implementation

Beyond its internal resources, ITA successfully engaged well-known "Super-leaders" and external university partners, including the University of Waterloo who provided vetted online resources, to enhance TWF implementation. Although falling shy of the planned 100 TWF Fellows (at 82 Fellows), in general program targets were met, although some stakeholders interviewed felt that quality suffered in order to meet planned numbers, particularly with the Cycle 3 multiplier trainings.

Sustainability

The nature of the project as a "social movement" builds in some sustainability (as well as cost-effectiveness), and there is great potential to remobilize TWF Fellows, who remain a ready and capable cohort of educators. However, aspects of the program, such as the Learning Management System and five LRCs are now largely unused without the ongoing support of ITA's staff. One TWF Fellow noted that, after the program, the LRC was locked, and they do not know who has the key. This may change with recent provincial government plans to create professional development hubs in some of the same locations as the LRCs. In general, stakeholders perceived that more support was needed "from the top" to smooth implementation and sustain the social movement.

Learning Assessment (ASER/LMTF)

The ASER/LMTF component differs from the first three components in that it was not a school-level intervention, but rather sought to leverage and build consensus on measuring learning among the global and national education assessment communities. Under this component, ITA coordinated the Learning Metrics Task Force (LMTF), called Learning Champions of Pakistan, with participation by public and private agencies involved in assessment in Pakistan. The Learning Champions consortium carried out a mapping study of national assessments and prepared and piloted assessment tools for English, Mathematics, and Cognition for Class 2, 5, and 8. Under ASER/LMTF, ITA also conducted the Annual Survey of Education Results (ASER) in six Dubai Cares-supported districts.

ITA calculates that, through ASER/LMTF, they directly impacted just over 1,000 teachers, head teachers, teacher union representatives, government officials, and CSOs who were informed about the status of learning in Pakistan.

ASER/LMTF was the smallest component, budget-wise, with USD 66,878 in expenditures for three years of ASER conduct and the 16-month LMTF program (from September 2014 to January 2016). Funds were split relatively evenly between ASER and LMTF activities (USD 31,726 and USD 35,153, respectively).

Relevance & Program Design
LMTF activities provided a platform for important multi-stakeholder dialogue about measuring learning effectively in Pakistan, helping to shift conversations at a policy-level towards educational quality. LMTF is a global initiative, and Pakistan's participation in the LMTF was a visible, high-level signal of the importance of the global education agenda. The nature of the program also reinforces the principle of multi-stakeholder partnerships, from both public and private sectors, towards educational reform. In terms of ASER, the survey is an important, respected tool for providing an evidence-base for policy decisions.

The primary challenges mentioned by LMTF partners included differing degrees of partner understanding – both of assessment generally and of the LMTF aims -- and the limited budget, which impacted the scope of activities. The key constraint encountered in terms of conducting ASER was a deep mistrust of educational statistics and NGOs expressed by stakeholders in Balochistan, who contested recent ASER findings. On both fronts, to a degree, ITA seems to have been able to mitigate these issues through stakeholder consultation; however, it was clear that further engagement and commitment by ITA would be required to more fully address these capacity development needs.

Success & Effectiveness
LMTF activities were notable in that they successfully brought together representatives from nine government agencies as well as civil society and academia around a common issue, produced a concrete mapping report – the first of its kind in Pakistan – and piloted a set of assessment tools.[35] The efforts were first steps towards demonstrating to the government and other stakeholders that it is possible to develop standardized means of assessment in Pakistan. To translate these initial activities into longer-term impact, further collaborative action in this area, including strong advocacy for government uptake and change, will be required.

Efficiency of Implementation
ITA successfully played the integral and difficult role of coordinating agency of the Learning Champions of Pakistan. A representative from Brookings Institution, one the global LMTF convening agencies, credited ITA for as strong, capable performance in the difficult role of bringing assessment actors together. While the budget for activities was limited, the mapping study and development of pilot assessment tools was completed on time.

Sustainability
ASER is a well-established process and product with committed donors, including DFID, and seems stable and sustainable. All LMTF activities have now ended, pending additional funding that would allow the group to proceed to the next phase. There is a risk that, if activities do not continue, it will be increasingly difficult to leverage efforts made during the program period towards assessment reform in Pakistan.

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[35] At present, there are approximately 15 different examination boards in Pakistan – all with their own assessment criteria.

Children's Literature Festivals (CLF)

CLFs were born out of the need to encourage and promote a culture of reading to improve learning, reading, and civic sense across Pakistan's schools, with the aim of shifting the culture from one of "textbooks and texts" to meaningful learning. CLFs are designed to be inclusive festivals that promote messages of diversity, peace, and tolerance through theatre, puppet shows, read aloud sessions, panel discussion, films, book launches, and other interactive activities.

With the support from Dubai Cares and Al Ansari Exchange, between 2014 and 2016, ITA worked with partners to host CLFs in Karachi, Islamabad (with over 30,000 children, teachers, and families in attendance), Bahawalpur (where 8,000 children attended), and Sukkur. A Teacher's Literature Festival was also held in Karachi with the participation of over 3,000 teachers, and ITA also supported small-scale CLFs in Jillani Park, Moon Market, Gulshan-e-Ravi, Karachi, and Multan. To enhance replicability of the small-scale CLFs, ITA developed a toolkit on how to run school-based CLF with the goal of encouraging more schools to host events themselves. To complement the CLFs, during the grant period, 17 editions of the children's literary magazine, UranTashtaree (Flying Saucer), as well as other publications for children were developed.

In total, 1,359 school communities benefited from CLFs during the grant period, including 6,750 head teachers and teachers, 221,962 students between the ages of 5-18, over 200,000 parents, 200 CSOs and other partners, and 400 government officials. Total expenditure for CLFs, including both large-scale and school-based as well as publications, was USD 102,315 under the Dubai Cares' grant and USD 7,300 under the Al Ansari grant.

Relevance & Program Design

The emphasis within CLFs on creativity and imagination provides a needed alternative learning experience to the rote learning practices that prevail in schools and help to counter the emphasis on exams and memorization. Given the low reading and learning levels in Pakistan, as documented by ASER, the emphasis in CLFs of reading, creativity, and critical thinking in children is extremely relevant.[36]

"The CLF was very interactive and attractive for the children. It also helped us build a good image of our school."

-- Head Teacher from a CLF host school in Lahore

The CLFs also provide opportunity for multi-partner collaboration towards the promotion of quality learning, and many stakeholders noted effective coordination between ITA, other partners, local government, and schools for the conduct of the events. The inclusive nature of the CLFs, with all community members welcome, sends a strong positive message about communal involvement in education for the good of all.

Some location-based challenges were noted by ITA and other partners (including Oxford University Press), including: isolated incidents of vandalism, conservative environments with high levels of mistrust of the CLF program, issues with accessibility in remote areas, and high levels of poverty that made it difficult for communities to prioritize CLFs. ITA and its partners seemed, however, to be able to respond appropriately on a case-by-case basis; for example, by providing safe transportation to allow girls to attend and being mindful to hold the event during the day, or by moving certain performances to more private spaces in conservative areas. As with other components, community advocacy by ITA and other partners helped to mitigate risks and ensure smooth implementation of activities.

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[36] The CLF website can be accessed at: www.childrensliteraturefestival.com

In terms of M&E, according to ITA, feedback forms were completed following CLFs by stakeholders with suggestions then incorporated in future planning. ITA also worked with participating schools before each CLF to have them complete pledge cards, where they committed to implement at least three activities (such as storytelling, writing, or art activities) at the CLF in their schools. ITA would then spot check selected schools to see whether the schools were replicating the activities; reportedly, over 90% of students in schools visited affirmed that activities were taking place. ITA also notes that 77% of teachers and 84% of students confirmed that they have experienced a change in the teachers' methodologies after attending CLF.

Success & Effectiveness
Children interviewed remembered CLFs extremely fondly, noting some of their favorite activities such as puppet shows, story-telling, and music concerts. They recalled a fun learning environment and were also able to recognize the difference between books produced and promoted at CLF, which were seen as colourful, engaging, and interesting, and their school textbooks, perceived as much more difficult and not meant to be enjoyable.

"After attending CLF, our minds were energized!"

-- Girl in Rahim Yar khan

Some variation in quality and community enthusiasm was noted by ITA and partners across the sites, much of it tied to the personalities and commitment of those in leadership as well as the relative socio-economic status and degree of conservatism within the communities. ITA worked to address these factors through community engagement (in particular, reassuring families who were hesitant to let their children attend due to questions of safety and the appropriateness of content), government partnerships, and the use of a CLF toolkit and trainings to guide schools and provide a means of some quality assurance.

CLFs are also successfully beyond their direct implementation sites with high visibility in print and television media, where they are covered as positive news for Pakistan, helping to more widely promote the appreciation of reading, creativity, and critical thinking.

Efficiency of Implementation
ITA has mobilized numerous sponsors and supporters of CLFs across government, corporate, and public sectors. The first CLF was held in 2011, and the events are now well-established with clear operational guidelines. Lessons learned over the past six years have contributed to increased efficiency in implementing the events; while CLF may face context-based challenges in some locations, the well-established nature or the process and product allow for timely event delivery.

Sustainability
CLF is a not-for-profit registered company with a Board of Directors from across Pakistan, providing accountability and increasing the sustainability of the program. Furthermore, ITA has successfully encouraged individual schools to host smaller scale CLFs using their own budgets; in these partnerships, ITA provides support, as needed, for program planning and networking with leadership coming from the local school. The multi-partner nature of the events also bolsters sustainability and there are numerous private and public sector supporters of CLF beyond ITA, including Oxford University Press, Open Society Foundations, and education departments.

Policy/Advocacy

Under this component, ITA sought to influence government policy at local, provincial, and national levels on education and girls' right to education to meet the challenges of the Right to Education in Pakistan, including advocacy for an enhanced education budget. Key policy and advocacy activities, included:

- ITA's participation in drafting the shadow Rules of Business for the Sindh Right of Children to Free and Compulsory Education Act 2013,
- ITA's involvement in the review of the National Education Policy (2009) with 15 consultations with over 900 youth groups held from August – November 2015,
- The celebration of all major advocacy days, such as International Women's Day and EFA Global Action Week (GAW), in the districts supported by Dubai Cares,
- Over two million signatures collected for the global #UpForSchool petition, which spread the message about the right to education for all children, and
- The celebration of 18 days of activism in collaboration with "Humans of Pakistan," showcasing stories of change of children impacted through Dubai Cares' project interventions.

In total, ITA spent USD 119,659 on policy and advocacy activities during the program period, with most of the funds spent on publications and the celebration of international days (as well as salary for a Documentation and Research Officer) with a reported 1,534 head teachers and teachers, 50 CSOs and other partners, and 300 government officials reached through these interventions.

Relevance & Program Design

For systems change to occur, it is vital to address the overarching policy issues, working to bridge what is often a gap between policymakers and the school-level programs. For overall program success, it was crucial for ITA to build relationships with all levels of government and to maintain a seat at the policy table. While Pakistan has a complex, political landscape, ITA was and is a visible player with active coordination and advocacy noted at all levels. There was consistency in the priorities mentioned by government officials and ITA's programmatic areas of focus, and the programs supported by Dubai Cares both responded to and seemed to also help influence policy priorities.

