



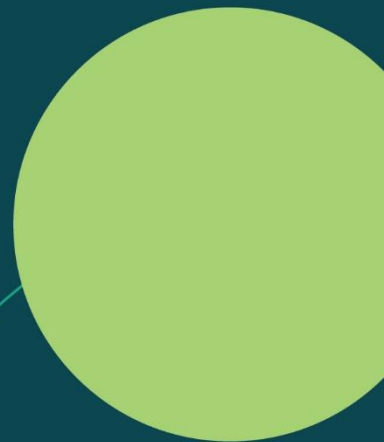
Quarterly Progress Report

GOAL: Bridging Technical Assistance for Governments (B-TAG)



SECTION I

Executive Summary



BTAG- Quarterly Progress Report

Section-I: Executive Summary

The GOAL Bridging Technical Assistance for Governments (B-TAG) achieved significant milestones substantially contributing to each output in the second quarter. Leveraging the comprehensive planning and productive engagement established with the School Education Department (SED) and Elementary and Secondary Education Department (E&SED) in the first quarter, the programme has been able to achieve its targets across all the five programme outputs for this quarter. The progress during this quarter contributed towards the furtherance of B-TAG's core objectives: reducing barriers to access and ensuring equitable learning opportunities for all, especially girls and children from the marginalised sections of the society in Punjab and KP, improving classroom practices empowered by better-trained and equipped teachers with professional skills and pedagogical approaches, robust assessment frameworks for providing data to inform teaching practices and track student progress, parents participating as effective players in the education of their children and education delivery managers with improved skills to ensure that reforms are implemented effectively at all levels, fostering a systemwide culture of continuous improvement.

The second quarter unfolded amidst a dynamic policy context. This was driven by several key factors, including National Elections 2024, the formation of new provincial governments and the changes and transitions in office incumbents in the respective education departments. These developments fed into a slowdown of government activities, including reduced availability of key SED/Elementary & Secondary Education Department (E&SED) staff and teachers. Additionally, key administrative decisions were placed on hold as the newly elected governments settled in. B-TAG successfully kept up the pace during this complex environment through its well-planned and sequenced activities, ensuring flexibility to adapt to evolving circumstances. The TA team demonstrated a high degree of responsiveness, quickly adapting their approach to accommodate shifting priorities and decision-making pathways. B-TAG maintained momentum and continued to make significant progress during the second quarter.

B-TAG's Q-2 activities targeted reducing barriers to education, particularly for girls and marginalised groups. The TA teams working closely with SED & E&SED during this quarter assisted SED and E&SED to strengthen PPP frameworks for improving access to quality education in Punjab and KP. During this quarter, the Strategic Plan for the Punjab Education Foundation (PEF) developed along with the PEF team lays the groundwork for better strategic use of PPPs. Our work on PPPs is gaining great traction with the new government as it aligns with their focus on Public-Private Partnerships (PPPs) in education. A comprehensive study on PPPs in education was successfully completed by the TA team, examining best practices in Public-Private Partnerships (PPPs) for education across various national and international contexts. The study underscores the potential of PPPs to address critical educational challenges in Punjab and Khyber Pakhtunkhwa (KP). In KP, B-TAG while working with IGEA helped establish the PPPs Wing to strengthen the PPP Node at E&SED to leverage private sector expertise for improved access and quality, especially benefiting underserved communities. Furthermore, the review of the South

Punjab Green Initiative provides valuable evidence for SED to scale up this successful programme, further improving access for girls and marginalised children across Punjab.

The second quarter witnessed significant progress towards increased awareness and prioritisation of education through amplifying parental engagement and participation in the education system. B-TAG teams are working towards enhancing parental participation and engagement making them informed and active partners in improving learning environments. The findings and valuable insights from the comprehensive parental engagement diagnostic completed during first quarter in KP and Punjab formed the basis for organising the consultative sessions with the stakeholders in Punjab and KP during this quarter. The process informed the development of recommendations to revisit the School Council Policy (Punjab) and Parent Teacher Council Guidelines (KP), fostering a stronger framework for parental participation in the teaching and learning process. Additionally, Parental Engagement Groups for Education (PEGEs) were formed at tehsil (8) and district (2) levels in both provinces, creating platforms for effective communication with district education officials and empowering parents as active partners in their children's education, ultimately contributing to improved classroom environments and enhanced learning outcomes.

B-TAG recognises the critical role of teachers' professional development in improving classroom practices and fostering improved learning outcomes. This quarter witnessed significant progress in several key areas designed to empower teachers and enhance classroom effectiveness in Punjab and KP. These initiatives are well-aligned with the ownership and priorities expressed by SED and E&SED. B-TAG's work encompassed several initiatives specifically designed to enhance teacher capacity, such as support for newly inducted teachers in KP, equipping them with the essential skills and pedagogical approaches. During this quarter the TA teams were able to train 313 Lead Master Trainers and Master Trainers for training of teachers which includes 206 (105 M, 101 F) from Punjab and 107 (56 M, 51 F) from KP.

Similarly, the development of robust CPD Frameworks for Elementary Education during this quarter will ensure that teachers have ongoing opportunities to develop their skills and stay abreast of best practices. B-TAG teams assisted formation of the departmental committees in Punjab and KP for addressing the data disconnect in the previous quarter, these committees were successfully operationalised during this quarter for using classroom observation data, fostering a data-driven approach to planning, teacher training, assessments, etc. thus ultimately contributing to improved learning outcomes.

B-TAG's collaborative efforts with SED and E&SED focus on strengthening assessment frameworks, piloting innovative approaches, and ensuring assessments inform teaching and learning practices. During this quarter, B-TAG supported the development of a School-Based Assessment (SBA) System in KP, providing a more holistic view of student achievement. B-TAG also worked closely with DPD and DCTE KP to improve the implementation of the Scripted Lesson. The second quarter also witnessed significant progress to improve learning through the provision of quality resources. These efforts complement ongoing work on assessments by addressing specific learning needs. B-TAG team has finalised the design and is all set to pilot the multigrade teaching programme in KP. Building on the successful multigrade teaching pilot under PESP-II, B-TAG is working with SED for the scaling up of multigrade teaching to 5,000 schools. This expansion ensures a wider reach and improved learning opportunities for students in the multigrade settings.

Remedial learning programmes importance can hardly be overemphasised for strong foundational skills of the students. In this regard, B-TAG team has completed the design, content development,

and teacher training for the Remedial Learning Programme in close collaboration with SED and E&SED.

Recognising the importance of effective planning and management at all levels, B-TAG prioritises the development of delivery managers' capabilities. This focus aligns with Output 5 and directly impacts the sustainability and scalability of interventions of GOAL. B-TAG's specialised training programmes during this quarter have been designed to equip the District Education Managers in Punjab and KP with the skills and knowledge needed for effective leadership and management. These programmes focus on critical areas like planning, budgeting, data analysis, negotiation and conflict resolution, enabling managers to make informed decisions and utilise resources efficiently. Additionally, by investing in the capacity of education managers and fostering sound financial management practices, B-TAG contributes significantly to the overall objective of improved planning and management at the school, district, and provincial levels.

To support an inclusive learning environment and promote tolerance, equity, and respect for diversity through sports in KP schools, B-TAG implemented a comprehensive strategy for integrating sports. This initiative began with a detailed situation analysis, followed by a Training Needs Assessment (TNA), and culminated in the training of 222 Physical Education (PE) teachers (197 M and 25 F) across 10 districts within the province.

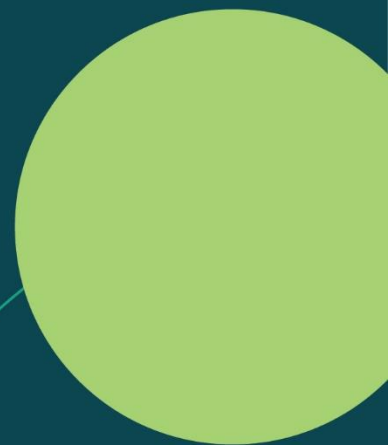
B-TAG also progressed well on the implementation of three distinct innovations. These include "Sight for Success: Leveraging the Private Sector for Disability Inclusion in Learning" in Punjab & KP, "Promoting Foundational Literacy and Numeracy using Artificial Intelligence (AI) and Machine Learning" in Punjab, and the establishment of Designated Posts of Head Teachers in Punjab & KP. These initiatives are currently underway and are scheduled to be completed in the final quarter.

Besides contributing to the overarching objectives of the GOAL, B-TAG's work during this quarter provides a robust foundation for the GOAL long-term TA provider to hit the ground running.



SECTION II

Progress against Outputs and Activities





OUTPUT 1

**Reduced Barriers and Schooling Costs
For Girls and Marginalised Children**



Broad Overview/Context:

The second quarter witnessed significant progress across the diverse set of Output-1 activities. These activities have been strategically designed to reduce barriers hindering access to education for girls and marginalised children. The embedding of the initiatives within the system contributes towards the Long-term GOAL objectives of fostering inclusivity, affordability, and reducing barriers for girls and the marginalised within the education systems of Punjab and Khyber Pakhtunkhwa. The evidence generated under the activities on PPPs, including the study on best practices, development of PEF Strategic Plan and contributions towards strengthening of the PPP Node at E&SED will contribute towards expanding quality education access in resource-constrained areas, attracting girls and children from the socio-economically marginalised sections of the society in the education system.

The review of the South Punjab Green Initiative, Development of Model District and Schools Climate Resilience Plans will address the disruptions to learning caused by climate extremes and natural disasters. Similarly, the studies on Afternoon Schools and Double Shift Schools will provide valuable insights into maximizing existing infrastructure and resources to accommodate more students. The activities on Diversity and Inclusion in School Education component tackles the crucial task of removing biases and stereotypes from educational materials and teacher training content. By combining these strategic interventions, the TA's work strives to dismantle systemic barriers and ensure affordable and accessible education for all children, particularly girls and marginalised populations. This will contribute to the long-term GOAL aimed at achieving equity and inclusivity within the education system.

The review of the South Punjab Green Initiative, Development of Model District and Schools Climate Resilience Plans will address the disruptions to learning caused by climate extremes and disasters.

Progress During the Quarter:

Key achievements from the quarter's activities include:

1. Public Private Partnerships (PPPs) in Education (1.a.1.1, 1.a.1.2, 1.a.1.3)

The TA teams are working closely with SED & E&SED to strengthen PPP frameworks for improving access to quality education in Punjab and KP. During this quarter, the TA teams' work on Public-Private Partnerships (PPPs) has gained significant traction and garnered appreciation from the newly formed provincial governments, aligning perfectly with their policy priorities.

- a. *Study on PPPs in Education(Punjab and KP)*: A comprehensive study on PPPs in education was successfully completed by the TA team, examining best practices in Public-Private Partnerships (PPPs) for education across various national and international contexts. The study underscores the potential of PPPs to address critical educational challenges in Punjab and Khyber Pakhtunkhwa (KP). Focusing on the key objectives of enhanced access, equity, and learning outcomes, the report explores how PPPs as a policy instrument can leverage the private sector's efficiency, innovation, and investment capacity. It provides a rigorous analysis of successful models for PPPs in education, drawing on international practices from Algeria, Uganda, Korea, Bangladesh, Liberia, Malaysia, and the US. These models

encompass contract schools, voucher schemes, and charter schools. Further enriching the analysis, the study delves into collaborative models under Corporate Social Responsibility (CSR), providing evidence from various international programmes. Examples include Microsoft's work on ICT in South Africa and initiatives undertaken by Pakistani corporate actors like Engro and Telenor. Non-traditional financing options, such as Impact Investment and Impact Bonds, are also explored, with a case study of the Quality Education Impact Bonds in India. Drawing upon these key findings, the report offers a conceptual framework for engaging the private sector. Furthermore, it provides specific policy recommendations for SED, Punjab and E&SED, KP. These recommendations address crucial areas like leveraging the private sector to improve access and equity in education, retention and transition rates, teaching and learning methodologies, educational data and system strengthening, and education financing. The study equips Punjab and KP with a roadmap for fostering strategic partnerships with the private sector thus addressing educational challenges and ensuring improved access, equity, and overall educational quality for all students.

