



# Quarterly Progress Report (April-June, 2024)

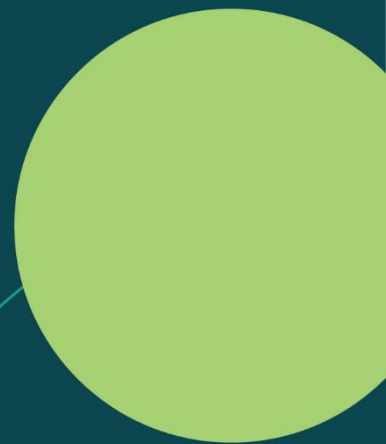
GOAL: Bridging Technical Assistance for Governments (B-TAG)





# SECTION I

## Executive Summary



## B-TAG- Quarterly Progress Report

### Section-1: Executive Summary

During this quarter, significant progress was reported in the Continuous Professional Development (CPD) Elementary Framework for both KP and Punjab. The Directorate for Professional Development (DPD), KP, the Punjab Information Technology Board (PITB) and the Quaid-e-Azam Academy for Educational Development (QAED) in Lahore, collaborated closely to upload and integrate the CPD elementary training content for KP into the Training Management System (TMS) that was initially designed for the SED, this initiative promotes inter-provincial cooperation, resource sharing and standardization among the two provinces. Subject experts from Regional Professional Development Centres (RPDCs) and selected high schools in KP were nominated for training in the next quarter to deliver monthly online sessions and provide continuous support to teachers. Additionally, headteachers from 219 middle schools will receive training focused on mentoring, classroom observation, and providing feedback to teachers. Teachers from the 219 schools will benefit from face-to-face training and on-the-job support in the next quarter to enhance their teaching skills. A comprehensive classroom observation tool with specific indicators for mathematics, science, and English was also developed for KP. In Punjab, training modules, lesson plans, and assessments aligned with the Grade 6 academic calendar were created and uploaded to the TMS, making the material accessible to 1,433 elementary teachers for self-study.

Remedial learning pilots were introduced in both Punjab and KP to address foundational learning gaps. In Punjab, 188 teachers (91 male, 97 female) teachers from 100 schools were trained in remediation strategies based on diagnostic assessments. Teachers received ongoing assistance through WhatsApp groups facilitated by QAED's Master Trainers. The pilot was shortened to five weeks due to a heatwave, culminating in an early post-assessment in May. In KP, a similar pilot trained 203 teachers (102 male, 101 female) teachers from 100 schools in Charsadda, and concluded in May due to school closures prompted by a heatwave. Preliminary results indicate improvements in student scores across subjects in both provinces. Comprehensive data analysis and Teacher Perception Surveys are underway to evaluate the pilots' effectiveness and guide the second phase from August to October 2024.

A multigrade teaching pilot in KP, involved training 1165 teachers (548 M, 617 F) across 400 schools in Swabi, Nowshera, and Mardan. The evaluation of this pilot will guide the scale-up strategy. During this quarter in response to the challenges encountered in the large-scale, face-to-face teacher training in Punjab, the T&L team worked on the development of digital modules to address the challenges through a blended learning approach. This strategic adaptation demonstrated the team's capacity to provide innovative solutions.

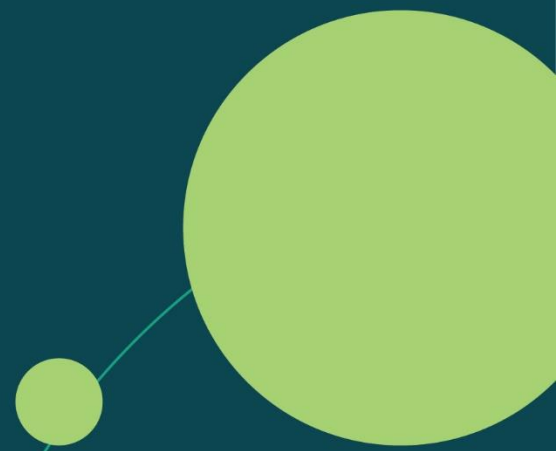
The Punjab Examination Commission (PEC) has developed a School-Based Assessment (SBA) system for continuous student assessment using item bank software. B-TAG identified gaps in KP around the lack of a School Based Assessment (SBA) system, and as part of promoting cross-provincial learning, B-TAG facilitated engaging KP officials and the PEC Punjab team to design a solution. Leading to the PEC team providing technical support in developing missing content and implementing a pilot in one district. The pilot aims to provide

reliable assessments to help teachers tailor teaching strategies effectively. The PEC team conducted demonstrations for KP officials, with plans to launch the pilot in Abbottabad and Swabi in the upcoming quarter.