> *"There is a need to highlight girls' education if we look at the scarcity of resources for girls…no gendered bathrooms, no transport facilities…we need to adopt a gender lens."*
>
> *-- Government official from the Reform Support Unit (RSU), Karachi*

With that said, the turnover of key roles at the provincial level was – and continues to be – a significant challenge to meaningful and sustainable reform, requiring ITA's continuous commitment to consultation and advocacy. Stakeholders noted that the higher levels of government were/are characterized by sudden changes of decision and shifts in power that make the full realization of reforms difficult; for example, the Secretary of Education for Sindh changed four times over an 11-month period. The bureaucratic structures of government often seemed to pose a constraint to action; for example, in obtaining the necessary permissions and support for TWF activities or for field visits to areas in Balochistan. At lower levels of government, challenges seemed to be largely personality-based, with some difficulties in obtaining approvals and various degrees of buy-in and support from local/district government officials.

Although challenging, examples of strong coordination with the government were also evident, made possible by ITA's on-the-ground presence during the programs and commitment to consultation; for

example, in the government's district-level support for CLF logistics and security or in the informal chains of accountability where ITA was able to work with government officials to, for example, ensure teachers were in school and that school started on time.

Success & Effectiveness

ITA has, overall, been successful in embedding itself as a partner to the government in education improvement efforts, supporting policy reviews and consultations and sharing TLMs and best practices from their programs as well as wider educational research. Government officials interviewed appreciated ITA for its technical inputs and the often much-needed additional resources and support (this was particularly noted in regards to the ECE program in Balochistan as an area of policy priority fully lacking the needed budget for implementation).

Several areas were observed where ITA's programmatic impact could be increased if they were able to further negotiate partnerships with the government or influence policy decisions. Examples of these issues include: flexible school entry requirements for OOSC, which would allow them to join at the appropriate level rather than starting in Class 1, hiring processes and funds for retaining para-teachers in some capacity, and enhanced support and facilitation for the professional development for teachers.

Efficiency of Implementation & Sustainability

ITA was found to strategically use its presence at all levels of government with strong organizational central leadership. It was noted that, to maintain this presence, ITA will need to ensure the succession and internal training of committed ITA leadership. Based on discussions with government officials and program outcomes, ITA seemed to be highly responsive to government needs, while also attempting to steer the policy conversations and directions. Ongoing policy and advocacy are critical to the success and sustainability of the other program components with continuous effort required to maintain gains.

9. Conclusions

With Dubai Cares' support, ITA was able to fill, in the short term, critical gaps in addressing access and quality issues in selected, under-served schools and communities. ITA's commitment to working in remote and challenging areas, which were often severely under-resourced, is noteworthy and commendable and was deeply appreciated across stakeholder groups. ITA's ability to effectively mobilize communities and to convince families of the importance of education for their children was a key observed organizational strength leading towards successful program implementation.

ITA staff interviewed possessed, overall, a sound understanding of the education sector needs in Pakistan and, through the grants, ITA was able to pair policy priorities with interventions for the benefit of schools and communities:

▪ The **ECE and L4A** programs were found to significantly improve educational access through the rehabilitation of buildings, provision of furniture and educational kits, advocacy within the communities, and, perhaps most importantly, utilization of para-teachers. The presence of para-teachers was one of the critical success factors for these programs, allowing schools to cope with increased enrolment and positively impacting student learning outcomes. There was, however, extreme variation in the degree to which schools had been able to maintain gains following the program period. School staff and government officials across sites – and particularly in challenging areas such as Quetta – remarked on the detrimental abrupt end of programs and their internal limitations to continue the interventions.

- The mobilization of **TWF** Fellows, who have incredible potential to continue to grow as educational leaders, was an innovative, cost-effective and much-needed means of beginning to address issues of instructional quality. There is significant opportunity to build on lessons learned during the first phase of TWF, further leveraging the use of blended learning mechanisms and partnerships with provincial and local governments for increased, more sustainable impact.

- Funding for the **ASER/LMTF** component allowed for important conversations around learning assessments (and, by extension, quality education) to take place between multiple stakeholders. Impact of the program, however, will be limited unless the government decides to act upon the recommendations put forward. Support for another phase of LMTF would allow ITA and other partners to build on the pilot conducted and increase its advocacy for assessment reform in Pakistan.

- **CLF** is a well-established, highly visible, and positive initiative, well-received by stakeholders across the country. The introduction of smaller-scale, school-level CLFs has potential to both increase the depth of CLF impact on institutions and further enhance local ownership and sustainability.

- ITA's **Policy and Advocacy** efforts have helped establish the organization as a trusted government partner, paving the way for the success of program implementation. However, ongoing and consistent efforts are required on this front, particularly given ever-shifting power structures and roles.

The sustainability of impact achieved across the above program components was impeded by the short-term, project-based nature of interventions, as the duration for implementation – usually one to two years – was not long enough to allow for full government or stakeholder uptake.[37] To be impactful in the medium- to longer-term, additional follow-up with head teachers, teachers, para-teachers, communities, and students was needed, particularly across the ECE, L4A, and TWF components. In most places, the intensive efforts put in getting OOSC and ECE-aged students into school would likely have been more effectively sustained over time if community engagement was to have continued. The presence of para-teachers beyond the short-term intervention was found to be especially crucial to ongoing success; in fact, without an adequate number of teachers to address increased enrolment, there is potential for a negative impact on student learning. In terms of TWF, additional follow-up with the TWF Fellows and the trainees would have allowed for the initial very positive, but limited, impact to continue and grow.[38]

While able to mobilize adequate short-term, project-based human resources for implementation, ITA also cannot possibly internally address the level of needs at scale, warranting further investment in project designs that build in scaffolded, yet incrementally increasing, levels of government partnerships. An increased focus on organizational optimization, including internal capacity building and workforce planning to retain and empower trained staff, would further strengthen longer-term interventions.

The evaluation also found nascent use of monitoring and evaluation data to inform program readjustments in real-time in response to unforeseen issues. This may, in part, be due to the relatively short timeframes for implementation, which made it difficult to move beyond the monitoring of activity inputs and outputs to the monitoring of intermediate outcomes with indicators that measure quality, appropriateness, and ownership. In some areas, such as Balochistan, a disconnect between the field and

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[37] The exceptions to this were CLF and ASER, which are both well-established initiatives, taking place over multiple years.
[38] It is well-documented within education literature that meaningful professional development, leading to changed behavior, should be systematic and continuous with adequate follow-up and support following training sessions.

central-level, worked against monitoring efforts. Some stakeholders, particularly those from remote areas, were unaware of the appropriate communication channels with ITA. When complaints were registered, ITA seemed largely unable to respond in the short-term, usually highlighting budgetary and policy constraints. Checks and balances for program implementation were limited to annual narrative reports, which did not provide a robust enough platform for the level of dialogue and accountability needed for a strong partnership towards effective design and implementation.

Table 10. Overall SWOT analysis of ITA Programs

Strengths	Weaknesses
• Ability and commitment to work in remote, under-resourced, and difficult areas • Effective community mobilization and engagement with strong on-the-ground presence, despite remote areas • In-depth understanding of the education sector and high visibility amongst education actors • Relevant and much-needed programs that pair policy priorities with community needs	• Project-based nature of interventions (with short implementation timeframes) impedes sustainability of impact • Limits to capacity to address needs at scale • Nascent use of data to inform real-time program decisions and respond to unforeseen issues • Room for further organizational optimization and more robust partnership management
Opportunities	Threats
• Strategic plans and priorities in line with provincial sector plans and global SDGs • In general, viewed as important government partner, filling key gaps in gov't resourcing (ECE, OOSC, teacher development) • TLM, advocacy, and training materials of high quality and in demand	• Political change and uncertainty • Safety and security • Difficult climate; frequent natural disasters • Extreme poverty and high opportunity costs for schooling • Traditional/conservative mindsets towards girls' education • Difficult bureaucracies and coordination challenges

10. Recommendations

There is potential to build on lessons learned, further capitalizing on the effective aspects of several of the Dubai Cares-sponsored interventions (recommendations 1-4) and addressing areas requiring further attention (recommendations 5-7), towards improved learning for children in Pakistan. Recommended areas to prioritize for future action and support include:

1. **Retaining para-teachers:** Para-teachers seemed to be the single most important input for both keeping children in school and ensuring that they are learning, an observation backed up by external randomized control trials in India, Pakistan, and elsewhere.[39] Retaining all 1,174 para-teachers through donor funding at PKR 8,000 per month would cost PKR 112,704,000 for 12 months, or just over USD 1 million. For that investment, it is likely that almost all 69,392 children who participated in ECE and L4A would remain in school and, the research tells us, with improved learning outcomes for just USD 14 per child, per calendar year.[40] ITA has been able to, through the Dubai Cares' programs, advocate for the mainstreaming of ECE para-teachers into schools. However, this is a complex progress due to the higher qualifications required, for example, in

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[39] For example, studies conducted by The Abdul Latif Jameel Poverty Action Lab (J-PAL); for more details, please see: https://www.povertyactionlab.org/

[40] The retention of para-teachers would also mitigate the potentially harmful effects of increased enrolment with an insufficient number of teachers.

Sindh's Recruitment Policy 2017[41], which is seen as a positive step to, for the first time, hire a new cadre of Early Childhood teachers under an adequate and merit-based pay scale. Furthermore, workforce recruitment takes significant time and is politically complex, requiring continued advocacy and engagement by ITA with provincial governments.

2. **Institutionalizing holistic, developmentally-appropriate ECE:** The understanding and implementation of early childhood education varies significantly across provinces. For example, Sindh follows a more systematic approach in the development of policy and standards-based curriculum, but, as a whole, is less implementation-oriented. Punjab, on the other hand, is more focused on implementation, but with incremental and ad-hoc systems reform. In Balochistan, for example, the government has committed to prioritizing ECE, but still relies on the support of external donors to establish school-level programs. There is a great need to continue to support ECE policies to become reality through community advocacy, ECE teacher training, head teacher capacity building, and the provision and standardization of quality, developmentally-appropriate ECE TLMs.

3. **Prioritizing learning outcomes:** During the program, CPB was used primarily (although not entirely given the positive effects on learning outcomes) as a platform towards increased educational *access* for OOSC. However, the "Combined Activities for Maximum Learning" (CAMaL) methodology utilized in CPB has great potential to increasingly strengthen learning outcomes for children in school, particularly those struggling with their regular classes. In keeping with the global movement towards access to *quality* education for all, another iteration of CPB, including follow-up camps for children who were mainstreamed through L4A, would help ensure that children are not just in school, but learning well.

4. **Fostering tech-enabled professional development for teachers:** TWF was found to have incredible potential, particularly in the use of the Learning Management System, to reach teachers in remote areas with opportunities for professional growth, networking, and collaboration. The nature of TWF as a teacher-led social movement is a strong foundation for sustainability and meaningful change. At minimal cost, the TWF Fellows could be remobilized and their influence and engagement utilized to reach increasing numbers of teachers, who in turn impact others. Increasingly, ICT can and will be used as a powerful learning and networking tool to help teachers hone their craft.

5. **Focusing on program sustainability:** Increased attention to the sustainability of program design is needed to create an enabling environment for interventions to succeed beyond the funding period. These design elements should include more realistic timeframes that allow for the on-the-ground realities of implementation in a difficult, complex context like Pakistan as well as adequate budgets for the capacity development of both ITA staff and government partners at all levels. Jointly designed and clearly articulated hand-over processes of program elements to relevant stakeholders need to be a pre-requisite for any future initiatives.

6. **Committing to organization optimization:** Further emphasis on the internal capacity development of ITA staff at all levels as well as workforce planning and financing strategies to aid

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[41] The Sindh Recruitment Policy 2017 can be accessed at:
http://www.sindheducation.gov.pk/Contents/Others/Notification%20for%20Recruitment%20Policy%202017%20for%20teaching%20and%20ton-teaching%20of%20School%20Education%20Department.pdf

in the retention of talented staff would bolster ITA's ability to efficiently and effectively deliver on program goals. These elements may be addressed within a broader process of organizational optimization that would include a review of structures, workforce, processes, and technology.