- b. *PEF Strategic Plan:* B-TAG in close collaboration with the Punjab Education Foundation (PEF) team, successfully developed the Punjab Education Foundation (PEF)'s Strategic Plan. The strategic plan outlines a vision for promoting quality education through Public-Private Partnerships (PPPs), with PEF serving as the key conduit for PPPs in education in Punjab, leveraging the province's low-cost private school system to increase equitable access for marginalised populations. The key strategic priorities of the plan focus on evidence-based interventions, addressing the middle and secondary school supply deficit, promoting inclusivity, and improving quality within current subsidy levels. Additionally, the draft plan proposes emphasis on capacity building, financial sustainability, exploring innovative partnerships, ensuring value for money, and showcasing the transformative power of successful PPPs in education. The strategic plan will help PEF to ensure wider educational opportunities at affordable costs for the underprivileged in Punjab. The development of the strategic plan for PEF lays a foundation for the long-term GOAL to capitalise and leverage PPPs.
- c. *Strengthening of PPP- Node at ES&ED KP:* During this quarter, B-TAG continued working collaboratively with Malala Fund and USAID IGEA to strengthen the Public-Private Partnership (PPP) Node at E&SED, KP. A dedicated PPP cell was established within the Elementary & Secondary Education Department (E&SED). Key staff was appointed, including a Additional Director and two Assistant Directors, thereby solidifying the node's coordination and operational framework within E&SED.



The B-TAG team is working closely with Malala Fund, USAID and Care Foundation to further strengthen the PPP Node at E&SED KP.

2. Diversity and Inclusion in School Education (1.c.1.1, 1.c.1.2, 1.c.2.1, 1.c.2.2)

- a. *Recruitment of Teachers and Enrolment of Students from Minorities in Public Schools in KP:* During the quarter the TA Team completed the review of the Recruitment of Teachers and Enrolment of Students from Minorities in Public Schools in KP. The effectiveness of KP's official policy of 5% quota for minority teachers in the teaching workforce was examined on the basis of the available data and evidence from the field. The study underscores challenges in the implementation of the policy including, challenges such as unfilled vacancies due to the scant minority population in some regions and the scarcity of qualified candidates in particular districts. Furthermore, analysis of the student enrolment data revealed that socioeconomic barriers, geographic disparities, and systemic challenges disproportionately affect access to education for minority communities. In order to achieve the broader goals of inclusivity and diversity within the teaching force and student body, the report presents recommendations for E&SED to revisit the policy. These include, District Specific Quotas for the

minorities, improving outreach and support for the prospective minority candidates to strengthen the recruitment pipeline.

- b. *Recruitment of Teachers and Enrolment of Students from Minorities in Public Schools in Punjab:* B-TAG team also completed the Review of the Recruitment of Teachers and Enrolment of Students from Minorities in Public Schools in Punjab. The data from the School Information System (SIS) reveals that the designated 5% quota for minority teachers is not completely utilised. However, there are also limitations in terms of data on actual appointments from this quota. For instance, in Attock district, out of the total:



581 sanctioned posts for teaching positions from BS-17 to BS-20, **29** posts (5%) are reserved for minorities.

However, the data does not mention the number of minority teachers currently employed against these reserved posts, making it difficult to assess the actual representation. Furthermore, unfilled teaching vacancies across districts exacerbate the issue.

Interviews with teachers from minorities highlight inconsistencies in quota implementation and instances of discrimination within schools. Similar to the case of Punjab, the enrolment trend analysis demonstrates that minority students' enrolment is constrained due to socioeconomic barriers, geographic disparities, and systemic challenges. The study recommends targeted interventions and support mechanisms to promote equitable representation for both minority teachers and students, fostering a truly inclusive educational environment for all.

- c. *Diversity and Inclusion in School Education: An Analysis of Textbooks in KP and Punjab:* During this quarter, the analysis of textbook content and teacher training manuals was completed. The report and the recommendations are being finalised for the submission to SED and E&SED. The analysis focused on the textbooks of English, Urdu, and Social Studies (Geography and History) for High School grades (IX-X) in Punjab and Primary Grades (III-V) in KP. The content of the textbooks of the selected subjects has been analysed from the diversity and inclusivity perspective. The teaching content was evaluated on three main aspects: content, language, and visuals. The qualitative analysis identified messages, meanings, and language that potentially perpetuate stereotypes, biases, or discrimination based on gender, ethnicity, geography, culture, and religion. The analysis framework was adaptive which aligned with the unique characteristics of each subject, recognising that different subjects emphasise different aspects of diversity. The analysis of Khyber Pakhtunkhwa's primary curriculum textbooks revealed a lack of diversity and inclusivity regarding gender, religion, and ethnicity in both content and illustrations. The analysis identified a general underrepresentation of diverse cultures and religions, limited representation of non-stereotypical gender roles in careers and an overemphasis on religious content. Similarly, the review of textbooks for grades 9 and 10 in Punjab identified a lack of diversity and inclusivity. The texts have strong religious overtones, and the content has mostly masculine pronouns, male roles in activities, and the underrepresentation of women. The recommendations on the basis of analysis for both the departments are being developed and will be submitted to the relevant departments in May, 2024
- d. *Teacher Training Content Review:* A detailed review of teacher training manuals was conducted on the principles of equality, diversity, and inclusion. The review team developed specific criteria, which included the assessment of conceptual clarity and logical progression, accuracy of concepts, alignment of Student Learning Outcomes (SLOs) with pedagogical strategies, and the quality and inclusivity of training materials. The report provides feedback on the overall presentation of the training materials, language use, and structure to enhance clarity, inclusivity, and academic rigour. The analysis of teacher training manuals highlighted the need for improvement in gender responsiveness and inclusivity. The findings of the study will be presented to QAED and DPD teams before finalisation in the Third Quarter (April-June 2024).

3. Technical Support for the Afternoon and Double Shift Schools (Punjab & KP) (1.b.1.1, 1.b.1.2, 1.b.1.3, & 1.b.1.4)

- a. *Studies on Afternoon Schools in Punjab and Double Shift Schools in KP:* The TA team is in the process of completing an in-depth research on Afternoon and Double-shift schools, while working closely with SED Punjab and E&SED KP. Following a comprehensive literature review, the team has gathered primary data which is being analysed. Fieldwork involving key informant interviews with parents, students, and teachers is ongoing. Upon completion, the research will inform policy and interventions to optimise these in terms of better planning and targeting for the marginalised populations and underserved areas. By addressing the specific needs, the research contributes to reducing barriers and schooling costs, ultimately promoting educational equity for girls and marginalized children.
- b. *Afternoon and Double Shift Schools Policy Development Aligned with Provincial Priorities:* The development of the Strategy for the Afternoon School Programme in Punjab and policy recommendations for the Double Shift School Policy in Khyber Pakhtunkhwa is strategically timed to align with the priorities of the newly elected provincial governments. Discussions with both the governments have revealed a strong appetite for evidence-based solutions to optimize afternoon and double-shift schools, particularly for marginalized populations. While the initial research phase spanned two quarters, the development of the aforementioned policy documents will commence in August, 2024. This timeline ensures that policy recommendations are informed by the comprehensive research currently underway.

4. Support for Resilient Education Systems: (1.e.1.5, 1.e.2.1, 1.e.2.2, 1.e.2.3, 1.e.2.4, 1.e.2.5, 1.e.2.6, 1.e.2.7, 1.e.2.8)

- a. *Review of the South Punjab Green Initiative:* The TA team successfully completed the review of the South Punjab Green Initiative (SP-GI). The review was conducted in close collaboration with the South Punjab School Education Department's team. The review adopted a multifaceted approach which included data collection through primary and secondary sources. Primary data was gathered through key informant interviews including the author of the Green Book, South Punjab SED officials, and teachers. Data collection also included Focus Group Discussions (FGDs) with teachers from Multan and Bahawalpur schools. Additionally, classroom observations were conducted in schools where the "Green Book" was being used. The review assessed three key aspects of the SP-GI and the Green Book: i) the implementation framework including the intent, process, roles, responsibilities, and mechanisms for implementing; ii) the book's relevance, effectiveness, and impact on student learning; and iii) rapid appraisal of the book's content, thematic focus, messaging, and its approach to addressing holistic climate risks. The review acknowledges the SP-GI's value and its contribution and recommends several measures to strengthen and scale it up. First, the review recommends developing a Green Book-based curriculum sequence with a primer for grade 6, a core text for grade 7, and in-depth content for grade 8. Secondly, relevant teacher training content needs to be included in the teacher training programmes for enhancing teachers' capacity in delivering the climate change relevant content. Thirdly, the Green Book's usability could be improved by making it more concise or dividing it thematically. Supplementary materials in diverse formats could be developed for specific topics. Fourthly, to ensure technical accuracy, age-appropriate messaging, and effective learning, the content needs to be vetted by relevant experts in climate change, child psychology, and education. Finally,

securing independent funding streams for Miyawaki forest development projects is crucial for long-term sustainability. The findings of the review are due to be presented to FCDO and the SED in May, 2024.

The review provides several significant recommendations for enhancing the effectiveness of climate change education and Miyawaki forest development projects. It suggests developing a curriculum sequence based on the Green Book, with tailored content for different grade levels: a primer for grade 6, a core text for grade 7, and more detailed material for grade 8. The review also underscores the importance of integrating relevant teacher training content into existing programs to improve educators' capacity to deliver climate change-related concepts effectively. It recommends enhancing the usability of the Green Book by either streamlining its content or organizing it thematically, alongside the development of supplementary materials for specific topics. To ensure the accuracy and appropriateness of the educational content, it advocates for the involvement of experts in climate change, child psychology, and education for content vetting. Finally, the review emphasizes the necessity of establishing independent funding streams to ensure the long-term sustainability of Miyawaki forest development projects. These recommendations collectively aim to bolster the quality and impact of climate change education initiatives and environmental conservation efforts.

- b. *Development of District and School Climate Resilient Plans (Punjab & KP)*: The initial work of identifying at-risk Districts, collecting data on the selected districts' vulnerabilities and collating the available data from PDMAs on Multi-Hazard Vulnerability and Risk Assessments has been completed. Meetings with key stakeholders such as the Climate Change Cells, PDMAs, Planning & Development Department, Climate Change Departments, Environment Protection Agency (EPAs), as well as the Relief Rehabilitation & Settlement Department (RR&SD) has been completed. In order to collect primary data, field visits to vulnerable schools have been completed in KP. On the basis of the primary data, frameworks for Model District Climate Resilient Plan and School Resilience Plan has been completed. The frameworks are under review, and are scheduled to be shared with the stakeholders for finalisation in the next quarter. The aim is to finalise the Model District Resilient Plans and pilot the School Resilience Plans in 50 identified schools in Punjab and KP in the Third Quarter (April-June 2024).
- c. *Develop Training Content and Training of Teachers and Headteachers of at-risk Schools(Punjab&KP)*: Concurrently, the training modules for teachers and headteachers of at-risk schools are being developed. After conducting field visits to gather data, the TA team has initiated engagement with QAED and DPD teams for scheduling the review and refinement of the training content. Looking ahead, following DPD's review, TA plans to complete the training of master trainers in June, 2024. These trainers will play an important role in disseminating knowledge to teachers and headteachers, ensuring that they are well-prepared to face and overcome the challenges presented by their educational settings.