# SECTION II

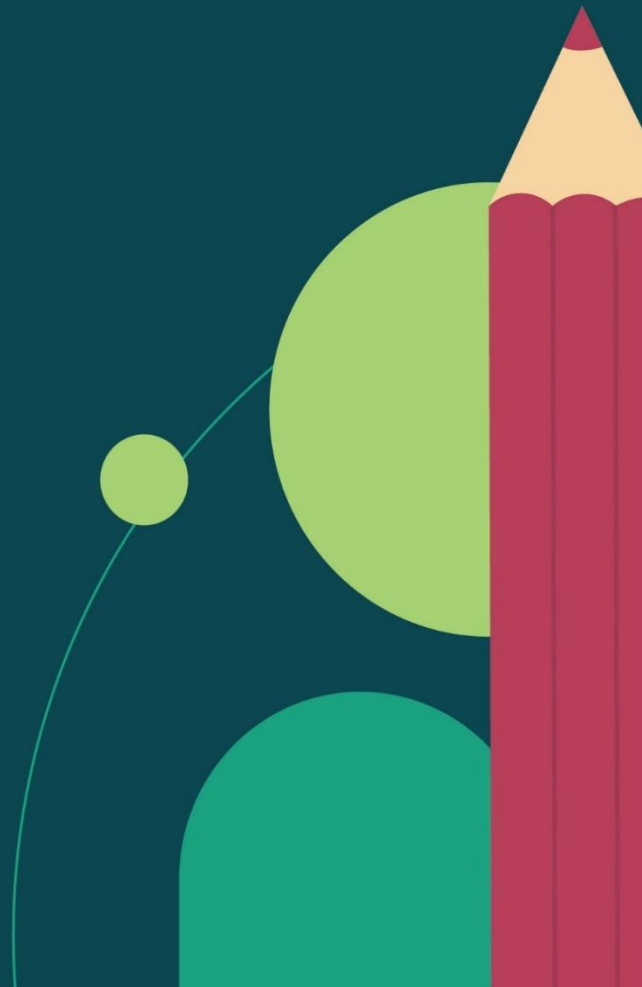
## Progress against Outputs and Activities





# OUTPUT 1

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



## Overview

B-TAG teams achieved significant gains across the diverse set of activities under Output-1. Notably, significant strides have been made in strengthening public-private partnerships (PPPs) in education within both Punjab and Khyber Pakhtunkhwa. The specific ask by the SED and PEF team for providing assistance in developing PPPs in Education Policy is reflective of the traction and trust gained by the TA team. Similarly, the B-TAG team has been working closely with the PPP Node at E&SED to facilitate and provide technical guidance for outsourcing of schools to the private sector. The review of the South Punjab Green Initiative, Development of Model District and Schools Climate Resilience Plans meant to inform the development of policy recommendations for the CM initiative of green schools aimed to address the disruptions to learning caused by climate extremes and natural disasters. Concurrently, the TA team's efforts to produce credible evidence during this quarter to identify and address biases and stereotypes within textbooks and teacher training materials have advanced, with a focus on promoting inclusivity and diversity. The knowledge production on assessing the Double Shift Schools in KP and Afternoon Schools in Punjab has been on track and will provide valuable insights into maximising existing infrastructure and resources to accommodate more students. Acknowledging the value of the technical assistance, the government of Punjab has expressed its desire for a study to gauge the effectiveness of the girls' stipends in Punjab, which has been scheduled for the next quarter. Additionally, the Sight for Success innovation has successfully established CSR and referral frameworks for eye care services at the grassroots level. This initiative has already benefited over 550 students through vision screenings and the provision of spectacles. The milestones achieved and work under Output-1 in terms of PPPs in Education, climate-smart schools, and the evidence generation on diversity and inclusion will serve as a foundation for the long-term GOAL TA to design and build interventions for improving access, equity, and quality in education.