7. **Investing in partnership management:** A strong donor-partner relationship requires clear channels of communication and opportunities to take stock of programs beyond annual narrative reports. Putting in place additional checks and balances – such as a mid-term program review with site visits and more regular conference calls – would help ensure partners are on the same page with program goals, activities, and resource management.

11. Lessons Learned

Through the evaluation, a number of lessons emerged with relevance beyond implementation of the specific ITA program with Dubai Cares. While each context is different, requiring tailor-made development solutions, the following principles may be worth considering in the design of educational projects in a variety of settings. These observed principles include:

- **Raising the quality of school facilities to a minimum standard can facilitate educational access.** Investing in much-needed school repairs and facilities upgrade was seen to be a concrete and successful way to signal the value of education and, in doing so, positively impact school access. Furthermore, where infrastructure is so extremely limited that it is difficult for learning to take place (for example, classes held out of doors in freezing conditions or in dark classrooms), providing a space conducive to teaching and learning may, in tandem with other interventions, contribute to improving the quality of education over the longer term. There was also an observed informal connection between the overall school environment (as an integral aspect of school culture more broadly) and ownership levels of the ECE and L4A interventions, where schools that appeared to take some pride in their facilities had also continued to self-sustain some of the activities initiated under the programs.

- **Local para-teachers can play valuable, multi-faceted roles in supporting student learning.** As highlighted in this report, the use of local para-teachers seemed to work on several fronts; for one, as members of the community, they were able to convince many parents to send their children to school. Their presence also led to parental perceptions of improved educational quality and allowed schools to deal with the influx of enrolment as a result of the programs. In schools where para-teachers had been retained in some capacity following the programs, it was found to be more likely that educational kits or program methodologies continued to be employed.

- **Sustainable change is change that brings along the whole community.** Community buy-in and support is a prerequisite for successful schools that are meeting the learning needs of all children, particularly in areas where there are high opportunity costs to education. Educational interventions are most likely to succeed when quality education is viewed as a community-wide undertaking. Bringing influential leaders and families on board first, through advocacy and relationship-building, is one strategy that seems to be effective in garnering wider community support for education.

- **Strong connections between educational policies and school-level programs are needed for meaningful educational reform.** If goals for the education system are to be realized, educational policies must address on-the-ground the realities, with the requisite political will, capacity, and resourcing for implementation. When policymakers and practitioners (from across sectors) work together, constraints to school entry can be mitigated; this is particularly true when addressing

barriers to girls' education, through policies and resource allocation for interventions such as, for example, the provision of safe transport, female teachers, and gendered restrooms.

- **Reaching all children with quality education requires commitment over time.** Change does not occur overnight, and educational interventions require medium- to long- term support to maximize impact, with the development of local capacity built into programs and scaffolded steps towards government ownership. With that, regular review processes should be put in place with mechanisms for programmatic adjustments to be made as needed and in close consultation with program donors, based on evidence from robust program monitoring.

The recommendations and lessons learned highlighted above were found to be applicable to all program districts across Punjab, Sindh, and Balochistan. These principles – particularly those referencing accountability mechanisms and the need to embed sustainability in program design – should be considered even more critical in the most challenging areas, notably conflict-prone and remote areas within Sindh and Balochistan.

The results of the evaluation affirm that ITA's work has meaningfully impacted thousands of vulnerable children, in particular girls, who live in under-served communities in Pakistan. With significantly increased, committed attention to program sustainability, organizational optimization, and partnership management (as highlighted in the above recommendations and lessons learned), future collaboration between Dubai Cares and ITA has the potential to contribute to the advancement of education access and quality in areas where it is most needed.

Annexes

Annex A. Summary of ECE and L4A Findings across Provinces, Districts, and Schools

ECE/L4A			
Province	**School**	**Strengths**	**Weaknesses**
Punjab	Miani Jadeed, Bahawalpur	• Renovation of school facilities brought visibility and, with that, an enrolment increase • ECE kits and furniture were much needed and still being used, to date • Teacher shortage addressed during ECE/L4A program and teachers retained after program ended • High level of community engagement • High rate of retention in school for children who attended L4A camp • Children were enthusiastic and seemed happy to be in school • Reported steady and open communication with ITA	• Very high levels of poverty in the community, resulting in education not being a priority for most parents • Low levels of education of the para-teachers • Principal was not fully satisfied with the construction efforts, citing low quality of materials
	Dera Lala, Bahawalpur	• Enrolment increased due to renovation of school, the materials provided under ECE/L4A, and the inflow of more qualified teachers. • Para-teachers had been retained after program end • High levels of community engagement • Reported steady and open communication with ITA	• Extreme levels of poverty in the community • Poor school facilities with classes being held outside in the corridor; no playground for the children and not enough furniture • Para-teachers suggested more of a focus on art and play in the ECE syllabus • No available secondary schools in the area; parents uncomfortable sending their daughters further away and, as a result, most children would drop out after grade 5
	Darri Sanghi, Rahim Yar Khan	• Diverse community of Hindus and Muslims with ITA interventions reported increased integration and help end discrimination against Hindus • OOSC now attending school regularly due to L4A camps, which were being continued to date (overall increased enrolment) • L4A para-teacher had been retained	• Issues with the integration of children from L4A camps into regular classes due to differences in ages • The duration of the L4A program perceived as too short.

		• High levels of community engagement between ITA staff, parents, and teachers; clear relationship established between ITA and school management • Appreciation expressed for the L4A assessment toolkit, which was helpful in monitoring student progress	
Sindh	Pannu Aqil, Sukkur	• Provision of educational kits and furniture and school repairs/renovation were much needed and appreciated • Para-teachers still volunteering at the school • During the program, the increase in teachers at the school led to an increase in enrolment	• Lack of communication between parents and ITA, and parents expressed that they were not able to voice their concerns • Para-teachers were staying on in a voluntary capacity and will leave once they would find jobs • Overall, parents were not inclined to send their children to school due to personal (including financial and cultural) reasons
	Sangi Thari Channi, Sukkur	• Renovation and repair work at school was much-needed and appreciated • Para-teachers were still engaged on a voluntary basis • ITA enabled better integration of different communities • Continued use of ECE/L4A kits beyond the program duration • High levels of community engagement	• Of the 60 children who attend L4A camps, only 20 were currently enrolled in school • Volunteer para-teachers will leave once they find paid employment • Hesitation of parents to send employed children to school • Perception that the L4A program was too short • Teachers reported receiving no advanced notification about when the program was ending
	GBPS, Shikarpur	• Renovation and repair work at school was much-needed and appreciated • Increase in enrolment with almost all the children from the L4A learning camps retained in school • High levels of community engagement between all stakeholders and ITA.	• Very poor community • Observed lack of dedication of gov't teachers was obvious, some of whom had only started coming regularly because of the government introduced bio-metric verification method • While some para-teachers were working voluntarily, they will leave when they find employment • For cultural reasons, women were not allowed to leave their homes or to teach at the school • More follow-up after the initial training was required for weaker para-teachers • Lack of physical space at the school caused difficulty in enrolling OOSC L4A children • Obstacles to using the ECE/L4A kits due to language (they were not translated in Sindhi)

	GBPS Habib Kot, Shikarpur	• Increased enrolment and visibility of the school following the program • ECE kits were still in use in the classrooms • Increase in number of teachers due to the program	• Not enough physical space, and classes were being conducted outside; no electricity or proper furniture at the school • Area suffered from long-term conflicts; the two other schools in the locality had been closed for years as a result
	CMS GBPS, Karachi	• Perceived as a model school in Karachi with a strong alumni network who provide additional resources • L4A classes were being continued at this school, adopted by the school management • Strong focus on ECE before and after the program • Furniture and educational kits still being used • Exceptional integration of children from L4A camps to classrooms • Strong coordination with ITA	• No obvious weaknesses observed • Teacher mentioned some difficulties in managing various learning levels of children in the same classroom (citing the need to prepare four different types of tests)
	BMB GGPS, Karachi	• While 75% of children who attended the L4A camps are now enrolled in the school, teachers reported that many are failing their regular classes	• Distinctly chaotic school environment with government teachers who did not seem trained or well-qualified. • Students who attended L4A camps were struggling in regular classes, required more attention from the teachers • Observed lack of ownership and buy-in of both programs from school administration, who were very critical of the programs • Para-teachers were not retained after the program; during the program they were reported to not be very effective • Gov't teachers did not have a clear understanding of the importance of ECE; instead there was a focus on rote learning and teachers mentioned that ECE children were too young to be in school. • L4A camp was held in the corridor, disrupting other classes. • Duration of L4A was perceived as too short

Balochistan	Government Girls School Ismailzai, Quetta	• Fairly involved, active, and collaborative school management committee (PTSMC), empowered because of the ITA program, according to members and gov't officials • Perception of ECE program, which had strong attendance, as successful foundation for subsequent classes • Para-teachers were used by school in a range of capacities, and seemed passionate about their work • Increase of young children going to school, fostered the start of a polio vaccination campaign as well • Community mobilization by use of local para-teachers • With additional resources provided, some private school students transferred back to the gov't school • Educational kits were well used and ECE students were interactive and engaged	• School was unable to retain para-teachers due to a lack of resources • The extremely conservative parental body was difficult to engage • School extremely under-resourced with most classes conducted outside, despite freezing temperatures; no gas or electricity • Multiple complaints that the salary of the para-teachers was insufficient • Approximately half of the students dropped out after the program ended, many because the para-teacher, who enrolled them in the program, was no longer there • Disconnect between student body and families and the administration and some teachers, who had been hired from other provinces (Punjab)
	Government Girls Middle School Kili Kotwaal, Quetta	• Strong PTSMC involvement • Reported decrease in absenteeism as a result of the program and significant increase in student enrolment • Parents' satisfied with the school's performance, noting that weak students started performing better and appreciating the para-teacher's ability to convince OOSC to come to school	• Increase in class size due to the program led to a compromise on the quality of ECE • Noise from ECE classes reportedly disturbed other classes (as the school wasn't purpose built) • Complaints that the salary for para-teachers was insufficient • Negative perceptions within the local community of NGOs • Disconnect between student body and families and the administration and some teachers, who had been hired from other provinces (Punjab)

Annex B. Summary of TWF Fellow Qualitative Responses

TWF Fellows: Summary of Responses	
Bahawalpur	**Program Strengths:** • Relevant training content, which is still of use in their classrooms • ICT and blended learning components of the training • Effective coordination and open communication with ITA during the program
	Program Challenges: • Short duration of training • Fear of technology • Distance to trainings, transport, and obtaining permission from their employers • Weak coordination with government • Lack of access to internet and computers
Sukkur	**Program Strengths:** • Addresses a great need for teacher professional development • Effective and useful training content (especially on ICT and blended learning) • Strong, qualified trainers • Effective coordination and open communication with ITA during the program
	Program Challenges: • Language barrier in using the English TWF modules • Insufficient duration of training • Required to cover their own travel costs • Lack of follow-up from ITA once the program ended (with perceived need for follow-up training) • Lack of access to internet and computers • More focus on the ICT component required
Lesbela	**Program Strengths:** • Relevant content taught which is still being used in their classrooms • ICT and blended learning components of the training • Coordination and open communication with ITA during program • Collaboration between the government and private sector teachers. • ITA's facilitation with regards to government sector employers and employees attending the training
	Program Challenges: • Insufficient duration of training was too short. • Lack of internet access and electricity load shedding • Lack of follow-up from ITA after the program • Issues with LRC maintenance (missing equipment). • Departmental permissions
Karachi	**Program Strengths**: • Relevant content of trainings, still used in their classrooms. • ICT and blended learning components of the training • Coordination and open communication with ITA during program • Effective training leading to more effective teaching
	Program Challenges: • Had to pay out of their own pocket for transport and cover long distances.