5. Innovation: Sight for Success – Leveraging the Private Sector for Disability Inclusion in Learning, Punjab & KP

The innovation is designed to address a critical barrier to education and contribute to a more inclusive learning environment. It strategically targeting three key areas: First, addressing undiagnosed vision problems through eyes screening, to identify and address minor vision disabilities, leading to the provision of spectacles and medicine by leveraging local resources (CSR, philanthropy, etc.). Equipping students with proper vision correction, such as spectacles or medication, directly addresses a factor known to hinder learning. Additionally, the innovation seeks to develop a framework for School Education Departments (SED & E&SED) to leverage local resources effectively. This framework, potentially integrated with School Councils/Parent Teacher Councils (SC/PTCs), could involve collaborations with local Corporate Social Responsibility (CSR) initiatives and philanthropic ventures. Furthermore, the innovation aims to

establish inter-departmental collaboration with the Health Department for regular student health check-ups. This collaborative approach, if embedded within the system, paves the way for a more holistic student well-being strategy, ensuring long-term sustainability of vision care interventions within the education system.

This quarter witnessed the successful completion of the design of the innovation by the B-TAG team. In close collaboration with the SED and E&SED the interventions were finalised. The intervention is being implemented in 80 schools across four districts:

- Punjab: Layyah and Gujrat (20 schools each)
- KP: Buner and Khyber (20 schools each)

Within each district, five standalone primary schools have been strategically selected from each Markaz/Circle. All students in grades 3 and 5 within these selected schools will be screened during the next quarter. The student vision screening and provision of spectacles will commence in the next quarter. Instruments for pre and post-assessments have also been designed to evaluate the intervention's impact.

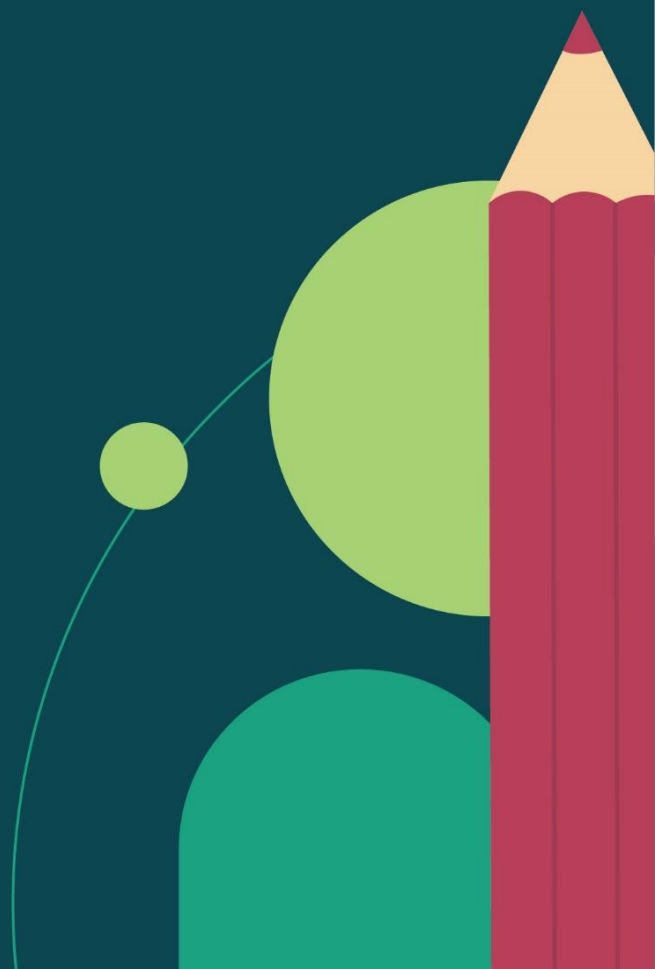
Additionally, to develop a framework for leveraging the private sector support and local philanthropy to support student health in public schools, the innovation team conducted Key Informant Interviews and Focus Group Discussions. This activity engaged 204 participants, including representatives from local traders' associations, businesses, School Councils/Parents-Teacher Committees (SC/PTCs), and education department officials. The findings from this field research are currently under analysis and will inform the development of a CSR/Philanthropy framework for schools at the local level. This framework will be presented to the relevant departments for consideration.

The B-TAG innovation team is also developing a referral framework and an inter-departmental coordination mechanism between the School Education and Health departments. These frameworks will be presented to the respective departments for approval. Additionally, special briefings with both departments, along with visits to the intervention schools, are scheduled for the Third Quarter (April-June 2024)



OUTPUT 2

**Increased Awareness and
Prioritization of Education**



Overview:

B-TAG activities under Output 2 moved beyond traditional parental participation, fostering a fundamental shift in the parent-school relationship. The technical support by B-TAG is strategically empowering parents to become active partners in their children's education. Building upon the comprehensive diagnostic evaluation of existing parental engagement practices during the first quarter, the activities focused on operationalising the innovative parental engagement model at the local level. Consultative sessions with key stakeholders finalised the recommendations for revisiting School Council Policy in Punjab and Parent Teacher Council Guidelines in KP. Furthermore, existing digital content for School Councils in Punjab has been reviewed and is being adapted to be used for PTCs in KP. The engagement efforts by the B-TAG field teams were significant during this quarter, **493** parents were directly reached and mobilised for participation. Parental Engagement Groups (PEGEs) were formed at the tehsil and district levels in Gujrat (Punjab) and Mardan (KP). These groups provide a platform for enhancing awareness, prioritising education as a local agenda, and amplifying parental voice. Orientation and training sessions were conducted to build the capacity of these groups, including the SC/PTC members. By directly engaging parents, equipping them with knowledge and resources, and fostering collaboration, these activities contribute to the overarching objectives of long-term GOAL. This will ensure education remains a policy priority and parents are empowered to play an effective role for ensuring provision of quality education at the school level.

Progress During this Quarter:

1. Engaging and Empowering School Councils: Activities (2.a.1.3, 2.a.1.4, 2.a.1.5, 2.a.1.6, 2.a.1.7, 2.a.1.8 & 2.a.1.9)

- a. *Consultative Sessions on Parental Engagement in Education:* Consultative sessions focusing the recommendations of the diagnostic study on parental engagement were held in Peshawar and in Lahore. These sessions were structured to facilitate informed discussions on strengthening School Councils (SC)/Parent Teacher Councils (PTC) among key stakeholders. The SED Punjab and the E&SED, KP were well represented at the secretariat and directorate levels in both the consultative sessions. Additionally, school principals, and members of SCs and PTCs also participated. The feedback collected during these sessions helped inform the shaping of policy recommendations for revisiting the SC Policy in Punjab and PTC Guidelines, KP.
- b. *Draft recommendations for revisions to the School Council / Parent Teacher Council:* Based on the insights gathered from diagnostic studies and stakeholder consultations, the B-TAG team has formulated a set of comprehensive recommendations aimed at revamping the structure and framework of SCs and PTCs. These recommendations are designed to enhance parental participation in both school governance and classroom learning activities. The recommendations seek to improve the access to quality education by integrating parents more closely into the decision-making and implementation processes that affect their children's education. SED has started the process for revisiting the SC Policy and B-TAG team is providing the required technical support in this regard.
- c. *Review and Adaptation of the Existing Digital Content for School Councils:* A comprehensive review of digital materials designed for SCs under the SC Policy 2013 was completed, culminating in a report that assesses the quality, effectiveness and relevance of these materials in engaging

parents. The review also explored the feasibility of adapting these materials to be used for PTCs in KP, aiming to enhance parental engagement through tailored content. The review identified several content gaps and provided specific recommendations for adapting the digital materials to better suit the needs of PTCs in KP. In consultation with the relevant focal persons from the E&SED, five videos have been selected for adaptation to better serve the needs of PTC members. The adaptation will involve aligning the video scripts with the PTC Manual and translating those into Pashto to ensure broader accessibility and impact across the region. Furthermore, the development of instructional modules targeting PTC members in KP is in progress. These modules are being developed by integrating key insights from recent diagnostic evaluations and consultations focused on parental engagement methodologies. Looking ahead, TA will initiate training for PTC members from 500 schools in a district of KP in May, 2024, marking a significant step in enhancing parental participation in education through structured training and resources.

2. Increasing Parental Awareness of Education: (2.b.1.3, 2.b.1.4, 2.b.1.5, 2.b.1.6, 2.b.1.7, 2.b.1.8, 2.b.1.11 & 2.b.1.12)

- a. *Use data collected by PMIU, Punjab and KP EMA/EMIS to Develop Knowledge Products for Parents and the Community.* The data collected by the Programme Monitoring and Implementation Unit (PMIU), Punjab, the Education Monitoring Authority (EMA), and the Education Management Information System (EMIS) in KP are being used to develop knowledge products for parents and the community. The meetings with technical leads from the SED of Punjab and the E&SED of KP highlighted the need for a user-friendly mobile application. Following this feedback, KP E&SED will enhance its existing mobile application with technical support, while SED Punjab will develop a new app to improve parental access to educational data. These applications will include information on student attendance, assessment scores, and school facilities, aiming to increase transparency and engagement between schools and the community. In addition, the knowledge products will include Parent Guides/Handbooks; Electronic assessment reports, and audio recordings etc. The knowledge products aim to enhance information sharing and improve parental engagement in student learning outcomes. B-TAG will primarily support the curation of content for these knowledge products. The material development for the knowledge products will start in Third Quarter (April-June 2024), and will be done in close collaboration with the counterparts from SED and E&SED by the month of June, 2024.
- b. *Formation of PEGEs at Tehsil and District levels:* B-TAG teams while working closely with the district and tehsil level formations of SED and E&SED successfully formed Parental Engagement Groups at both the Tehsil and District levels in Gujrat (Punjab) and Mardan (KP). At the Tehsil level, 8 Parent Engagement Groups (T-PEGEs) were formed with representatives from SCs/PTCs. These groups then came together at the district level to form District-level Parent Engagement Groups (D-PEGEs), serving as overarching parental groups that span both levels. Subsequent to the formation of these groups, the District Education offices in Gujrat and Mardan have officially recognised PEGEs through formal notifications. In Gujrat, the District PEGE comprises 20 members, including 7 females, and 2 minority members. While the Tehsil PEGEs have 49 members, 19 of whom are female. Mardan's District PEGE has 21 members, 8 female and 1 minority member, whereas the Tehsil PEGEs have a total of 75 members, 32 of whom are female. During the Third Quarter (April-June 2024) the TA team will facilitate integration of the members of these groups into Tehsil and District review meetings.

- c. *Build the capacity of parents' groups at tehsil and district levels, including SC members, to identify the needs of parents and amplify parental voice:* Training materials were prepared during this quarter and the orientation and training sessions were completed for the Parental Engagement Groups in Punjab and KP. The training sessions were held for the newly formed Tehsil and District groups in Gujrat and Mardan. These trainings aim to empower parents to more effectively communicate with educational authorities and enhance educational services. The focus is on helping parent groups, including SC and PTC members, identify parental needs, strengthen their voice, and become active participants in the decision making and implementation processes within the education system.