## 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 in Punjab and KP have been actively engaged with SED and E&SED to augment the PPPs in education frameworks in both provinces. The efforts during this quarter yielded positive results; particularly, the TA teams' work on PPPs in education gained substantial traction with SED, Punjab. The department has also asked the TA to assist in drafting PPPs in the Education Policy for Punjab. Similarly, the KP team has been supporting E&SED in finalising the process for outsourcing schools in the province. This alignment with the new governments' policy priorities underscores B-TAG's work's potential for significant impact.

- a. *PEF Strategic Plan*: B-TAG, in close collaboration with the Punjab Education Foundation (PEF) team, successfully developed the PEF Strategic Plan. During this quarter, a comprehensive strategic plan review was conducted jointly with the FCDO education



team. The plan was updated and finalised in line with the review findings. The approved Strategic Plan has been submitted to PEF. The formulation of the strategic plan for PEF establishes the groundwork for the long-term GOAL to leverage PPPs in education as an instrument to ensure equitable access to quality education.

- b. *Support SED in Developing a Policy for PPPs in Education:* Recognising the valuable technical support of the TA team PEF during this quarter, requested technical support for developing Draft PPPs in Education Policy for SED. Productive discussions were held with the SED and the Government of Punjab regarding formulating the Public-Private Partnerships in Education (PPPs-E) policy. The team has initiated the drafting process for the PPPs-E policy, working closely with the PEF to define its key contours. However, the impending merger of the Punjab Education Initiatives Management Authority (PEIMA) with the PEF necessitates a reassessment of the policy's structure. To address this, a dedicated session will be held with the PEF team in the upcoming quarter to finalise the overall policy framework. The policy formulation is expected to be completed in the next quarter in close collaboration with PEF and SED teams. Given the fiscal challenges faced by SED, the policy development is expected to lay a strong foundation for the long-term GOAL TA and other reform initiatives which will focus on enhancing public-private partnerships to complement the government efforts to ensure equitable access to quality education in Punjab.
- c. *Comprehensive Study on PPPs in Education (Punjab and KP):* The TA team successfully completed a comprehensive study on PPPs in education, examining best practices in Public-Private Partnerships (PPPs) for education across various national and international contexts. The draft study was reviewed comprehensively by B-TAG and FCDO Education teams during this quarter. The review was followed by a detailed technical session and the recommendations are being incorporated in the draft study. The final draft has been shared with the FCDO team for approval. It will be finalised in the early next quarter. The finalisation of the draft will be followed by sharing specific policy recommendations for SED and E&SED to leverage the potential of PPPs in Education in their existing frameworks. The study provides valuable evidence and examination of relevant PPPs-E models, including but not limited to contract schools, voucher schemes, and charter schools from across the world. It also explores collaborative models under Corporate Social Responsibility (CSR), providing evidence from various international programmes. The study also provides useful insights into non-traditional financing options, such as Impact Investment and Impact Bonds. Given the provincial governments' demonstrated interest in exploring Public-Private Partnerships (PPPs) in the education sector, this document will serve as a foundational resource for the long-term GOAL TA. The insights and recommendations of the study will contribute to the informed development of future initiatives to strengthen PPPs in Education through the GOAL programme.
- d. *Strengthening of PPP-Node at ES&ED KP:* During this quarter, to ensure ongoing collaboration and support, the B-TAG TA team maintained a productive engagement with the PPP-Node within E&SED. This engagement has been instrumental in understanding the department's evolving priorities in the wake of the new administration and aligning the assistance accordingly. The B-TAG team provided technical Assistance to the PPP sub

wing on development of concept papers for submission to P&D Department for inclusion in the Annual Development Plan for 2024-25. The process was completed successfully as the KP government approved 8 Project Proposals for inclusion in the development programme. Additionally, technical assistance was provided in close collaboration with the USAID IGEA team to optimise the outsourcing process of schools in Khyber Pakhtunkhwa, a critical step towards expanding quality education access through PPP models.