	• No LRC created in Karachi during the program implementation • Need for increased focus on ICT component (covered on last day of training) • Target for training 100 trainees was unrealistic and compromised quality (also issues about the type of trainees selected for the training (for example, teachers who were about to retire, teachers who did not want to focus on professional development). • Electricity/internet access issues. • Lack of support from the government officials (more collaboration and lobbying needed from ITA)

Annex C. Terms of Reference

Due to length, the Terms of Reference for the evaluation can be accessed on Dropbox > Altamont Group – Dubai Cares Pakistan Evaluation (ITA):
https://www.dropbox.com/sh/k9do6rxi8vd3bom/AAC2jGLjq5SrleaIjclUT1m-a?dl=0

Annex D. Evaluation Matrix

Program Overview	Program Title: *Improving learning outcomes, enrolment and transitions from Early Childhood Education to primary education especially for girls and vulnerable groups in Pakistan* **Implementing Agency:** Idara-e-Taleem-o-Aagahi (ITA) **Program Timeframe:** January 2014 – March 2017 **Components:** Early Childhood Education, Learning for Access, **Teachers without Frontiers, Learning Assessment (Learning Metrics Task Force), Children's Literature Festival, Policy/Advocacy** (with emphasis on components in **bold**) **Budget:** USD 4,614,533 (DC Core Grant) and USD 770,000 (Al Ansari Expansion Grant)				
Objectives of the Evaluation	1. Provide an **independent verification of the program outputs and achieved outcomes** against its expected results; 2. **Identify and assess key internal and external factors** (positive and negative) that have contributed, affected, or impeded the achievements, and **how ITA has managed these factors**; and 3. **Derive key learnings from the program**, specifically the four components which were not included in the impact evaluation carried out by ITA,[42] and **make key recommendations** that will help inform the Pakistan Partner and the Client with regards to future ECE projects in similar contexts.				
Criteria	**Evaluation questions**	**Key Indicators**	**Methodology**	**Data Source(s)**	**Timeline**
Relevance & Program Design	▪ How relevant are the activities designed to improve the learning opportunities and developmental outcomes of young children, especially girls, in the context of Pakistan? ▪ To what extent were beneficiary communities consulted with regards to the program design and implementation? ▪ To what extent did the key contextual changes, threats and opportunities that arose during implementation influence and inform project implementation? ▪ How appropriate were the alternative solutions/changes proposed and/or implemented by the team to overcome the	▪ Stakeholder perceptions of program benefits for boys and girls ▪ Program results, where possible disaggregated by gender ▪ No. and content of meetings held with beneficiary communities ▪ Documented changes to program activities ▪ Stakeholder perceptions of strengths, opportunities, and challenges ▪ Existence and use of M&E data	Desktop review	▪ Program documents, including: proposals, progress and final reports, impact evaluations, advocacy materials, case studies, and results frameworks, including theory of change and M&E data	Oct 15 – Nov 3

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	challenges faced during the project implementation? ▪ How and to what extent were the monitoring, evaluation findings used to inform decision-making and the improvement of project implementation? ▪ How relevant is the program design in terms of raising gender awareness and support for girls' education among communities, families, teachers, students and the government in the three provinces covered? ▪ How is the program tied to the overall aid environment in Pakistan? Were there any notable linkages/disconnects?	▪ ITA management and staff knowledge of M&E processes ▪ Stakeholder awareness of gender issues and perceptions towards girls' education		▪ Reports on country context and key education statistics (ASER Pakistan, etc.)	
			Field visits: ▪ Key Informant Interviews and/or Focus Group Discussions ▪ Program Site Observations	▪ Interviews/FGDs with: - ITA management and staff - Students who participated in ECE program (ages 3-5 at time of program) - Children (in-school and out of school) who participated in Learning for Access program (ages 6-14 at time of program) - Students who participated in Children's Literature Festivals (ages 5-18 at time of program) - Parents - Head teachers - Teachers - Para teachers - Government officials at provincial and district levels/Department of Education - Community members (School Management Committee and	Nov 7 - Nov 21

				Village Education Committee Members) - Lead Master Trainers (TWF) - Field-based Trainers (TWF) - CSO, Local CBOs, other partner organizations ▪ Program Site Observations	
Efficiency of Implementation	▪ Was the project implemented based on the best use of existing resources/capacity; e.g. the internal capacity and expertise of ITA itself? What key limitations exist on this front? What could ITA do in its future programming to increasingly develop and invest in existing resources? ▪ To what extent were the program processes, procedures and structures in place capable of delivering program activities and targets on schedule?	▪ No. of ITA management and staff at all levels/ITA organizational structure ▪ No. of partnerships utilized for implementation ▪ Planned program timelines vs. actual ▪ Planned budget vs actual expenditure ▪ ITA management and staff perceptions of implementation processes	Desktop review	▪ Program documents, including: financial and human resource records and implementation rates, M&E plans and reports, progress and final reports	Oct 15 – Nov 3
			Field visits: ▪ Key Informant Interviews and/or Focus Group Discussions	▪ Interviews/FGDs with: - ITA management and staff	Nov 7 – Nov 21
Success & Effectiveness	▪ How well was the project able to achieve its planned objectives in all six components? ▪ To what extent were there differences in implementation outcomes within the three provinces? What were the key attributes? ▪ Generally, were the activities carried out in line with the original plans? If not, were the changes adequately discussed,	▪ Expected program results vs. actual program results, where possible disaggregated by gender ▪ Comparison of key program characteristics across sites ▪ Actual program activities vs. original plans	Desktop Review	▪ Program documents, including: proposals, progress and final reports, impact evaluations,	Oct 15 – Nov 3

	documented, and justified? To what extent did the design of the six components contribute to the success/failure of programmatic outcomes? ▪ What system and mechanism are in place to ensure accountability to the beneficiaries and how well did it work?	▪ Stakeholder perceptions of program success factors and weaknesses ▪ No. of functioning accountability mechanisms		advocacy materials, case studies, and results frameworks, including theory of change and M&E data	
			Field visits: ▪ Key Informant Interviews and/or Focus Group Discussions ▪ Program Site Observations	▪ Interviews/FGDs with: - ITA management and staff - Children/students who participated in the programs - Parents - Head Teachers - Teachers - Government officials - Community members - Trainers ▪ Program site observations	Nov 7 – Nov 21
Sustainability	▪ What is the level of ownership of the project outcomes by target groups? ▪ What is the level of policy support and financial resources provided and the degree of interaction between project and policy level? ▪ To what extent has program outcomes attracted additional external support?	▪ No. meetings/mechanisms in place to engage stakeholders ▪ No. of policy documents and amount of financial resources directed towards program areas ▪ No. of other donors/partners working towards program outcomes	Desktop Review	▪ Program documents, including: progress and final reports, impact evaluations, and M&E data ▪ External articles and policy documents related to program areas	Oct 15 – Nov 3

				Field visits: ▪ Key Informant Interviews and/or Focus Group Discussions	▪ Interviews/FGDs with: - ITA management and staff - Parents - Head teachers - Teachers - Para teachers - Government officials - Community members - Trainers - CSO, Local CBOs, other partner organizations ▪ Program Site Observations	Nov 7 -21

Annex E. Field Visit Schedule

Day	Date	State	District/City	Time	Program/Activity
1	07-Nov-17	Punjab	Lahore		Arrive in Lahore
					Overnight in Lahore
2	08-Nov-17	Punjab	Lahore	10:00 - 12:00	Meeting at ITA Office (CEO and Program/Operations team)
				12:00 - 12:30	Meeting at University of Management and Technology
				13:00 - 13:30	Phone Call with Punjab Examination Commission (PEC)
				13:30 - 14:30	Visit to Learning Kiosk
				15:00 - 15:40	Meeting with Walled City of Lahore Authority
					Overnight in Lahore
			Lahore	09:00 - 15:00	Drive to Bahawalpur
			Bahawalpur	13:00 - 14:30	Check in + Lunch
			Bahawalpur	18:00 - 19:30	Meeting at ITA Office
					Overnight in Bahawalpur
4	10-Nov-17	Punjab	Bahawalpur	08:30	Drive to the village
				09:30 - 10:30	Village 1 - school visit
				11:00 - 12:00	Village 2 - school visit
				13:00 - 14:00	Lunch
				14:30 - 15:30	Meeting with CLF partners/ambassadors
				16:00 - 17:00	Meeting with TWF Fellows
					Overnight in Bahawalpur
			Rahim yar khan	7:00 - 10:00	Drive to Rahim yar Khan
				10:30 - 11:15	Village 1 - school visit
				11:40 - 12:20	Meeting with CLF partners/ambassadors
				13:00 - 13:40	Lunch
				14:00 - 15:00	Meeting with Government Officials
					Overnight in Rahim Yar Khan
6	12-Nov-17	Sindh	Sukkur	09:30 - 14:30	Drive to Sukkur
				15:00 - 16:00	Meeting at ITA Office

				**Overnight in Sukkur**	
7	13-Nov-17	Sindh	Sukkur	08:30	Drive to the village
				09:30 - 10:30	Village 1 - school visit
				11:30 - 12:30	Village 2 - School + Community Visit
				13:00 - 14:00	Lunch
				14:30 - 15:30	Meeting with TWF Fellows
				**Overnight in Sukkur**	
8	14-Nov-17	Sindh	Sukkur	08:30	Drive to the village
				09:30 - 10:30	Village 1 - school visit
				11:30 - 12:30	Village 2 - school visit
				13:00 - 14:00	Lunch + LRC Visit
				14:30 - 15:30	Meeting with Government Officials
				**Overnight in Sukkur**	
9	15-Nov-17	Sindh	Shikarpur	08:00	Drive to Shikarpur
				09:30 - 10:30	Village 1 - school visit
				11:30 - 12:30	Village 2 - school visit + community
				13:00 - 14:00	Lunch
				15 30	Drive to Sukkur
				**Overnight in Sukkur**	
10	16-Nov-17	Sindh	Karachi	14:00	Drive to Airport
				17:30 - 18:35	Fly to Karachi
					Call with CLF Beneficiary
				**Overnight in Karachi**	
		Sindh	Karachi	09:30 - 10:30	Meeting at RSU/AKUIED
				10:30 - 11:30	Meeting with CLF partners/ambassadors
				12:00 - 13:00	Meeting with TWF Superleaders
				13:00 - 14:00	Lunch
				14:30 - 15:30	Meeting with TWF Fellows (Lesbela)
				18:00-18:45	Skype call with Brookings Institute
				**Overnight in Karachi**	

12	18-Nov-17	Sindh	Karachi	08:30	Drive to the school
				09:30 - 10:30	School 1 - school visit
				11:30 - 12:30	School 2 - school visit
				13:00 - 14:00	Lunch
				14:30 - 15:30	Meeting with TWF Fellows (Karachi)
				18:00 - 18:30	Skype call with Professor Carr
		Overnight in Karachi			
13	19-Nov-17	Sindh	Karachi		Off Day
		Overnight in Quetta			
14	20-Nov-17	Balochistan	Quetta	10:25-11:45	Flight to Quetta
				13:30 - 14:30	Meeting with ITA Staff
				14:30 - 15:30	Meeting with Government Officials
		Overnight in Quetta			
		Balochistan	Quetta	09:30 - 10:30	School 1 - school visit
				11:30 - 12:30	School 2 - school visit
				15:30-16:45	Fly to Lahore
		Overnight in Karachi / Lahore / Islamabad			
16	22-Nov-17			10:00 - 11:00	Closing meeting over Skype

Annex F. List of Stakeholders Consulted

The table below indicates which program components were explored at the various locations across Punjab, Sindh, and Balochistan:

Program Component	Punjab	Sindh	Balochistan
ECE	Bahawalpur	Sukkur Shikarpur Karachi	Quetta
L4A	Bahawalpur Rahim Yar khan	Sukkur Shikarpur Karachi	
TWF	Bahawalpur	Sukkur Karachi	Lasbela Quetta
CLF	Lahore Rahim Yar Khan Bahawalpur	Sukkur Karachi	
LMTF	Lahore		
Policy/Advocacy	Rahim Yar Khan	Sukkur Karachi	Quetta

A total of 720 individuals were consulted during the field visits. The list of individuals interviewed from ITA, other partners, and the government is below.