- d. *Develop videos for Parents' Groups and communities:* Following discussions with the counterparts from SED, Punjab and E&SED, KP, it was highlighted that there is a widespread lack of awareness among parents about the roles and responsibilities of School Councils (SCs) and Parent Teacher Councils (PTCs). To address this, it was decided to develop a 2D animated video that educates parents on the importance, purpose, and methods of parental engagement. This video will be produced in both Urdu and Pashto languages. The video production will be completed in the month of August, 2024

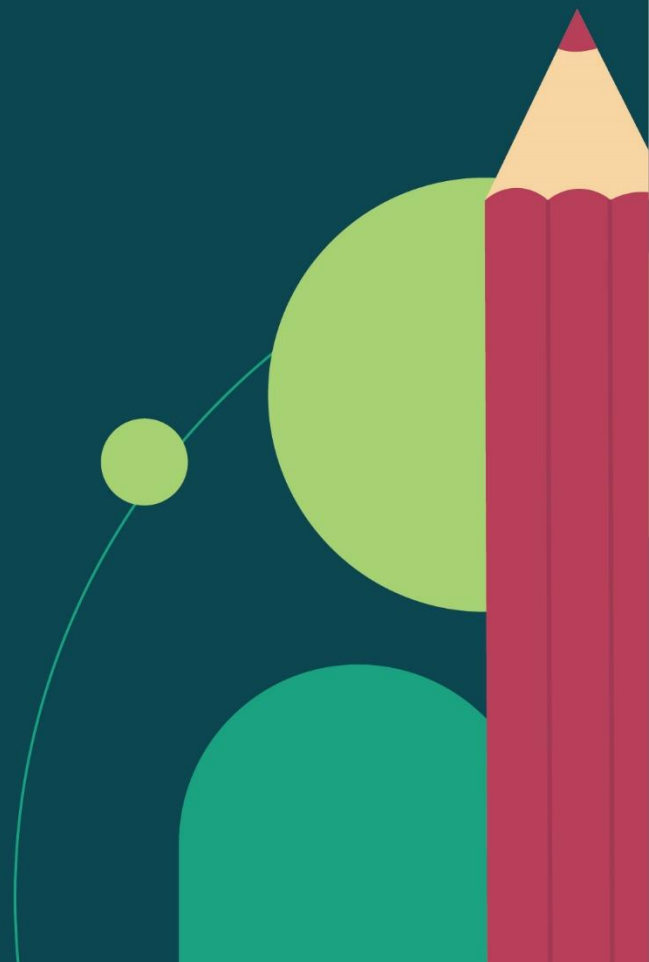






OUTPUT 3

**Improved Teacher Knowledge, Skills,
and Classroom Practice**



Overview:

Building upon the work accomplished during the first quarter, the TA team, in close collaboration with SED and E&SED, prioritised initiatives designed to strengthen teacher capacity and classroom practices in the second quarter. The focus of activities under this output on teachers' professional development complements GOAL's objective of improving teacher knowledge, skills, and student learning outcomes. Activities like diagnostic reports and recommendations for the Khyber Pakhtunkhwa (KP) Teacher Induction Program, and revisions to the Continuous Professional Development (CPD) Elementary Framework in Punjab will contribute to a more robust foundation for new teachers and enhance the quality of ongoing professional development for the existing teachers. Piloting a CPD Elementary Framework in KP allows for the testing and refinement of new approaches to teacher development in core subjects like mathematics, science, and English, paving the way for a scale-up.

Similarly, the findings from the capacity assessment of District QAEDs in Punjab provide valuable insights for optimising in-service training and support structures, further empowering teachers. The establishment of feedback loops between classroom observation data, teacher training, and curriculum development in both provinces through the notification of intra-departmental committees fosters a data-driven approach that will help inform and improve classroom practices, and teaching and learning methodologies. By addressing these critical areas, B-TAG's work lays the groundwork for a more skilled and empowered teaching force. Thus leading to improved classroom practices and enhanced student learning experiences across Punjab and Khyber Pakhtunkhwa.

1. Support for Newly Inducted Teachers and Teacher Training: Activities (3.a.1.1, 3.a.1.2, 3.a.1.3 & 3.a.1.4)

- a. *Diagnostic and Recommendations for Improving the KP Teachers' Induction Programme:* Given the recent changes in KP's education system, including the creation of the Directorate of Professional Development (DPD) and the hiring of over 2,500 School Leaders (SLs), there's been a demand to evaluate and refine the Teachers Induction Programme (TIP). In response, the B-TAG team, in collaboration with E&SED, undertook a diagnostic study to assess the TIP's effectiveness and identify areas for improvement, incorporating feedback from a broad range of stakeholders. A comprehensive diagnostic was completed in the previous quarter. During this quarter, the findings regarding TIP design, delivery, and the need for certification have been reported, and detailed recommendations and actionable items have been shared with DPD and DCTE for the improvement of TIP during this quarter. These include revising the TIP design through increasing focus on subject-based pedagogy, adding a mandatory practicum component, increasing the frequency of face-to-face sessions, ensuring effective delivery through improved digital infrastructure with an increased role of Regional Professional Development Centres (RPDCs) in designing and monitoring the programme as well as introducing certification of the TIP. Implementing these recommendations will significantly contribute to new teachers' professional development, support, and instructional effectiveness, leading to better student learning outcomes.
- b. *Support DPD and DCTE in Developing Service Rules, KP:* During this quarter, the draft service rules/placement policy for both the DPD and the DCTE have been finalised on the basis of detailed review and feedback sessions with representatives from both the directorates. The draft rules, in line with E&SED notified policies, provide a detailed regulatory framework for the placement of directorate staff, the composition and terms of the selection/placement committees, eligibility

criteria for the selection of facilities, etc. The rules will be presented in the next Service Rules Committee Meeting for approval.

- c. *Capacity Assessment of District QAEDs Punjab*: The TA team followed up on capacity assessment meetings from the last quarter and led the development of a diagnostic tool distributed across all 43 district QAEDs through the Director General's office. Although data collection was initially slow, the team has been able to extract comprehensive information, setting the stage for a detailed capacity assessment report during the month of June, 2024. The key insights from this data highlight significant changes since the shift from Directorate of Staff Development (DSD) to Quaid-e-Azam Academy for Educational Development (QAED) in 2017. These include discontinuing some educational programs and focusing on two main university-affiliated programs: a four-year B.Ed. honours and a 1.5-year B.Ed. Despite a target of 100 students per program annually, enrolment is much lower than expected. Challenges such as nearly 50% of teaching positions being vacant, limited non-salary budgets, and deficient infrastructure facilities are major hurdles.

2. Continuous Professional Development(CPD) Punjab and KP (Activities 3.b.1.1, 3.b.2.1, 3.b.2.2, 3.b.2.3)

CPD Elementary Punjab and KP

- a. *Review and Revise the Framework for CPD-Elementary, Punjab*: In Punjab, QAED supported by PESP II (Extended), successfully piloted a CPD framework for Elementary Teachers in Mianwali, Dera Ghazi Khan, and Lahore from January to March 2021. This pilot tested various aspects of the framework and provided valuable insights. Based on these learnings and findings from the field, the B-TAG team, along with QAED, has successfully completed the review and revision of the CPD-Elementary Framework. The framework underwent revision through multiple consultations between the TA team and QAED from October 2023 to February 2024. The revised framework consists of four key activities, including: i.) Personal learning hour; ii.) Teacher Learning Forums; iii.) Classroom Observations; and iv.) Subject-based Professional Communities. As a next step, the revised CPD Elementary Framework will be piloted in *Sheikhupura* and *Nankana Sahib*. The activities for the development of the pilot included developing specific practices for the Classroom Observation Tool (COT), conducting a review workshop to finalise these practices, creating subject expert modules in English, Science, and Math, and developing a training module for headteachers. Additionally, lesson plans, assessment items, and strategy-based video scripts have been prepared, with production currently underway. The content will be accessible on the QAED's Training Management System (TMS) for self-study during the Third Quarter (April-June 2024). This phase will also involve headteachers and subject experts in classroom observations and subject-based pedagogy sessions.
- b. *Design and Pilot CPD elementary Framework (Math, Science, English, for grade 6) in 2 selected districts in KP*: While CPD for primary teachers has been functional for several years in KP and has shown promising results, there has been a high demand in the province for the development and implementation of a CPD model for elementary teachers. B-TAG has successfully developed the CPD Elementary Framework (Math, Science, English- Grade 6) for KP during this quarter. The framework has been developed while working closely with the DPD team in extensive consultations between October 2023 and February 2024. The framework will be piloted in *Malakand* and *Peshawar* during the Third Quarter (April-June 2024). The activities for the development of the pilot included developing specific practices for the Classroom Observation Tool (COT), conducting a review workshop to finalise these practices, creating subject expert modules in English, Science,

and Math, and developing a training module for headteachers. Additionally, lesson plans, assessment items, and strategy-based video scripts have been prepared, with production currently underway and will be completed in the month of June, 2024.

3. Classroom Observation: (3.c.2.5, 3.c.2.6)

- a. *Establish Feedback Loops between Classroom Observation Data, Teacher Training, Teaching and Learning Material Development, etc.:* In KP and Punjab, multiple departments within the Provincial Education Departments manage diverse yet interconnected aspects of school education. QAED in Punjab and the DPD in KP are responsible for teacher training and developing educational materials. The DCTE in KP and the PEC in Punjab handle student assessments for grades 1-8, along with related research and material development. Additionally, the PMIU in Punjab and the EMA in KP gather data on school operations, including teacher performance and student retention. Other attached departments, such as Punjab Curriculum and Textbook Board (PCTB) and The Khyber Pakhtunkhwa Textbooks Board (KPTBB), focus on curriculum development and textbooks. B-TAG team conducted a diagnostic of the disconnect between classroom observations, assessments, curriculum, textbooks, teacher training, etc., in Punjab and KP during the last quarter. In line with the findings of the diagnostic, both SED and E&SED established intra-departmental committees to address the identified challenges. Following this, Punjab established an Intra Departmental Coordination Committee in January 2024, led by the Special Secretary SED, involving all relevant department heads (attached and autonomous). The committee's Terms of Reference outline strategies for inter-departmental collaboration to boost educational outcomes. Similarly, KP announced the creation of the Education Assessment Forum, led by the Additional Secretary E&SED. This committee focuses on refining assessment practices to improve student learning. The Forum's initial meeting was held on 28 February 2024, under the leadership of the Additional Secretary E&SED, with participation from the Deputy Secretary E&SED, Chairs of different Boards of Intermediate and Secondary Education, and the B-TAG team. The TA team shared the findings of the diagnostic with the participants.
- b. The meeting in Punjab was planned for the first week of March but rescheduled to the next quarter by the Secretary due to large scale transfers in SED.

4. Science and Mathematics Education 3.d.1.1/3.d.1.2 (Implemented by PAMS)

- a. *Science and Mathematics Education in Punjab:* The ongoing STEAM education initiatives in Punjab have shown considerable progress this quarter with implementation across the districts of Bahawalpur, Rahimyar Khan, Multan, and Dera Ghazi Khan. The STEAM Club initiative reached a significant number of schools and students. Bahawalpur demonstrated the highest engagement, with 30 schools participating in 97 mentorship sessions, 198 activities, 87 teacher hub meetings, and 78 demonstrations. Participation varied across other districts, with Multan, Rahimyar Khan, and Dera Ghazi Khan reporting lower activity levels. Selection criteria prioritized middle, high, and higher secondary schools with higher enrolment and retention, and maintained a 60:40 girls' to boys' school split. Overall, the initiative engaged a significant number of students and teachers, with Bahawalpur leading the way.