Stakeholders Interviewed by Province										
Province	Number of Sites Visited	ITA Staff*	Head Teachers/ Principals	Teachers	Para-teachers	TWF Fellows/ Trainees	Parents/ Community Members	Government Officials**	Students	Other Partners
Punjab	10	18	2	5	4	8	90	5	172	1
Sindh	12	5	4	19	8	29	10	3	260	3
Balochistan	3	2	2	2	4	5	7	2	50	
Sub-total by type		25	8	26	16	42	107	10	482	4
Total number of stakeholders consulted	720									
Province, district, and cluster/local level										
**Province, district and local level*										

ITA Staff

1. Baela Raza Jamil, CEO, ITA
2. Saba Saeed, Program Manager Early Learning, ITA
3. Asif Sultan, Director Operations, ITA
4. Imtiaz Ahmad Nizami, Former Deputy Director Operations, ITA
5. Farhan Amir, District Manager Rahim Yar Khan and Bahawalpur, ITA
6. Qazi Ihsan Ullah, Provincial Coordinator Punjab, ITA
7. Tajammul Majeed, Cluster Coordinator, ITA
8. Muhammad Naveed Aslam, Project Coordinator, ITA
9. Shaista Riaz, Team Leader for Dubai Cares Project Component ECE, ITA
10. Sidra Ashraf, Cluster Coordinator, ITA

11. Mohammad Murtaza, Cluster Coordinator
12. Syed Imran Ali Shah, District Manager Sukkur, ITA
13. Kubra Shah, Ex-District Coordinator ECE, ITA
14. Rehmat Ali Bhutto, Ex-District Coordinator L4A, ITA
15. Omar Faheem, Director Technology Integration, ITA
16. Amra Alam, Author Uran Tashtaree, Editor, ITA
17. Sehrish Farooq, CLF Coordinator, ITA
18. Romana Hussain, Director CLF, ITA
19. Mumtaz Pirzada, Provincial Coordinator, ITA

Other Partners
20. Dr. Imran Hameed, Dean of School of Education, UMT
21. Dr. Peter Carr, Professor, University of Waterloo
22. Kate Anderson, Project Director and Associate Fellow in Center for Universal Education at Brookings Institute
23. Yahya Faruqi, Director, 3ilogic
24. Zubaida Ahmer, Marketing Manager, Oxford University Press

Government Officials
25. Ijaz Khan, Deputy Director Walled City of Lahore Authority
26. Khaliq Naveed, Deputy District Education Officer (Secondary)
27. Rohina Gill, District Education Officer
28. Shehnaz Akhtar, Assistant Education Officer
29. Zabiha Akhtar, Assistant Education Officer

Annex G. List of Supporting Documents Reviewed

1. Prepared by ITA for Al Ansari Extension Grant. July 11, 2017. **"Dubai Cares Narrative Report Template – Final Report"** *Received by DC, July 2017.*

2. Prepared by ITA for Al Ansari Extension Grant. **"Final Financial Report Al Ansari Grant January 2015 to March 2017"** *Received by DC.*

3. Prepared by ITA for Mohammed bin Rashid Al Maktoum Global Initiatives. July 30, 2015. **"Narrative Report 1 - Improving learning outcomes, enrolment and transitions from ECE to primary education especially for girls and vulnerable groups in Pakistan – Al Ansari Exchange Final Report"** *– Received by DC.*

4. Prepared by ITA for Mohammed bin Rashid Al Maktoum Global Initiatives. **"Narrative Report 2 - Technical Progress Report – January – December 2015 - Extension: Improving learning outcomes, enrolment and transitions from ECE to primary education especially for girls and vulnerable groups in Pakistan"** *– Received by DC*

5. Prepared by ITA for Mohammed bin Rashid Al Maktoum Global Initiatives. Not available. **"Narrative Report 3 – January 2016 – December 2016 - Extension: Improving learning outcomes, enrolment and transitions from ECE to primary education especially for girls and vulnerable groups in Pakistan"** *– Received by DC*

6. Prepared by ITA for Mohammed bin Rashid Al Maktoum Global Initiatives. Not available. **"Narrative Report 4 – July 2016 – December 2016 - Extension: Improving learning outcomes, enrolment and transitions from ECE to primary education especially for girls and vulnerable groups in Pakistan"** *– Received by DC*

7. *Authors: Aslam, Monazza. Shenila, Rawal. Saeed, Saba. Usman, Muhammad. Imran, Waqas.* **"Impact Evaluation Round II"** *–* Prepared by ITA for Dubai Cares. The report explores impact of two of the largest of the six components implemented as part of Phase II (2014-2016/17) of the DC intervention in Pakistan: ECE and L4A. *– Received by DC*

8. Prepared by ITA for Dubai Cares. **"Evaluating Impact on Learning Levels across Rural Pakistan – Phase I"** This report explores the impact of two large programs supported by Dubai Cares in Pakistan-Early Childhood Education (ECE) and Learning for Access (L4A). *Received by DC.*

9. Prepared by ITA for Dubai Cares. June 30, 2017. **"Final Narrative Report - Improving learning outcomes, enrolment and transitions from ECE to primary education especially for girls and vulnerable groups in Pakistan."** *Received by DC, June 2017.*

10. Prepared by ITA for Dubai Cares. **"Empowering Communities through Education – Collection of Case Studies."** This publication reflects the impact of two components (ECE and L4A) implemented by ITA, supported by Dubai Cares. *Received by DC.*

11. Prepared by ITA, in partnership with Humans of Pakistan, for Dubai Cares. **"Stories of Change – Education Pakistan – 18 days of activism to raise educational awareness."** This publication showcases the everyday lives of children and teachers impacted under the ongoing Phase III of Dubai Cares project. *Received by DC.*

12. Prepared by ITA, for multiple partners. September 2015. **"Mapping the Universe of Learning Assessments in Pakistan – Learning Metrics Task Force Phase II Pakistan".** This report is an analysis of the results from a survey administered by ITA under the LMTF initiative in Pakistan. *Received by DC, September 2015.*

13. Prepared by ITA, for Dubai Cares. October, 2015. **"Newsletter 3rd Edition – Promoting Quality Education in Pakistan."** *Received by DC, October 2015.*

14. Prepared by ITA, for Dubai Cares. **"Final Financial Report – Main Grant – January 2014 to March 2017"** *Received by DC, March 2017.*

15. Prepared by University of Waterloo, for ITA. July 2016. "**Teachers Without Frontiers – Use of Information Communication Technology for Teachers in Pakistan."** *Received by DC and ITA, July 2016.*

16. *Authors: D'Sa, Samantha. Anhaf, Taqee. Datsen, Margarita.* Prepared by University of Waterloo, for ITA. **"Project Management Final Report - Teachers Without Frontiers – Sourcing of Online Teaching Materials for Teachers in Pakistan."** *Received by DC and ITA.*

17. Prepared by University of Waterloo and TWF Fellows, for ITA. **"Success Stories and Lesson Plans."** *Received by DC and ITA.*

18. *Authors: Anwar, Wajahat. Anwar, Zohair. Toro, Oscar. Hashmi, Syed. Hosseini, Maha. Khalid, Muhammad. Siddiqi, Saba.* July 2017. Prepared by University of Waterloo for Final Course Project. **"Final Report – Teaches Without Frontiers – Team 1."** *Received by DC and ITA, July 2017.*

19. Prepared by University of Waterloo, for Final Course Project. **"Final Report on Tech-Enabled Resource Mapping of Grade 3 Mathematics with UWaterloo Students."** *Received by DC and ITA, July 2017.*

20. Prepared by University of Waterloo, for Final Course Project. **"Final Report on Tech-Enabled Resource Mapping of Grade 3 General Knowledge with UWaterloo Students."** *Received by DC and ITA, July 2017.*

21. Prepared by University of Waterloo, for Final Course Project. **"Final Report on Tech-Enabled Resource Mapping of Grade 5 Mathematics with UWaterloo Students."** *Received by DC and ITA, July 2017.*

22. Prepared by ITA, in partnership with University of Waterloo, for Dubai Cares. August 2017. **"Final Report – Teachers without Frontiers – January 2014 – March 2017."** *Received by DC, August 2017.*

23. Prepared by ITA, for Dubai Cares. **"Narrative Interim Report 1 – January 2014 – June 2014. Improving learning outcomes, enrolment and transitions from ECE to primary education especially for girls and vulnerable groups in Pakistan."** *Received by DC, June 2014.*

24. Prepared by ITA, for Dubai Cares. **"Narrative Interim Report 2 – January 2014 – December 2014. Improving learning outcomes, enrolment and transitions from ECE to primary education especially for girls and vulnerable groups in Pakistan."** *Received by DC, December 2014.*

25. Prepared by ITA, for Dubai Cares. **"Narrative Interim Report 3 – December 2014 – June 2015. Improving learning outcomes, enrolment and transitions from ECE to primary education especially for girls and vulnerable groups in Pakistan."** *Received by DC, June 2015.*

26. Prepared by ITA, for Dubai Cares. **"Narrative Interim Report 4 – January 2015 – December 2015. Improving learning outcomes, enrolment and transitions from ECE to primary education especially for girls and vulnerable groups in Pakistan."** *Received by DC, December 2015.*

27. Prepared by ITA, for Dubai Cares. **"Narrative Interim Report 5 – January 2016 – June 2016. Improving learning outcomes, enrolment and transitions from ECE to primary education especially for girls and vulnerable groups in Pakistan."** *Received by DC, September 2016.*

28. Prepared by ITA, for Dubai Cares. December, 2013. **"Dubai Cares Pro-Forma Proposal Outline – Schedule 1."** *Received by DC, December 2013.*

29. Monitoring Tools submitted by ITA, including: **School Quality Monitoring Form**, **CPB Assessment Sheet, Meeting Report Form***,* **School Baseline Form***,* **Individual Staff Work Plan**

30. PowerPoint Presentation, prepared by ITA for Dubai Cares. **"Learning Kiosk."**

31. PowerPoint Presentation, prepared by ITA for Altamont Group. **"External Evaluation: Dubai Cares Phase 3 Program."** *November 2017.*

Annex H. Research Instruments

Due to length, the complete Research Instruments for the evaluation can be accessed on Dropbox > Altamont Group – Dubai Cares Pakistan Evaluation (ITA):
https://www.dropbox.com/sh/k9do6rxi8vd3bom/AAC2jGLjq5SrleaIjclUT1m-a?dl=0