- b. Science and Mathematics Education in KP:** The STEAM pilot progressed in Khyber Pakhtunkhwa during the second quarter. E&SED identified and notified the schools for the pilot in five selected districts (Peshawar, Swabi, Khyber, Shangla, Abbottabad), that included 3 rural and two urban districts (the urban districts having a good mix of Pushto and Hindko speaking populations) paving the way for upcoming orientation sessions. The key activities included securing departmental endorsement and establishing a STEAM policy unit within E&SED for alignment with educational policies. Following evaluations, 150 schools (30 Girls' Schools and 120 Boys' Schools) were selected for the pilot. Registration via a dedicated STEAM portal commenced, and 17 schools completed the process by quarter-end.





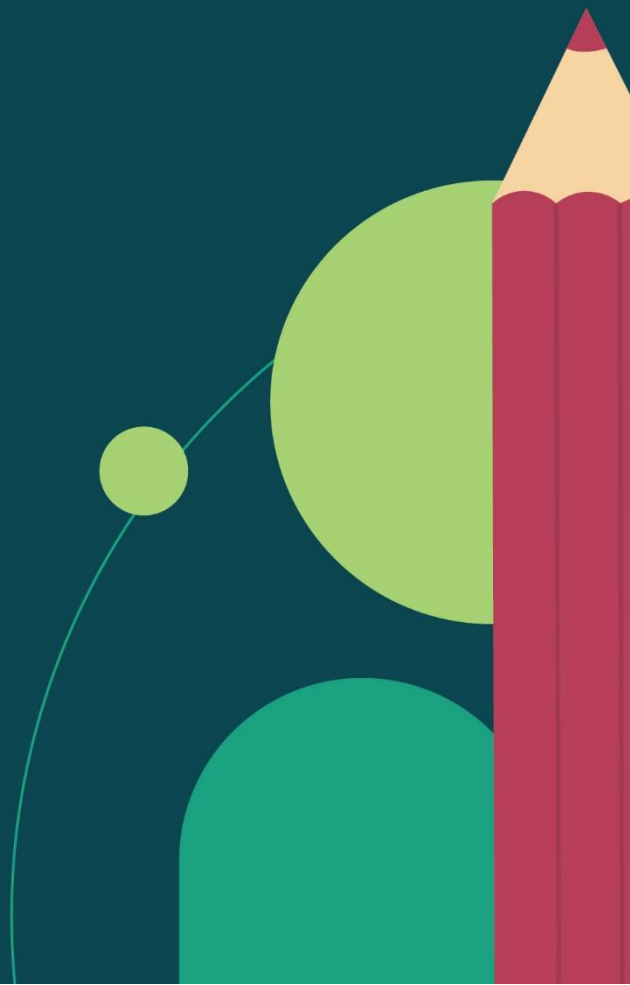
Training of Education Delivery Managers and On-the-Job Support in KP





OUTPUT 4

**Learning Facilitated Through Quality
and Guided by Assessments**



Broad Overview/Context:

During the quarter, B-TAG's activities under Output 4 progressed with a focus on strengthening assessment practices and learning resources to contribute towards better classrooms and improved learning outcomes. The TA team's activities contributed towards enhancing assessment capacities of SED and E&SED during this quarter. The TA supported DCTE in improving its assessment and reporting skills. Similarly, the assistance to PEC proved instrumental in the progress for the development and piloting School-Based Assessments (SBA). The pilot programme improving the foundational skills in Punjab and KP is being developed and is due to start in early next quarter. This pilot will utilize diagnostic assessments to identify student needs and inform targeted interventions. The collaboration with DPD KP, during the quarter helped improve lesson planning, informed by student learning data. Similarly the work on Multigrade teaching in Punjab and KP will inform the consolidation and expansion of successful MGT practices. This includes scaling up Punjab's MGT pilot to 5,000 schools and implementing a programme for 400 schools in KP. By focusing on both assessment and learning resources, B-TAG is creating a data-driven learning environment. Assessments will identify student needs, while learning resources are aligned with provincial priorities. This comprehensive approach ensures quality resources guide effective instruction and inform future decision-making for improved learning outcomes.

1. Foundational Learning: Remedial Programme in Punjab & KP (4.a.1.5, 4.a.1.6)

- a. *Fortifying Foundational Learning: Remedial Pilot in Punjab and KP:* This quarter witnessed the successful launch of a *Remedial Learning Pilot* in Punjab and KP by the B-TAG team.

Targeting Grade 2 students, the pilot aims to enhance teachers' capacity to reinforce foundational literacy and numeracy concepts, drawing inspiration from The Citizens Foundation's established approach. The TA team developed diagnostic tools for the subjects of English, Math, and Urdu. These tools were meticulously designed to align with Student Learning Outcomes (SLOs) for KG and Grade 1, incorporating additional SLOs for grade progression. Based on these a total of 113 lesson plans were developed for English, Urdu, and Mathematics. To facilitate effective program implementation, a comprehensive 3-day training module was developed for the teachers. This content, along with the teaching and training materials, underwent rigorous review and finalisation in the workshops organised with QAED and DPD teams in Lahore and Peshawar.

- b. *Pilot Implementation in Punjab:* A total of 100 schools were selected in collaboration with QAED in District Kasur. Additionally, 18 Master Trainers (MTs) were selected and a 3-day intensive training was administered. In March, the TA team organised the training of the teachers, facilitated by the trained MTs, for 188 teachers (two per selected school) on delivering the tailored remediation



Remedial Learning Pilot- Content Development

A. Diagnostic Tools -44 Assessment Items:

- English(Written): 10
- English (Oral): 8
- Urdu (Written): 10
- Urdu (Oral): 10
- Mathematics: 16

B. 113 Lesson Plans

- English: 56
- Urdu: 33
- Mathematics: 24

C. 102- Study Packs

D. 03 Day Training Module for Teachers



programme. The TA will start providing ongoing support to teachers, ensuring the effective implementation of the pilot from the next quarter.

- c. *Pilot Implementation in KP:* The TA team with guidance from the DPD, selected 100 schools in Charsadda district. Additionally, 12 Master Trainers were identified from the existing DPD pool and were given a two-day intensive training in March. The training for teachers has been scheduled for early April. Similarly, diagnostic assessments will be conducted at the beginning of the new academic year.

Following this, the six-week remediation programme will commence in the selected schools, with the goal of evaluating its impact on students' foundational skills through a combination of assessments, teacher surveys, and the inclusion of control schools to ensure an accurate measure of programme's effectiveness.

188:

- d. *Pilot Program Evaluation:* The pilot programme's impact on foundational learning will be assessed through a rigorous evaluation plan in the Third Quarter (April-June 2024). It includes, Pre and Post-Diagnostic Assessments in English, Math, and Urdu to measure student progress in foundational skills before and after the six-week intervention; Teacher Perception Surveys will be conducted to gather insights into the programme implementation and potential areas for improvement. The pilot also includes 20 control schools in each province (KP and Punjab) which will allow for a more accurate measure of the programme's effectiveness by comparing student achievement in treatment and control groups. This comprehensive evaluation approach aims to determine the pilot program's impact on strengthening foundational skills and inform decisions regarding wider implementation.

Remedial Learning Pilot - Training of Teachers

18 Master Trainers Trained – Punjab

12 Master Trainers Trained – KP

188 Teachers Trained-Punjab
(03 Day Training)

2. Technical Assistance and Support for the Assessment Systems in KP and Punjab (4.b.1.1, 4.b.1.2, 4.b.1.3, 4.b.1.4, 4.b.1.5)

During the current quarter, the B-TAG team made significant headway with the Punjab and KP education departments, focusing on enhancing assessment strategies and teacher support programmes. Key activities and achievements include:

- a. *Support DCTE for Comprehensive Assessment Reporting:* B-TAG team provided technical assistance for enhancing DCTE's Data Analysis and Management capacity for comprehensive assessment reporting. A five-day training workshop was organised for the DCTE team to enhance the DCTE's data analysis and management skills. The training was attended by 14 Subject Specialists from DCTE. The training focused on standardised item writing skills, qualities of good items and the importance of assessment rubrics in the light of Bloom's Taxonomy. The training covered the challenges around validity and reliability of assessments. The participants were provided with hands-on skills on item writing with a special focus on science and languages, refining assessment practices and were also introduced with psychometrics.
- b. *Development and Implementation of a School-Based Assessment System for DCTE in Collaboration with Punjab Education Commission (PEC):* DCTE currently lacks a Formative Assessment system and a structured School-Based Assessment (SBA) framework. B-TAG team is working to address this gap building upon the learnings from Punjab's progress in these areas. After productive discussions, PEC has agreed to provide DCTE access to its School-Based Assessment (SBA) software and provide

technical support. This collaboration will include the development of additional SLOs and their incorporation into the SBA software for a pilot test in a KP district in the Third Quarter (April-June 2024).

- c. *SBA System Pilot in 1 District of KP*: Due to the national and provincial elections in February 2024, the SBA system pilot was rescheduled for the Third Quarter (April-June 2024). Planned activities include meetings between PEC and KP's E&SED for system demonstrations, finalising SLOs, developing assessment items, and training for DCTE staff and teachers on software usage. This SBA availability in KP aims to provide teachers with regular, reliable assessments of student learning levels to better tailor their teaching strategies.
- d. *Pilot Plan for School-Based Formative Assessment in Punjab*: The B-TAG team remained actively engaged with PEC during this quarter to understand the Formative Assessment pilot and to identify specific expert and the institutional needs. PEC expressed the need for a consultant to evaluate the FA pilot, offer improvement suggestions, and devise a scaling strategy. The TA is in the process of selecting this consultant for engagement in the upcoming quarter.

3. Improved Lesson Planning (4.c.1.1)

During this quarter, the TA team focused on enhancing the implementation of Scripted Lesson Plans (SLP) in KP, an initiative to boost the quality and effectiveness of teaching by ensuring lesson plans are standardised and adaptable to student needs.

- a. *Technical Support for DPD for Improved Lesson Planning*: B-TAG focused on identifying and addressing gaps in SLP implementation. A comprehensive survey was conducted. The survey garnered responses from 2,076 stakeholders. FGDs were conducted in Peshawar, Nowshera and Swabi. A total of 49 teachers and officials participated in these FGDs. The team also engaged in consultations with the DPD and the DCTE to refine its understanding and formulate collaborative recommendations.
- b. *Recommendations for E&SED*: Based on the findings, the B-TAG developed and shared recommendations with E&SED for improved lesson planning. The key recommendations included:
 - Design a specialized teacher training programme aimed at bolstering SLP implementation and distribution;
 - Create specific SLPs tailored for multigrade classrooms to address the unique challenges they present.
 - Enhance the capabilities of School Leaders and Head Teachers to support and promote SLP usage.
 - Establish professional learning communities to foster ongoing dialogue and sharing of best practices among School Leaders (SLs), Assistant Sub-Divisional Education Officers (ASDEOs), Head Teachers, and teachers.



SLP Stakeholders

2076 Survey Respondents:
 518 Head Teachers
 1,438 Primary School Teachers
 41 ASDEOs
 79 School Leaders

49 FGD Participants
 (Nowshera, Swabi)

4. Multigrade Teaching in Punjab and KP

(4.d.1.1, 4.d.1.2, 4.d.1.3, 4.d.1.4, 4.d.1.5, 4.d.1.6)

In recognition of multigrade teaching's (MGT) prevalence, building upon PESP-II (Extended)'s work, TA's efforts during this quarter focused on improving its implementation in Punjab and piloting it in KP. Given that MGT is employed in an estimated 85% of schools in Punjab and 79% in KP, a comprehensive situation analysis was undertaken to gain a thorough understanding of current practices and teachers' challenges in both provinces.

- a. *Multigrade Teaching Situation Analysis in Punjab:* A comprehensive situation analysis was conducted to assess multigrade teaching (MGT) practices in Punjab. The analysis incorporated insights from the existing MGT strategy, the 2021 PESP-II (E) pilot programme, and the feedback from in-depth interviews with 22 MGT-trained teachers (10 female, 12 male) across 9 Districts. The overwhelming majority (82%) of interviewed teachers reported satisfaction with the 2021 MGT pilot training and its impact on their classroom practices. The analysis also identified challenges faced by teachers, including a need for refresher training, ongoing in-school support mechanisms, and professional learning opportunities.

To address the identified challenges and capitalise on the success of the 2021 PESP-II pilot, the situation analysis recommends a multi-pronged approach with the following key actions: Firstly, notification of the Draft Punjab MGT Strategy and refining of training content based on the pilot's insights will provide a stronger foundation for the scale up of MGT in Punjab. Secondly, integrating MGT training into existing teacher training programmes and enhancing the capacity of Head Teachers and AEOs to ensure long-term sustainability. Finally, developing a dedicated Classroom Observation Tool (COT) and fostering professional learning communities to promote effective classroom practices and collaboration among teachers.

- b. *Multigrade Teaching Situation Analysis in KP:* The situation analysis in KP revealed that multigrade teaching is happening in an approximately 79% of the schools. The challenges faced by E&SED included, managing classrooms with diverse grade combinations, ensuring comprehensive curriculum coverage, and a lack of necessary resources for the teachers. Additionally, limited opportunities for MGT-specific professional development and professional networking were identified as barriers. To address these issues, the analysis recommends a multi-pronged approach for E&SED. The key recommendations include: firstly, the notification of the existing draft MGT & Learning Strategy, conducting curriculum mapping for a clear framework and facilitating better integration of learning objectives across grades. Secondly, targeted MGT training for teachers to equip them with the necessary skills, while building the capacity of Head Teachers and School Leaders will ensure effective support within schools. Finally, integrating MGT training into teacher education programmes and establishing structured peer learning opportunities will foster a long-term, collaborative approach to improving MGT practices in KP classrooms.
- c. *Scale-up of the MGT in Punjab:* Building upon the insights gleaned from the situation analysis and the earlier pilot, B-TAG while working with SED is poised to significantly expand the MGT intervention in Punjab. The programme will target 5,000 schools, with a comprehensive training module designed to equip teachers with the necessary skills for multigrade teaching. This newly developed and approved training module covers MGT practices, strategies, and guidelines. Additionally, it incorporates practical sessions on developing academic calendars and lesson plans, alongside effective Formative Assessment (FA) strategies. Following a rigorous two-day review at QAED, the module is now ready for deployment. Utilising a cascade model, B-TAG plans to train 20,000 teachers, across the selected schools, in the upcoming quarter. This large-scale training effort

aims to significantly enhance the capacity of the teachers to effectively implement MGT practices in their classrooms.

- d. Similarly, in KP, a pilot MGT training program will be initiated in 400 three-teacher schools across Swabi, Nowshera, and Mardan. Following the development and review of a comprehensive training module in February, covering MGT practices, strategies, guidelines, and practice sessions on the development of academic calendars and lesson plans, as well as FA strategies. A series of 3-day trainings for 11 Lead Master Trainers (7M, 4F). was conducted in Peshawar from March 22 - 24, 2024. A 4-day training of 92 Master Trainers has been conducted in Swabi, Nowshera, and Mardan by LMTs from March 28 to April 1, 2024, that included 32 MTs in Nowshera (16M, 16F), 20 MTs in Swabi (11M, 9F) and 32 MTs in Mardan (16M, 16 F), setting the stage for the training of 1,240 teachers from April 3 to 8, 2024, in all three districts.

5. Innovation: Promoting Foundational Literacy and Numeracy using Artificial Intelligence (AI) and Machine Learning Punjab

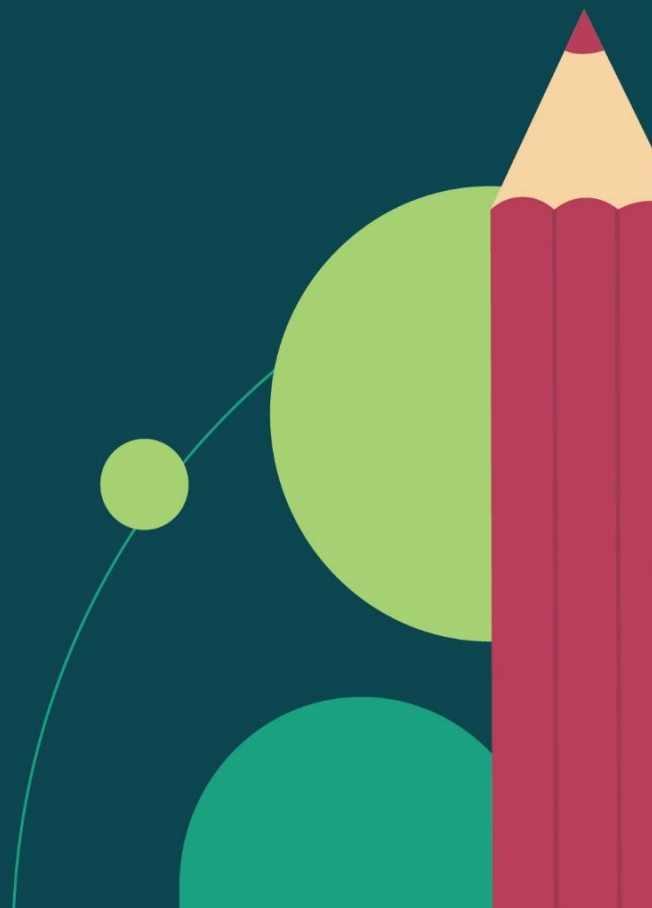
The innovation addresses the persistent issue of low student achievement in fundamental literacy and numeracy by using AI and data analytics. Through personalized learning experiences, it actively engages and motivates children, leading to improved learning outcomes. During this quarter, B-TAG team covered a significant distance for the pilot programme in Punjab aimed at enhancing foundational literacy and numeracy among students. The programme encompasses 50 schools, divided into 30 treatment schools where the intervention is implemented and 20 control schools for comparison. A balanced representation by gender and geographical location is ensured within the sample. The initiative focuses on developing skills aligned with the 20 development goals outlined in the National Curriculum. To support this targeted approach, the B-TAG Technical team created a dedicated application, “*LittleLab*”, for tracking student progress in these critical areas.

This quarter witnessed a series of capacity-building activities. The TA team organised a four-day training session for 30 teachers and 18 community volunteers at the district QAED Kot Lakhpat. The training covered a range of topics, from fostering a growth mindset to effective technology integration in the classroom. Additionally, pre-assessments were conducted in all the selected schools. After a one day training of a team of 50 assessors which mostly included AEOs, the pre-assessment was conducted. The assessment employed a combination of classroom observations and data collection to evaluate current teaching practices and student performance in literacy and numeracy. The assessments revealed significant variations in student achievement across both subjects, along with notable age discrepancies among students. Based on the pre-assessment findings, the B-TAG team has developed tailored lesson plans to address the specific needs identified within the program schools. These lesson plans will be disseminated through an online platform in the next quarter, with ongoing monitoring facilitated by AI tools. The programme’s effectiveness will be comprehensively evaluated using pre- and post-assessment data, classroom observations, and feedback from teachers. The innovation is currently being rolled out and results will be assessed and shared by the end of August, 2024



OUTPUT 5

**Improved Planning and Management
at the School, District, and Provincial
Levels**



Broad Overview/Context:

The activities under Output 5 directly address the critical need for improved planning and management across the education system in Punjab and Khyber Pakhtunkhwa (KP). Strengthening these practices will ultimately contribute to increased access for all students, especially girls and children from marginalised communities and help them learn better. A significant focus of this output is on building districts capacities. During this quarter, the TA team successfully trained **1061** district-level education managers across Punjab and KP. These trainings equipped participants with essential skills and knowledge in strategic planning, budgeting, and leadership. This will empower them to make informed decisions regarding resource allocation and program implementation at the district and sub-district levels, directly impacting the quality of education services available in schools. The TA support for the SED and E&SED through predictive modeling is a novel approach that will provide both departments with valuable data-driven insights. This quarter witnessed completion of data collection for the simulation exercise. A cluster of activities completed during this quarter focused on promoting a more holistic approach to education by enhancing the role of sports in schools. The situation analysis of sports in school was completed during this quarter and building upon the TNA of PETs a comprehensive training of **229** Physical Education Teachers (PETs) in 11 districts in KP was completed. Similarly, the development of the draft KP Sports in Schools Strategy will leverage sports as a critical element for promoting tolerance, equity, and respect for diversity in schools across the province.

Support for developing Quarterly Budget Execution Reports assists the SED and E&SED to improve financial transparency and ensure efficient resource utilization. Ongoing TA support is provided to Punjab Management Information Unit (PMIU) for the Schools Improvement Framework (SIF) and E&SED for the School Status Index (SSI). Additionally, support for establishing the Strategic Planning Unit (BARGAD) in Punjab will strengthen planning and management capacities, allowing for the development of targeted strategies to improve access and quality education for all. By focusing on improved planning and management at all levels, the activities actively contribute to removing barriers to education and fostering a more inclusive and equitable education system in Punjab and KP.

Progress During the Quarter:

1. Optimizing Resources for Performing Classroom: Planning, Budgeting & Leadership Training for District Delivery Managers (5.a.1.1, 5.a.1.2, 5.a.1.3, 5.a.1.4, 5.a.1.5, & 5.a.2.1, 5.a.3.1)

a. *Support to Delivery Managers for Better Planning, Budgeting and Leadership in Punjab and KP:*
This quarter saw the successful completion of the first wave of the training programme for the District Delivery Managers in both Punjab and KP. These programmes aimed to enhance planning, management and budgeting skills at the district level. Building upon the foundation laid by the PESP-II programme, B-TAG conducted a comprehensive refresher training across all the districts in Punjab. This training programme engaged a total of **513** District Delivery Managers, including a noteworthy figure of **188** women managers. This not only exemplifies B-TAG's commitment to diversity and inclusion and highlights the program's reach across various education service delivery roles at the district and local levels. Notably, the training participants included CEOs, DEOs, Deputy DEOs, AEOs, and District QAED Heads. Similar momentum was observed in KP, where a total of **548** education managers benefited from the training sessions including **109** female managers. These sessions focused specifically on equipping participants with essential skills for improved planning and budgeting within their respective districts. By successfully delivering this training, B-TAG has taken a significant step towards strengthening the capacity

of district-level education management in both Punjab and KP. These enhanced planning and budgeting skills have the potential to positively impact the overall efficiency and effectiveness of educational delivery within these provinces. By successfully delivering this training, B-TAG has taken a significant step towards strengthening the capacity of district-level education management in both Punjab and KP. These enhanced planning and budgeting skills have the potential to positively impact the overall efficiency and effectiveness of educational delivery within these provinces.