Annex I. Additional Monitoring Data

Direct and Indirect Program Beneficiaries, by Component and Stakeholder Type

	Direct Beneficiaries	Targets (as per original proposal)	Actual Numbers Achieved	Indirect Beneficiaries	Targets (as per original proposal)	Actual Numbers Achieved
ECE	Schools	400	412	Students' parents / Household members	175,000	176,270
	Students (age 3-5)	35000	35,254	Teachers/Head Teacher	800	824
	ECE Classrooms	400	412	Siblings of students	70,000	105,762
	Teachers/Head Teacher	800	1,284			
	Para Teachers	400	557			
	Officials of Governments/Department of Education etc.	90	113			

	Direct Beneficiaries	Targets (as per original proposal)	Actual Numbers Achieved	Indirect Beneficiaries	Targets (as per original proposal)	Actual Numbers Achieved
L4A	Schools	520	530	Students' parents / Household members	650,000	662,500
	Out of School Children (age 6-12)	20,800	20,811	Teachers/Head Teacher	3,120	3,180
	In-School at risk Students	15,600	13,327	SMC Members	2080	2,120
	Overall Enrollment (age 614)	130,000	132,500	Community Members	64000	64000
	Teachers/Head Teacher	1,560	1,509	Officials of Governments/Department of Education etc.	200	200
	Para Teachers	520	617			
	SMC Members	1,560	1,590			
	Village Education Committee Members	3,640	3,710			
	Officials of Government Departments of Education	200	137			

	Direct Beneficiaries	Targets (as per original proposal)	Actual Numbers Achieved	Indirect Beneficiaries	Targets (as per original proposal)	Actual Numbers Achieved
TWF	Lead Master Trainers	30	8	Students	450000	833,200
	Field Based Mentors /Trainers	900	82	Teachers/Head Teacher	4500	8,332
	Teachers/Head Teacher	4500	8,332	Students' parents / Household members	900000	1,666,400
	Schools	2250	1,888			

	Direct Beneficiaries	Targets (as per original proposal)	Actual Numbers Achieved	Indirect Beneficiaries	Targets (as per original proposal)	Actual Numbers Achieved
LMTF & ASER	Teachers/ Head Teacher/Teacher Union representatives	100	788	Schools	5000	5,000
	Officials of Provincial/District Governments/Department of Education etc. -	200	228	Teachers/Head Teacher	15000	15,000
	CSO, Local CBOs, other partner organizations	30	60	Officials of Governments/Department of Education etc.	400	450
				Local CBOs, other partner organizations, teacher Union	100	100

	Direct Beneficiaries	Targets (as per original proposal)	Actual Numbers Achieved	Indirect Beneficiaries	Targets (as per original proposal)	Actual Numbers Achieved
CLF	Schools	1000	1,359	Schools	700	700
	Teachers/Head Teacher	4000	6,750	Students	150000	15,000
	Students (age 5-18)	200000	221,962	Teachers/Head Teacher	5000	5,000
	Community Members /Parents	200000	200,500	Students' parents / Household members	225000	225,000
	CSO, Local CBOs, other partner organizations	200	200	Local CBOs, other partner	200	200

|						
				organizations, teacher Union		
	Officials of Provincial Governments/Department of Education etc. -	400	400	Officials of Provincial/District Governments/Department of Education etc.	400	400

	Direct Beneficiaries	Targets (as per original proposal)	Actual Numbers Achieved	Indirect Beneficiaries	Targets (as per original proposal)	Actual Numbers Achieved
Policy & Advocacy	Teachers/Head Teacher	1000	1,534	Schools	500	767
	CSO, Local CBOs, other partner organizations	50	50	Teachers/Head Teacher	3000	3,212
	Officials of Provincial Governments/Department of Education etc.	300	300	Local CBOs, other partner organizations, teacher Union	30	30
				Officials of Provincial/District Governments/Department of Education etc.	300	300

Overall L4A Changes in Learning Levels (OOSC) for English

L4A Changes in Learning Levels English (OOSC)
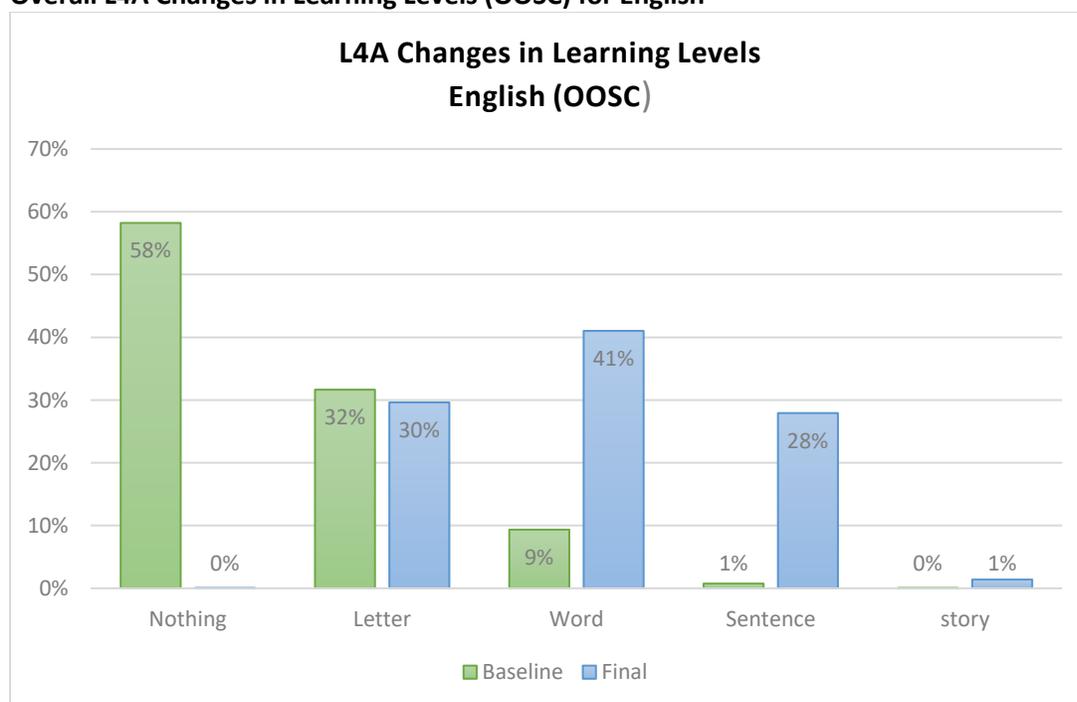
L4A Overall Changes in Learning Levels (OOSC) for Maths

**L4A Changes in Learning Levels
Maths (OOSC)**

Category	Baseline	Final
Not Identify Number	41%	0%
Number Recog. (1-9)	39%	5%
Number Recog. (10-99)	19%	35%
Addition	1%	31%
Subtraction	0%	18%
Multipication	0%	7%
Division	0%	4%
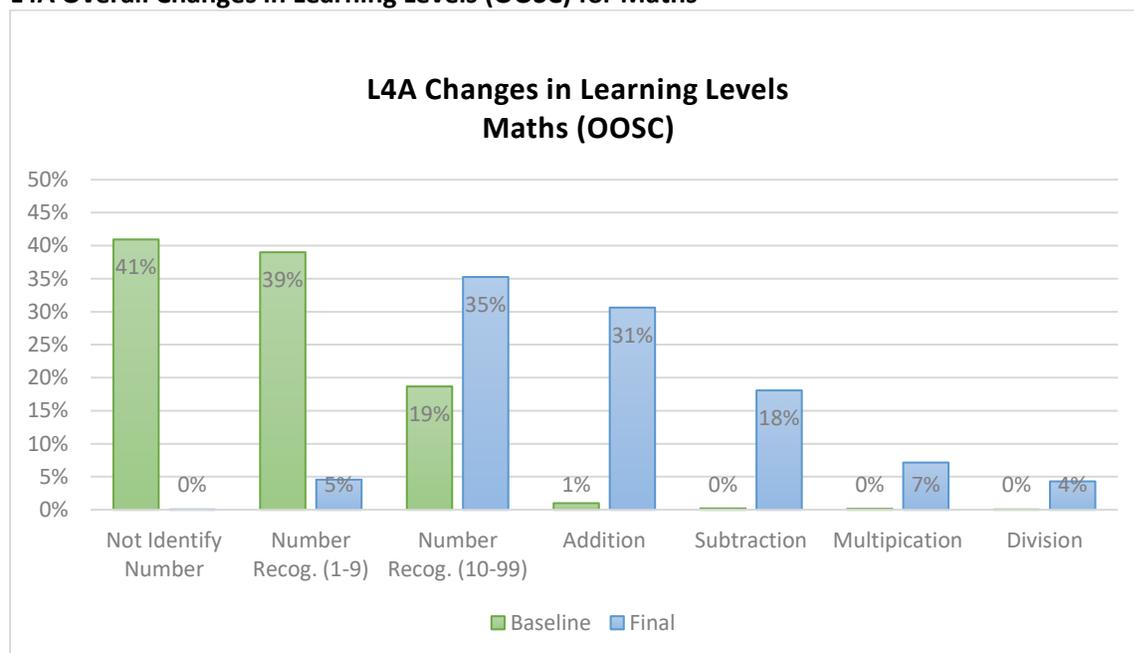
Implementation Timeframe by Component:

		Lahore	Rahimyarkhan	Muzaffarhgarh	Kasur	Bahawalpur	DG Khan	Karachi	Sukkur	Shikarpur	Lasbella	Quetta	Qilasaifullah	Swat	Peshawar	Islamabad
Component 6	Advocacy	April 2014-oct 2016	Feb 2015-oct 2016	April 2014-oct 2016		Apr 2015-oct 2016	April 2014-Sep 2014	April 2014-oct 2016	April 2014-oct 2016	April 2014-oct 2016	April 2014-oct 2016	April 2014-oct 2016	April 2014-oct 2016		April 2014-Apr 2016	April 2014-oct 2016
Component 5	CLF	Nov 2014-Nov 2016				Dec 2015 & Nov 2016		Feb 2014-Feb 2016	Apr-16							May 2014 & Oct 2015
Component 4	TWF				August 2015-Sep 2016	August 2015-Sep 2016		April 2015-Sep 2016	August 2015-Sep 2016		August 2015-Sep 2016			August 2015-Sep 2016		
Component 3	LMTF	Sep 2014-January 2016						Sep 2014-January 2016				Sep 2014-January 2016			Sep 2014-January 2016	Sep 2014-January 2016
	ASER	2014-2017	2014-2017	2014-2017	2014-2017	2014-2017	2014-2017	2014-2017	2014-2017	2014-2017	2014-2017	2014-2017	2014-2017	2014-2017	2014-2017	2014-2017
Component 2	L4A : Phase 1			April 2014-sep 2016					April 2014-Oct 2016	April 2014-Oct 2016	April 2014-Oct 2016					
	L4A : Phase 2	April 2015-Sep 2016	Feb 2015-oct 2016	Feb 2015-sep 2016		Feb 2015-march 2017		Apr 2015-Sep 2016	Feb 2015-oct 2016	Feb 2015-oct 2016	Feb 2015-oct 2016	April 2015-sep 2016	April 2015-sep 2016			
Component 1	ECE : Phase 1							April 2014-March 2017	April 2014-March 2017	April 2014-Dec 2016						
	ECE : Phase 2	April 2015-Sep 2016		Feb 2015-march 2017		Feb 2015-march 2017		Feb 2015-Sep 2016	Feb 2015-march 2017	Feb 2015-march 2017	Feb 2015-Dec 2016	April 2015-oct 2016	April 2015-oct 2016			