Participants-Punjab

Total	By Gender		By Designation					
	Male	Female	CEOs	DEOs	Dy. DEOs	AEOs	QAED	(DD,AD, etc)
513	325	188	22	84	177	189	8	

Participants-KP

Total	By Gender		By Designation					
	Male	Female	DEOs	DDEOs	SDEOs	ASDEOs	ADEOs	Others
548	439	109	23	30	100	198	98	99

- a. *On the Job Support for Delivery Managers:* Recognising the importance of long-term impact, B-TAG teams are providing essential post-training support for district education delivery managers in both Punjab and Khyber Pakhtunkhwa (KP). This goes beyond simply delivering training and emphasises building capacity through practical application. This support takes the form of on-the-job support as managers plan and develop their district plans. B-TAG teams are actively working with them, offering feedback and fostering a dynamic environment where planning is not a static process, but rather a continuous cycle of improvement. This approach ensures that the skills and knowledge gained during the training are effectively translated into action, ultimately leading to more effective district-level planning and management of education services.
- b. *Support DPD in developing a CPD model for delivery managers and Courses for DEOs-KP:* In collaboration with the DPD, the TA team is finalising a comprehensive CPD model for district education delivery managers in KP. This model will serve as a framework for ongoing professional development opportunities, ensuring managers can maintain and enhance their skills over time. The finalisation process incorporates the valuable data gleaned from the recent training programmes conducted for delivery managers across KP. Analyzing these findings allows the TA team to tailor the CPD model to address specific needs and knowledge gaps identified among participants. This data-driven approach ensures the model offers targeted and relevant professional development opportunities. Furthermore, the model will inform the development of future training courses specifically designed for District Education Officers. The development of these courses will

commence upon finalisation of the CPD model. Following development, the newly designed courses will be submitted to the DPD team for review and feedback during the third quarter (April – June 2024). By providing technical assistance to DPD for development of a robust CPD model for the DEOs and developing targeted training courses, B-TAG is investing in the long-term capacity building of district-level education management in KP. This will ultimately contribute to improved planning, implementation, and overall effectiveness of education service delivery at the school level.

- c. *Refresher Training on Leadership Skills for the Delivery Managers-Punjab (CEOs, DEOs, etc.):* This activity, originally planned for the first quarter, was successfully completed in Khyber Pakhtunkhwa (KP) during that timeframe. In Punjab, the training program on leadership skills for District Education Delivery Managers was designed to be conducted in three cohorts. While the training session for South Punjab Districts was completed as planned, the sessions for CEOs from Central and North Punjab had to be rescheduled due to directives from the Election Commission of Pakistan. This quarter witnessed the successful completion of the remaining training cohort for the CEOs organized at District QAED Lahore. A total of **33** District managers participated in the training during this quarter. B-TAG has been able to provide Leadership for Excellence in Education Management training over the two quarters to a total of **120** education managers in Punjab and KP.
- d. *Organise Two (2) Inter-provincial Experience-sharing Conferences:* The successful holding of the first ever Inter-provincial Conference on Education Reforms organised by the B-TAG team resulted in a significant step towards fostering collaboration and knowledge exchange within the education sector. The conference facilitated a valuable platform for learning from each other's experiences, fostering mutual understanding and identifying potential areas for adaptation or replication. The recent collaboration between PEC and DCTE for strengthening of School Based Assessments in KP is evidence of this culture of learning from each other. Beyond the immediate knowledge exchange, the conference served as a critical step towards creating a community of practice among education department officials. This platform for ongoing dialogue and collaboration will allow for a continuous exchange of experience, knowledge, and learning between Punjab and KP. The envisioned rotating hosting arrangement for future conferences further strengthens this commitment to sustained interprovincial collaboration. The next conference is scheduled for the Third Quarter (April-June 2024), and is expected to build upon the momentum generated by this inaugural event. B-TAG by facilitating ongoing knowledge exchange and fostering a collaborative spirit, is contributing to the improvement of education practices across both provinces.

2. Strengthening Data and Decision Support Systems at SED and E&SED (5.b.1.1, 5.b.1.2, 5.b.2.1 & 5.b.2.2, 5.b.3.1 & 5.b.3.2)

- a. *Review the School Improvement Framework and support PMIU in resolving issues in its implementation:* During this quarter, the TA teams work led to notable progress in implementing the School Improvement Framework (SIF). Despite being inactive for the last two years, the TA team's efforts to revive SIF have started to show results. The TA team has been successful in securing a directive from the Secretary addressed to PMIU for resolving implementation obstacles. A comprehensive session with PMIU staff further helped initiate actions required for necessary fixes focusing on operational, structural, and financial challenges. The PMIU is committed and willing to resolve all the implementation challenges faced so far.

- b. *Review the School Status Index and Support the E&SED in Resolving Issues in its Implementation:* The TA team undertook a thorough analysis of the School Status Index (SSI) in KP, including assessment of available IT infrastructure, human resources, etc. The key information has been culled out through a series of meetings with EMIS team and stakeholder feedback. The next steps involve the modification of the software and training of technical staff and end users for the effective implementation of the SSI. This collaboration aims to enhance SSI's effectiveness in guiding decision-making and resource distribution within E&SED. The findings of the analysis have been shared with the Secretary E&SED.
- c. *Support SED & E&SED for Resource Optimisation based on the Evidence Generated through Simulation/Predictive Modelling to Improve Inputs and Processes at School Level:* B-TAG teams in Punjab and KP are working on data-driven strategies, which include simulation modelling and predictive analytics, to optimise resources and improve processes within SED and E&SED. This initiative, currently in the data collection phase, promises to offer evidence-based insights for better resource allocation and school-level process improvements. The predictive modelling exercise for Punjab and KP is well underway and is due to be completed in September, 2024). By integrating simulation and predictive modelling, SED and E&SED will be equipped to make well-informed decisions, ensuring efficient resource use, and process improvement resulting in improved education outcomes for students in Punjab and KP.
- d. *Support SED & E&SED in developing quarterly Budget Execution Reports. Punjab & KP:*

Given the interim dispensation in the provinces (till February 2024), the current fiscal year is uniquely structured for expenditure tracking. Article 126 of the Constitution limits caretaker governments to authorise expenditures for four months. The provincial government requires caretaker cabinet approval to allocate funds from the consolidated fund for a four-month cycle, departing from the conventional quarterly approach. Therefore, for the BER, the budget data for November 2023-February 2024 was used to develop the BERs. The Budget Execution Reports (BERs) for the Quarter FY 2023-24 (Nov – Feb) have been shared with the respective departments. The TA teams also held meetings with the budget and planning wings of SED and E&SED to identify obstacles in the efficient utilisation of available resources and discuss various measures to overcome these challenges.

3. Conducive Learning Environment and Sports to Promote Tolerance, Equity and Respect for Diversity

(5.c.1.1, 5.c.1.2, 5.c.2.1, 5.c.2.2, 5.c.2.3, 5.c.2.4, 5.c.2.1)

During the quarter, the TA team made significant progress in leveraging sports as a critical element for promoting tolerance, equity, and respect for diversity in schools across KP.

- a. *Situation Analysis of Sports in Schools in KP:* A comprehensive situation analysis of Sports in Schools was completed successfully during this quarter. The situation analysis assessed the existing state of sports facilities, programmes, and resources available to the schools in KP for sports. Drawing on data from E&SED and insights from discussions with key stakeholders, including Physical Education Teachers (PETs), Headteachers, Director Sports E&SED, etc., the analysis explored the condition of sports infrastructure in schools, integration of sports into educational curricula, the professional development needs of PETs, and the budgets allocated to sports activities. The findings of the situation analysis were shared with the E&SED officials.

- b. *Development of Sports in Schools Strategy for E&SED KP:* The TA team has successfully completed the development of the Sports in Schools Strategy for KP. Recognizing the multifaceted benefits of sports, the draft KP Sports in Schools Strategy positions sports as a key component of holistic education for creating a more conducive learning environment, promoting girls' education, and fostering tolerance, equity, and harmony in the schools. The strategy acknowledges the positive impact of sports on students' cognitive, social, and emotional development. The strategy prioritises the creation of inclusive sports opportunities for all students, with a particular focus on girls. By providing safe and encouraging spaces for girls to participate in sports, the strategy aims to break down barriers that may limit their participation. The strategy also emphasises the role of sports in helping students learn tolerance, equity, and harmony within the school environment. The strategy aligns with the E&SED policy parameters and positions sports as a key tool for promoting tolerance, equity, and harmony in the schools across the province.
- c. *Training Needs Assessment (TNA) and Development of Training Content for the PE Teachers in KP:* The TA team conducted a targeted Training Needs Assessment for PE teachers in KP, identifying areas for professional development of the PE Teachers. The need assessment was conducted in six districts of KP including Peshawar, Khyber, Mardan, Mansehra, Kohat, and Lakki Marwat. The primary data was collected through review of the available E&SED documents, key informant interviews and survey of the physical education teachers. The respondents of the key informant interviews included the DO Secondary (06) and Director Sports, E&SED. Similarly the survey respondents included Assistant District Education Officers (ADEOs) specializing in sports and the physical education teachers (male and female). Based on these findings, a tailored training module was developed, covering sports management, inclusion, conflict resolution, cultural sensitivity, and promoting unity among students from diverse backgrounds. The TNA was used to develop training materials for the PETs training in KP.
- d. *Pilot Physical Education Training in 10 Districts with 200 PE Teachers:* The pilot training sessions were successfully held in **10 districts** of KP during this quarter. The 11 training cohorts were held in the districts where **222 PETs** from Middle, High and Higher Secondary Schools were trained. A dedicated session for the Women PETs was held whereby **25 Female PETs** were trained. The training session in the districts were organised in close collaboration with the provincial directorate, Director Sports E&SED and District Education Offices.
- e. *Strengthening Physical Education Teachers Professional Development Framework in Punjab:* The TA team had initial meetings with SED and QAED teams where they shared their learning from the PETs TNA and Training Pilot under the PESP-II. Building upon these findings, the TA team is working closely with QAED for developing a a framework for training Physical Education teachers on specialised knowledge and skills in instructional methods specific to physical education. Following the finalization of the framework the TA team will organise a training for the QAED to carry out regular training for the PE teachers in Punjab. The activity will be completed in the Third Quarter (April-June 2024).

4. Support for Establishing a Strategic Policy Unit at SED, Punjab (5.d.1.1 & 5.d.1.2)

- a. *Support SED in establishing BARGAD as a Strategic Policy Unit and Assist in Development of a Performance Management System for the Unit:* The establishment of the BARGAD unit as a

strategic policy unit within the School Education Department (SED) in Punjab marks a significant step towards enhancing strategic planning and policy formulation capabilities. B-TAG has provided technical support in various aspects of this initiative, including the formulation of PC-1 for BARGAD's establishment and operation during the first and second quarters. The collaborative efforts have also focused on developing the mandates for the five constituent cells of BARGAD. This includes outlining specific roles, responsibilities, and job descriptions for key positions within each cell. The draft proposals have been shared with the department for review and subsequent submission to the Planning & Development Board (P&D). The TA team has briefed the new SED leadership on the proposed performance management framework and will be following up on this. On the basis of our technical discussions with the Secretary, the TA anticipate restructuring of the secretariat on technical and thematic grounds. The secretary has requested further support to design this re-envisioning. The performance management framework for the strategic policy unit will be completed during the month of June, i.e. Third Quarter (April-June 2024).

5. Innovation: Creating Designated posts of headteachers – Punjab & KP

In school education, effective school leadership stands as a cornerstone for the efficient management of administrative, teaching, and learning processes. Yet, in Punjab and KP the absence of designated headteacher positions at primary schools poses a significant challenge. This innovation by the B-TAG team is assisting the School Education Departments of Punjab and KP to establish designated headteacher positions in selected schools in two districts of each province. During this quarter the B-TAG team after extensive consultations with the SED and E&SED finalised the criterion and selection of target schools for the innovation. Criteria for selecting schools included having at least four full-time teachers and a student-teacher ratio of no more than 40, ensuring gender and geographical balance. The pilot includes 200 schools: 50 each in Tehsil Raiwind and Model Town, Lahore, 50 in District Kasur, and 100 in Swabi and Mardan, KP, with half as control groups. The TA has developed and revised a detailed 4-day training module for headteachers on administrative duties, instructional leadership, and engagement strategies with School Councils in Punjab and Parent Teacher Councils in KP, refining it in March 2024 based on feedback from QAED and DPD. Trainings will start in the next Quarter (April-June 2024) at the beginning of the academic year. To assess the pilot's impact, BTAG has designed a study to compare teacher and student attendance, school environment, classroom observation scores, and headteacher perceptions between the treatment and control groups.