Annex J. Program Logical Framework with Summary of Results

Component 1	Outputs	Activities	Outcomes	Impact
Establishing quality "Early Childhood Education (ECE)" in government primary schools for holistic experiential learning and transition from pre-primary to primary education	Setting up 412 ECE rooms in 412 public schools in two phases ensuring safe and protected learning environment: Phase 1: 170 schools 2014 and 2015 Phase 2: 242 schools 2015 and 2016	• Selection of 412 schools in two phases developing formal understanding with concerning authorities and key stakeholders/actors in public/private sectors • Identification of target out of school children (3-5 years) - Annual Survey • Mainstreaming overall 14,632 children enrolled into ECE all across the target districts • Provision of need based infrastructure and learning materials to 400 schools comprising of National Curriculum ECE 2007, ECE kit, ECE Training manual developed by ITA, play equipment, age appropriate furniture, drinking water facility, Individual Child Profiles, and materials for learning corners • Sensitizing 176,270 community (parents and family members) to educate their children (enrolled and to be enrolled) • Handing over of 200 schools (2014- 2015) by the end of phase 1.	• Smooth implementation of project activities at all project sites ensured in collaboration with District Education Departments • Baseline assessment and survey of the target area/location for identifying OOSC aged 3-5 • 14,632 students successfully secured admission to the next grade • Better learning facilities for the students provided. Teachers effectively utilized all provided TLMs within the ECE classrooms, consequently improving enrollment and child learning outcomes • 176,270 parents and community members sensitized regarding ECE • All schools handed over to District Education Department/ school management	• Ownership of project interventions by the govt. and the administration of partner schools • 100% out of school children identified in the target community • Increased retention and reduced dropout rate. The marginalized children were prepared for primary schooling without any loss of schooling year and with better opportunities to learn • Catalyst effect of TLMs on learning levels of students has been observed. 35254 children aged 3-5 availed age appropriate learning facilities in safe and protected, hazard free environment under the guidance of fully equipped and trained teaching staff. • Parents and community enhanced their knowledge about the significance of ECE and their role in helping the children attain ECE • At some places, District Education Department is implementing the ECE intervention in line with the Sector Plan, albeit limitations of human and financial resources and time lags associated with government announcements and implementation. At other places the program is continuing without the para teachers but with in-school staff

		Handing over of 200 schools by the end of phase 2 (2015-2016)		
	Provision of 557 ECE teachers in the schools for teaching up to the standards defined in the sector plans	• Hiring of 557 Para teachers for ECE classes with phase wise approach • Training workshop conducted in both phases throughout the project span • Follow-Up monitoring visits by program manager ECE to ensure quality teaching and practices to be followed	• 557 para teachers taught at 412 partner schools according to the identified needs • 557 ECE Para teachers trained across all districts. Teachers were trained on how to run ECE class by establishing learning corners and engaging children through poems and different activities. • Ensuring that quality and innovative teaching practices are being followed in classrooms, weak areas identified and addressed	• Hiring of teachers ensured quality teaching and narrowed the gap of access and quality at the pre-primary level • Capacity building of teachers of partner schools strengthened their content knowledge and encouraged them to implement Activity Based Teaching in the classroom. • Monitoring visits informed changes to classroom practices and ensured all activities are being run smoothly
	Government officials, partners, teachers, SCs/SMC, children and other stakeholders are sensitized about the significance of ECE	• Conducting meetings with district/provincial educational networks (including provincial and District Education Authorities) on ECE • Dissemination of best practices/ professional ECE material (including ELDS) among National/Provincial/ District level institutions/professional ECE institutions • Developed modules on ECE curriculum, early	• Active advocacy to inform policies and reforms • The government officials received manuals and core documents on ECE which included ELDs • The modules have been submitted to the teacher education authorities to be used in pre and in service teacher training. • Helped to evaluate the success of the intervention.	• School Education Department is implementing ECCE under SESP 2014-18, policy GR numbers for all children, PC-1 approved for mainstreamed programs in all divisions, new posts/cadre created for BPS 15 for ECT, and Curriculum 2007 and TLMs are being reviewed and revised • Enhanced capacity of these government officials to institutionalize ECE at national level and to address the ECE's issues of access, quality and equity

		learning developing standards (ELDS) and assessment • Longitudinal research (baseline, midline and final) on the impact of ECE on retention rate		• The models influence B.Ed ECE courses in pre–service and in-service training of teachers • Evidence based advocacy at the provincial/national level. Awareness raising among the stakeholders through dissemination of the report

Component 2	Output	Activities	Outcome	Impact
20, 800 Out of School Children (OOSC)'s access and learning and support for school improvement where the OOSC are being mainstreamed Learning4Access Program	20,811 OOSC identified and enrolled in literacy camps	• Selection of target union councils and villages and adopting cluster based approach for selection of schools in collaboration with District Education Departments • Identification, hiring and training (6-day) of volunteers to conduct HH survey • 100% Household Survey conducted in target villages to identify and mobilize OOSC for the CPB camp, school based survey for the identification of children in grades 4-5 at risk • CPB Baithak conducted in target government schools for orientation to the program and door-to-door campaign for enrolment of OOSC	• Schools selected where the literacy camps will run. • Hiring and training of volunteers as per needs assessment. • Household Survey conducted in the target village(s) in-School Survey conducted • Teachers and SC/SMC members made aware of the program	• Govt. facilitates in selection of union councils and schools • District governments become aware of school development activities covered under the project, eliminating the chance of duplicity of resources • Volunteers were trained to conduct the HH survey • 100% out of school children identified in the target community • Parents and community members gave their consent to send children to school

Holding CPB camps in 530 schools to enhance learning levels of drop out children and mainstreaming them in government schools	• Learning camps conducted over 45-60 days • Baseline, midterm and end line test conducted and shared in the class and in school • Mainstreaming 14,869 children into government schools (ECE age bracket and drop out children graduating from literacy camp)	• Instead of the planned 20,800 OOSC, 20,811 OOSC children were targeted under CPB program. Moreover 13,327 in-school children at risk of drop out were also provided remedial learning under CPB component. • Assessments were held every 15 days to inform teaching learning process and to address weak areas • Out of school children getting mainstreamed in formal schooling.	• Learning camps provided intensive remedial education in literacy and numeracy to OOSC and in-school at risk children • Helped to review updates and plan refreshers accordingly. The approach has been much appreciated by the provincial education departments. GoS has finalized a policy on non-formal education; materials developed by ITA in Sindhi and Urdu for CBP were well received and were made part of the inventory
Provision of 617 Para Teachers and Teaching Learning Materials as per need assessment	• Hiring of 617 Para Teachers as per need assessment • Provision of Teaching Learning Materials in 520 schools	• 617 Para Teachers hired • TLMs included Science kit, Reading kit, ECE kit, Health kit including first aid box, and Sports kit were provided to all 520 schools • Teachers now have rich resources to effectively teach their students • Students' interest in reading has been enhanced due to the learning aids provided under the project	• L4A Para Teachers hired and allocated at respective schools for CPB camps and also to support regular school staff during spare hours • Catalyst effect of TLMs on learning levels of students has been observed
Capacity building of 2,080 teachers through cluster/site based trainings	• Adjusting the CPB methodology in the school's curriculum /time tables for	• Regular school teachers using CAMaL methodology in classrooms	• The methodology replicated across the schools to help provide accelerated learning to

		reinforcement to target students and tracking learning levels of mainstreamed children • 6- day training of 1509 teachers on annual school planning, lesson planning and follow ups to ensure its implementation in the classroom • Developing student learning and tracking card	• A 06 days training was organized on Annual School Planning, Syllabus Division and School Development Plans; member of students' clubs were also part of it. • Maintains record of student learning outcomes and helps track individual performance	children at risk and develop ownership of the component • Better classroom management and improved student learning outcomes at govt. partner schools • Improved student learning outcomes
	School Enrichment Program (SEP)- Student/Reading/Health/Sports club formed in 520 schools	• Site based orientation provided to 1,509 teachers on SEP • Formation of Students Club, Reading Club, Health Club in 520 schools	• Capacity building of teachers so that they can engage students with the right approach. Teachers and students are now cognizant of enrichment practices and are promoting the same at their schools and communities • Girls / students' clubs were formed at partner government schools and students were enthusiastically participating in enrollment campaigns, Health & Hygiene activities, and advocating for girls' / child rights • Girls clubs' members were also very prominent during school	• Motivated teachers and students are eager to use the valuable resources provided to them as part of projects • Teachers now observe their students keenly and replicate the activities that they had learned from training sessions and through the follow up support of ITA field staff. • Children leading as advocates to get their fundamental right to education • Motivated students are taking more interest in their studies & school after summer vacations • Children are becoming active citizens at a young age. An atmosphere where children are given attention and can learn in dignity. • Opportunity of strong foundation in early years for

			inauguration ceremonies – welcoming the guests and leading the ceremony and post ceremonies "walk for education". Education promoters also conducted life skills sessions with students in DC partner schools	the children of communities living in the vicinity of DC partner govt. schools.
	Strengthening 520 School Management Committees/Councils	• Site based training of 2,088 SC/SMC members on making of School Development Plan and Right to Education Campaign	• SC/SMC members empowered to play their active role for the improvement of school. In this way, ownership and sustainability of school improvement work done under the project is expected to be ensured through active SC/SMC members	• Literacy rate in target villages is expected to improve in the long rum due to the community being more aware, involved and mobilized

Component 3[43]	Output	Activities	Outcome	Impact
Teachers Without Frontiers- unique outreach through trainers and e-enabled platforms in far flung areas of Pakistan	Capacity building of 8,332 educators for developing content knowledge, understanding and dissemination of Standard based Curriculum through blended medium face to face and e-learning solutions	• Identifying 82 eminent trainers as elite TWF trainers from existing networks of super teachers in all provinces; they will focus on content knowledge and understanding of Standard based Curriculum with communication skills and e-learning/IT skills	• Developed a pool of trained teachers; having exposure to digital literacy and tech-enabled learning • Facility of online interaction available for the TWF Fellows TWF Fellows engaged in blended learning environment	• A large number of teachers were directly inspired by the content and approach of the program. The orientation to the digital literacy – blended learning especially in the far - flung towns of the country made a quality impact as most of the teachers, the participants of TWF had never tapped this online and technology resource for their own growth

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		• Develop an e-learning platform/portal easily accessible by teachers anywhere through simple telephony, I-pads or computers. Apps will be developed accordingly • Training of 100+ teachers (in hard to reach areas) in specific areas of training through expertise in English, Urdu/Sindhi, Mathematics, Science, Social Studies and ECE • Training of 8,332 teachers by 82 selected Master Trainers through cluster hubs • Build 6 blended and e-enabled hubs (LRC) in distant location for easy access to teachers for self-growth • Undertake impact research on this model for policy and dissemination	• Enabled the TWF Fellows to lead and conduct the training sessions in their communities the training sessions as part of their social duty and commitment • Trained 8,332 teachers (5601 females and 2731 males) • LRC- Learners Resource Centers facilitate the TWF fellows and government school teachers in 6 districts and let them practice and apply the knowledge gained from the TWF program in their classroom teachings • Instead of impact research, a research study on "use of low-cost and open source innovative technology tools in developing countries" was conducted by TWF fellows in coordination with students of Waterloo University under the mentorship of Dr. Peter Carr.	• The LMS enabled the TWF Fellows to add the most significant aspect; the use of technology to attain and accomplish success in their teaching practices. • The classroom practices have been very exemplary as a result of Cycle II training. The improved beliefs and firm conviction in their students' growth revitalized them as 21st century educators. • Changed their existing beliefs and practice about the orthodox method of teaching. Developed technology based skills for classroom teaching to enhance the capacity of teachers. • Teacher's and Fellows can visit LRC and use it for their professional networking and development • TWF fellows learnt about innovative and freely available technology tools and applied them in their classroom practices