SECTION III

Key Risks and Mitigation

And

Lessons Learned & Way Forward



Key Risks and Mitigation:

This section will include Key **Potential Risks** that could impact the project’s progress and **Mitigation Strategies** and plans/ methods used to minimise or eliminate the risks.

Risk	Mitigation
<p>Two different and rival political parties have formed governments in Punjab and KP. This has implications for effective inter-provincial coordination, learning and experience exchange. This could create constraints for holding of interprovincial conferences and technical exchanges between the two education departments.</p>	<p>B-TAG team being mindful of these political constraints have already initiated dialogue with the relevant officials as well as has been able to establish cordial linkages with ministerial offices in both the provinces. This proactive and nuanced engagement has enabled us to continue the staff level exchanges between both the provinces. For instance, B-TAG has been able to establish a productive exchange between PEC and DCET for strengthening School Based Assessments in KP during this quarter.</p>
<p>The extraction of quality, relevant and accurate data from government entities remains a serious challenge. Given the limited availability of the information, lack of data management practices particularly in case of panel data and a general reluctance on part of the public sector to share information offered a significant risk for some of the B-TAG activities. In particular the data on District QAEDs and access, learning and teachers data for the predictive modelling.</p>	<p>B-TAG team remained actively engaged with the relevant education department officials (<i>PMIU, EMA, EMIS KP, QAED</i>) for timely acquisition of quality data. Our team is now filling in for capacity deficits of the counterparts for cleaning and collating the datasets.</p>
<p>The frequent transfer-posting of the relevant officials particularly pose a risk for the newly formed structures/committees/forums and their effective functioning. This is especially important where intra-departmental and inter-departmental entities or committees have been formed.</p>	<p>The challenge is being mitigated by the B-TAG team through facilitating the new incumbents and the nascent committees/forums established by providing comprehensive and regular technical support and back stopping</p>

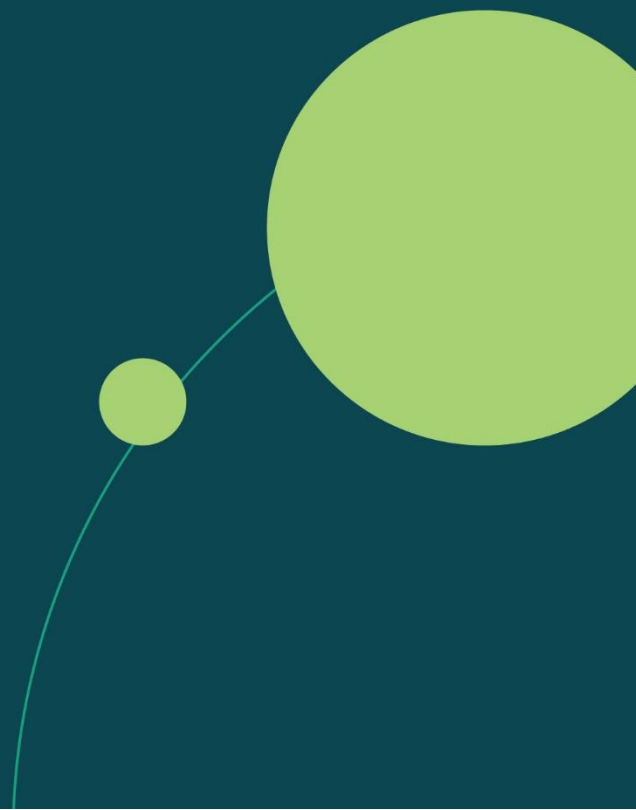
Lessons Learned and Way Forward

Lessons Learned	Way Forward
<p>Inter Provincial Coordination holds a great value education reforms and system wide improvements. This provides great insights in terms of what makes reforms work and how various challenges can be addressed in different policy landscapes. Additionally, the inter-provincial coordination holds great promise in terms of cross learning and making reforms effective.</p>	<p>The IPCC forum established under FCDO funded B-TAG has proved its efficacy demonstrated by various cross-provincial experience sharing activities. For instance, the recent exchange between KP and Punjab on School Based Assessments (SBA). Given its value and role in establishing a community of practice among the education officials in both the provinces, this forum needs to be embedded in the system by carefully navigating the political economy around it.</p>
<p>The government transitions offer both challenges and opportunities. Besides the changes in the bureaucracies, these often tend to result in shifting emphasis on policy priorities. The TA teams needs to be adaptive and responsive to the changing policy contexts.</p>	<p>The B-TAG team remained agile and responsive to the changing policy context and was proactively engaged with its counterparts in Punjab and KP. The approach helped the TA team to maintain its traction with the new dispensation and quickly provide the required technical assistance. For instance, in case of Punjab, the TA team quickly identified the appetite of the new government on PPPs, the TA team was able to align its support and quickly turnaround to provide the required technical support and also complementing the overarching objectives of GOAL. The TA team in Punjab and KP being responsive to this context is in a better position to provide context specific and demand driven support to the respective governments.</p>
<p>Parents are the essential and valuable partners of the equation to improve access and learning outcomes. However in case of Punjab and KP they remain largely the missing part of the education equation. B-TAG learning from engaging with parents across both the provinces brings forth their role as fundamental for improving education delivery and classroom practices.</p>	<p>B-TAG teams building upon this learning have been able to successfully form Parental Engagement Groups (PEGEs) which are effectively engaging with local government officials, SCs and PTCs for improving learning outcomes of their children. Institutionalising such parental forums will be critical not only in terms of complementing education departments efforts but also to integrate parental participation in the planning and implementation processes for improved education delivery and learning outcomes.</p>
<p>The role of female Physical Education teachers is very important and critical for girls' education and using sports as a medium to promote inclusion, tolerance and peace. B-TAG learning is that often their role is underemphasised which was evident from when Directorate did not nominate female PE teachers for the physical education (PE) training sessions.</p>	<p>B-TAG team being mindful and responsive to this change responded to this by engaging with the Directorate and managed to organise a special training session for the female PE teachers. As a way forward it will be important to encourage and ensure mainstreaming of female teachers and managers in professional development activities.</p>



SECTION IV

**Cross-Cutting Considerations
(Gender, inclusion and climate change)**



Cross-Cutting Considerations

Gender, Inclusion and Climate Change

The overarching value of B-TAG's work remains fostering a more inclusive and environmentally conscious education system. During this quarter, the B-TAG team's activities prioritised integrating principles of equity, inclusion, and climate resilience. With an overarching focus on prioritising girls' education, gender and inclusion are weaved into all the B-TAG activities. During this quarter, active encouragement for female teachers and education managers to participate in the training programmes and ensuring that the overall training environment remained responsive to their differential needs yielded positive results.

B-TAG teams actively ensured the inclusion of women in every strand of activity under each output. This commitment was evident in several ways: Training sessions and activities consistently included a significant number of women participants. The recommendation for special seats for mothers on School Councils (SCs) and Parent Teacher Committees (PTCs) and significant representation in the Parental Engagement Groups for Education (PEGEs) highlights a significant presence of women, with female members comprising 38% and 43% of the district and Tehsil PEGE groups in Gujrat and Mardan, respectively. For instance, in the training for Delivery Managers for Better Planning, Budgeting and Leadership, notably, 297 women education managers participated in the training sessions in Punjab and KP. Similarly, the Remedial Learning Programme in Kasur, Punjab, trained 97 female teachers out of a total of 194 participants (50%). B-TAG also remained cognisant of the importance of addressing specific needs. A dedicated training session was conducted specifically for 25 female Physical Education Teachers in Khyber Pakhtunkhwa (KP). Women were actively included in leadership positions within the programme activities. The Multigrade Teaching Pilot in KP included 4 female Lead Master Trainers out of a total of 11. The TA teams ensured training locations and times were accessible and convenient for women participants. Through prioritisation of women's participation throughout the programme, B-TAG ensured that women benefitted from all training opportunities and activities. This inclusive approach empowers women to take on leadership roles and contribute more effectively to the education sector.

Similarly, Inclusion remains a core value of B-TAG's work. The studies on inclusion and diversity in teaching and training content identify areas where inclusivity concerns could be addressed by SED and E&SED. This approach also informed the review and drafting of recommendations for the respective education departments in Punjab and KP, specifically targeting their minority teacher induction policies. Furthermore, the team ensured the inclusion of minority members in Parent-Engagement Groups (PEGEs) in Mardan (KP) and Gujrat (Punjab). This broadened representation within school communities ensures a more holistic understanding of student needs and allows for the development of inclusive school policies and practices. This foundational work would provide a head start to the long-term GOAL to capitalise quickly on this work.

While core education system strengthening remained the primary focus, the TA team remained actively working on integrating climate change considerations. Efforts during this quarter focused on operationalising inter-departmental linkages, both vertically (between provincial and district formations) and horizontally (across education departments, PDMA, Climate Change, and Planning and Development Department). The efforts also fed into optimising the development of Model District and School Climate Resilient Education Plans. These linkages will be crucial for future endeavours to incorporate climate-sensitive practices within the education system. The B-TAG team recognises the importance of environmental sustainability and strives to minimise the project's environmental footprint throughout its activities. This commitment is reflected in several key strategies: The TA team prefers video conferencing and online collaboration tools whenever possible to minimise the need for physical travel and the use of a vehicle for meetings and training sessions. This not only reduces carbon emissions but also saves time and resources. B-TAG team promotes a paperless environment by utilising electronic documents and presentations.

B-TAG's commitment to environmental sustainability is further reflected in its strategic selection of training venues. By primarily utilising government training facilities, the program achieves a two-fold benefit: cost-effectiveness and reduced environmental impact. Choosing government training facilities ensures value for money, aligning with the responsible use of project funds. More importantly, this approach significantly minimises the project's environmental footprint. Large hotels and commercial venues often have a higher carbon footprint due to factors like energy consumption and waste generation. By opting for government facilities, B-TAG contributes to a more sustainable approach to training delivery. By prioritising these critical areas, the TA team demonstrates a robust and multifaceted approach to education reform, building a foundation for a more equitable, sustainable, and resilient education system for all students.

Contributions to the GOAL Long term TA:

While implementing B-TAG a principal guiding touchstone has been creating an enabling policy context and pipeline of interventions that will help the provider of the GOAL long-term TA. Building on the work accomplished in the earlier phase, the activities during this quarter lay down a comprehensive foundation which can enable them and FCDO for an early harvest under each outcome of the GOAL Programme. Some of these activities include: The development of PEF strategic plan will remain unlocks new potentials for PPPs to reduce barriers to education and design more innovative solutions to leverage the private sector support and skills during the long-term. Similarly, B-TAG's work with parents, SCs, PTCs and creation of PEGEs would come handy for the long-term TA to ensure that education stay high on the agenda of governments and parents play an active role. Moreover, through assisting governments in Punjab and KP for strengthening professional development frameworks for the teachers open up new vistas for the long-term TA for deploying new approaches to teacher development. The work by B-TAG to address the disconnect in the classroom practices, teacher training, assessments, textbook development, etc. has led to significant institutional developments like notification of intra-departmental committees in Punjab and KP. Thus providing a new policy lever to the long-term TA to benefit from and contribute towards improved learning outcomes. The work accomplished by the B-TAG team through creating formal linkages through the platform of Inter Provincial Conference on Education Reforms has led to the evolution of a community of practice across the two provinces. The long-term TA provider can greatly benefit from this emerging community of practice from the two provinces to design and implement robust reform.