Component 4[44]	Output	Activities	Outcome	Impact
Learning Assessment (Learning Metrics Task Force/Annual Status of Education Report)	Develop concrete recommendations for measuring learning at the global and national levels	• Have recommendations translated into action (including inform the post 2015 agenda) • Assessment tools and mapping study formally launched in Islamabad in the presence of Minister for Federal Education and Professional Training, Engr. Baligh-ur-Rehman	• Test developers/subject specialists from each provincial education department prepared and finalized assessment tools for English, Maths and Cognition for Grade 2, 5 and 8 • All reports and tools acknowledged by the assessment experts from all provinces, building ownership of the component	• LMTF recommendations were translated into action. Design and development of assessment of tools for data collection of learning outcomes for lower primary, primary and secondary level students at provincial level. • Shifting the conversation on education from access to access plus learning
	ASER Annual Survey in six target districts	• Conduct ASER Annual Survey in six target districts • Dissemination of ASER results • Conducting Village Baithaks	• ASER annual survey targeting learning levels, enrolment and school facilities as key indicators conducted successfully across target districts • ASER launches were arranged at the district and provincial levels for active dissemination and advocacy • Village baithaks were conducted in all target villages to communicate ASER findings to parents and community members.	• Parents, civil society, government representatives and other stakeholders informed about the status of learning in the country • Parents and community members sensitized about the status of learning of their children and the importance of sending children to schools

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Component 5[45]	Output	Activities	Outcomes	Impact
Children's Literature Festival	Host 6 major and support 6 smaller Children's Literature Festivals (CLF) from 2013-2016 through partnerships	• Teachers' Literature Festival Karachi 2015 • Children's Literature Festival Karachi 2015 • Small Scale Children's Literature Festivals • Teachers' Literature Festival Islamabad 2015 • Children's Literature Festival Islamabad • Children's Literature Festival Bahawalpur • Book Launch at Faiz International Festival. • Children's Literature Festival (CLF) Karachi • Children's Literature Festival (CLF) Sukkur • District based CLF`s • Teacher training workshops • CLF publications	• The 4th Teachers' Literature Festival was held in Karachi on the 26th of February 2015 • CLF Karachi 2015 held from 26-28 February • Small scale CLFs have been held in the country from November 2014 – May 2015 • The 2nd mega TLF in Islamabad was held on 1st October 2015 • For the 3rd time in Islamabad, Children's Literature Festival was held on 2nd and 3rd of October 2015 • One day Children's Literature Festival was held in Bahawalpur on 12th December 2015 • 'Tasveeri Kahani Silsila: Faiz Ahmad Faiz' by Rumana Hussain was launched at Faiz International Festival • Held from 25th Feb 2016 to 27 Feb 2016 • Held from 29th April 2016 to 30th April 2016. The participants of CLF Sukkur ranged between 8,000-9,000.	• Attended by approximately 3000 teachers • A powerful and emotional moment was witnessed when the brave survivors of Army Public School Peshawar joined the Opening Ceremony along with the parents of those who lost their children in the attack in Peshawar on 16th December 2014. Almost 5000 people who were at the Open Air Auditorium at that time gave a standing ovation to the children of APS Peshawar. • CLFs were held in following cities: Associated CLF in Jillani Park, CLF in Moon Market, Gulshan-e-Ravi, School Based Children's Literature Festival in Karachi, Children's Literature Festival in Multan • Attended by Approximately 5000 teachers. Different workshops were conducted to get innovative ideas for the better learning of children. • CLF Islamabad 2015 saw an overwhelming response with the attendance of more than 30,000 children, teachers and parents from Islamabad, Rawalpindi, Murree, Chakwal, Kasur, Gujar Khan and many

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			• Three district based CLF`s have been conducted at Hyderabad, Larkana and Mirpur Khas regions (Mithi) • 10 teacher training workshops were held in the clusters of Jamshoro and Ghotki • CLF publications were started in order to encourage young children interested to write to contribute their work and to mobilize those authors, painters and illustrators, who will cover subject of kids' curiosity and inculcate the love of reading in them.	more nearby areas. Despite of only being a one day event, more than 8000 children attended. • An interactive Book Launch Session was attended by many students and teachers and Students of Sanjan Nagar School presented a brilliant play; based on the story of the book launched on the life of Faiz Ahmed Faiz. • Enthusiastic participation of children in sessions including comics by GauherAftab and Imran Azhar, mural painting by different artists of Karachi, panel discussion on curriculum, screening of Malala Yousafzai's documentary, book launches and storytelling related to peace and tolerance. • Thousands of children looked extremely energetic after becoming part of CLF Sukkur as it was the first time that they were experiencing such kind of sessions/activities. • Above 35,000 students and teachers participated in the events from all over the districts • A toolkit developed on how to run School based CLFs that will be useful for many more schools to replicate

Component 6	Output	Activities	Outcome	Impact
Policy/Advocacy	Government officials, partners, teachers, SCs/SMC and children and other stakeholders are sensitized about Right to Education, Girls Education and the need of enhanced budget spending on education	• Policy dialogue: "Political economy of learning and right to education"	• The Right to Education campaign at ITA organized a dialogue as a commemoration of the aims and resolutions that ASER has helped produce (Serena Hotel Islamabad, January 9th, 2015)	• The dialogue resulted in a Call for Action for each province on budget appropriation for education, curriculum development, employment and training of teachers and infrastructure development.
		• "Girls not brides: talking across generations from despair to hope"	• A Panel discussion was held at Karachi Arts Council on February 28th, 2015	• The discussion brought on board youth as powerful social drivers, educational experts, and legal experts on the case, civil society members actively engrossed in the law suit and the victim's family to work out a feasible and result oriented solution to the complicated and unfortunate scenario.
		• Advocacy for "12 years of critical education" for girls	• Spread awareness and highlighted the challenges faced in girls' education via dissemination of a documentary	• The discussion focused on raising awareness regarding the critical importance of girls' education, and providing youth – especially women and girls – with a platform to share their stories with the aim of inspiring others
		• Celebrating 5th anniversary of article 25-A	• The RTE law was celebrated with the EYAs, by providing them training with three of the programs' core partners at Pak Heritage Hotel Lahore on April 17th – 18th	• Participants were exposed to tools of advocacy, communication skills, and skills in financial literacy and formulating advocacy plans for implementing within their districts.

		• EFA Global Action Week 2015- expressing – protesting and mobilizing	• Global Action Week was also celebrated in all districts and activities were conducted that included art competition amongst the children who expressed the challenges our education system is currently facing, education walks, consultations with stakeholders etc.	• Students were mobilized to hold peaceful walks and support placards with slogans 'Enroll all children between the ages of 512 in Schools'; 'Free and compulsory Education for All'; 'End Child Marriages, educate girls'.
		• Consultation meetings on the National Education Policy 2016	• 14 consultations sessions across Pakistan; Reports on recommendations/inputs from key stakeholders for each province; Comprehensive website with all relevant national and international documents to assist with the review	• Engaged over 900 government officials, civil society members, youth, teachers, media etc. through face to face consultations in the policy making process, and many more through our social media campaign and interactive website
		• International Advocacy Days	• All international advocacy days such as International Women's Day, Global Action Week Environment Day, Child Labor Day, Independence Day, International Literacy Day, World Teachers Day, Global Handwashing Day were celebrated each year across all partners schools	• Deliberations of the events resulted in increased community awareness on specific issues (such as literacy, women & child rights, etc) to promote a peaceful & prosperous society

		• Condemning the APS attack	• Activities were conducted to remember the APS children and their families including signature collection drive, meeting with parliamentarians, collecting messages from the people, social media activities and vigils	• The activities helped reinforce the demand for safe schools; Government was reminded to take concrete actions to provide a safe learning environment where all children can learn.
		• 2 million signatures campaign	• 10 of our EYAs presented 2 Million Signatures at the International Youth Day Conference on August 12, 2015	• EYAs urged the parliamentarians to take action to bring out of school children back to school. This exercise was conducted on a provincial level as well as in several districts across the country
		• Earthquake 2015	• On Wednesday 28th October 2015 a meeting was arranged at committee room of elementary and secondary education KP with all stakeholders to discuss early recovery school program	• Plans for rehabilitation of schools and healing centres for families and children were developed and discussed
		• 18 Days of Activism with Humans of Pakistan	• ITA celebrated 18 days of activism in collaboration with 'Humans of Pakistan' to raise educational awareness and make a change.	• 18 days of activism showcased stories of change and educational upbringing of children impacted through Dubai Cares project interventions. The stories have been collected from schools under ITA in Lasbela, Karachi, Sukkur and Shikarpur districts.

Annex K. Short Biographies of the Evaluators

Project Manager: Sajida Shroff – EdM (Harvard); MBA (Emory)
• International educationist with over 20 years' experience in strategy, policy, program evaluation and relationship management with a focus on quality and access
• Completed management audits/program evaluations for multiple funding agencies including Asian Development Bank, World Bank, IFC, Aga Khan Development Network, Qatar Foundation, US Department of Health & Human Services, World Health Organization, and North Atlantic Treaty Organization (NATO)
• Deep experiences in India with strong understanding of India and UAE context
• Fluent in Hindi
• Project Manager for Prime Minister's Office UAE Reading Strategy Project
• Project Manager for Public Diplomacy Office, PMO, UAE for Obesity Policy Research Project
• Project Manager for MBRSG/Smart Dubai Education Initiative including program development, facilitation and evaluation
• Project Manager for Shastri Indo Canadian Institute India Fellowship
• Project Manager for CIDA and UNESCO Education Evaluation, Maharashtra, India
• Project Manager for CIDA teacher capacity development program, in conjunction with MOE Maharashtra, India

Senior Evaluator: Jamie Vinson – EdM (Harvard)
• Education specialist with experience working for UNESCO, the Inter-Agency Network for Education in Emergencies (INEE), and UNICEF as well as schools in Mozambique, India, Serbia and Myanmar
• Member of the UNICEF Education Global Talent Pool (P-3)
• Areas of expertise: education policy development, teacher education, education in emergencies, curriculum development, and monitoring and evaluation
• Program evaluation experiences with UNESCO, UNICEF, and Altamont Group
• Deep Experiences in India with basic fluency in Hindi

Junior Evaluator/In-country Lead: Amal Naeem Qureshi – EdM (Harvard)
• Expertise with donor relations including supporting donor reporting and queries
• M&E Consultant with a focus on developing the M&E framework; collection of reports from grantees; M&E visits to grantees; generation of M&E reports; monitoring visits to the site of the projects; and meeting with the beneficiaries to evaluate the impact of the projects and preparing donor reports
• Previous experiences with i-Care Foundation, Rural Support Programmes Network, and Invest2Innovate
• Deep Experiences in Pakistan with fluency in Urdu and Punjabi

Field Research Assistant: Hashim Kaleem – EdM (Harvard)
• Program development specialist
• Experienced with Curriculum Design, Training, Lesson Planning and Teaching
• Focused on the student experience
• Previous experiences with Beaconhouse School System, Choeifat Lahore, LUMS and CARE
• Deep Experiences in Pakistan with fluency in Urdu and Punjabi

Annex L. List of Documents included in Dropbox

Altamont Group Reports:
- Inception Report
- Research Instruments
- Desktop Review Report

Other Documents:
- Terms of Reference for the Evaluation
- External Evaluation: Dubai Cares Phase 3 Program (ITA PowerPoint Presentation)
- Selected photos from the field visits