## 2. Diversity and Inclusion in School Education

(1.c.1.1, 1.c.1.2, 1.c.2.1, 1.c.2.2)

Addressing diversity and inclusion in education remains a core focus of B-TAG. A comprehensive analysis of textbooks and teacher training materials has been completed to identify potential biases or stereotypes. This analysis has laid a strong foundation for developing recommendations to enhance the inclusivity and representativeness of educational resources. Furthermore, the project reviewed recruitment policies for minority teachers and enrolment patterns of minority students in public schools. During the quarter, the findings and recommendations of these reports underwent a rigorous technical review to ensure accuracy, rigour, and contextual specificity. The goal is to develop evidence-based recommendations to enhance inclusivity and diversity within the education system. The finalised province-specific recommendations will be shared with the SED, Punjab in July and E&SED, KP in August 24. This groundbreaking work on diversity and inclusion through identifying key areas for improvement, the project will contribute to the development of targeted interventions by the long-term GOAL TA to address biases and promote inclusivity within the education system.

- a. *Recruitment of Teachers and Enrolment of Students from Minorities in Public Schools in KP & Punjab:* The studies have been completed and are currently under review. The respective TA teams are consulting with SED and E&SED regarding possible changes in the existing policy parameters based on the evidence generated in the studies. After the completion of the review, policy recommendations will be shared with SED, Punjab, and E&SED, KP.
- b. *Diversity and Inclusion in School Education: An Analysis of Textbooks in KP and Punjab (AKU-IED):*

The analysis of textbooks and teacher training manuals for English, Urdu, and Social Studies (Geography and History) across high school (grades IX-X) and primary school (grades III-V) levels in Punjab and Khyber Pakhtunkhwa have been completed in the last quarter. This analysis focused on identifying potential biases, stereotypes, or discriminatory content related to gender, ethnicity, geography, culture, and religion within the textbooks. During this quarter, the findings and the analysis are undergoing a technical review to ensure accuracy and comprehensiveness. The updated report, including recommendations, will be shared with the SED and the E&SED in the upcoming quarter (July-September 2024).

- c. *Teacher Training Content Review*: A comprehensive review of teacher training manuals was undertaken to assess their alignment with principles of equality, diversity, and inclusion during the last Quarter. The analysis focused on evaluating conceptual clarity, logical progression of content, alignment of student learning outcomes with pedagogical strategies, and the overall quality and inclusivity of training materials. The findings of this review are currently undergoing a technical review to ensure accuracy and comprehensiveness. The revised review report, incorporating key recommendations, will be shared with the relevant stakeholders in Punjab (SED, QAED, PCTB, PEC) in July and KP (E&SED, DPD, DCTE, Directorate of E&SE) in August.

### 3. Afternoon Schools Programme/Double Shift Schools Programme (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 focus during the current quarter was on the data analysis to develop a comprehensive study intended to assess the impact, effectiveness, and overall efficiency of the double shift school programme in KP and the Afternoon Schools Programme in Punjab. The data collection (access and quality) and field work involving key informant interviews with parents, students, and teachers have been completed during this quarter. During this quarter, E&SED informed the TA team that the United Nations Development Programme (UNDP) was conducting a similar study, which was close to completion. The E&SED and B-TAG teams mutually agreed that to avoid duplication of efforts and ensure value addition, the UNDP study will be reviewed, and B-TAG will modify its approach to build upon the findings of the UNDP study and focus upon unexplored areas that require further investigation. Looking ahead to the next quarter, the B-TAG team will complete the review of the UNDP study, identifying and addressing any gaps in close consultation with the E&SED team. This process will ensure that the study contributes to understanding the programme's current impact but also aids in developing recommendations for the existing policy for the double shift schools in KP
- b. *Afternoon and Double Shift Schools Policy Development Aligned with Provincial Priorities*  
The development of the policy documents will commence in August 2024 and will be completed by September 24 and will be completed during the extended period. The new timeline will ensure that policy recommendations are well-informed by the comprehensive research work of other stakeholders and aligned with the priorities of the new governments in both provinces.

### 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 and Recommendations for the Punjab Green School Programme*: The initial review of the South Punjab Green Initiative (SP-GI) and its accompanying Green Book was completed in the previous quarter. The assessment focussed on analysing SP-GI's implementation framework, Green Book's effectiveness in helping students learn about climate

challenges, and its overall content and relevance. During this quarter a comprehensive technical review of the SP-GI report was undertaken to finalise the review with an intent to share these with SED. However, the consultations with SED leadership and the recent launch of the Green School Programme by the Chief Minister of Punjab underscored the need to revisit the review to ensure alignment with the government's evolving priorities. The updated report, including policy recommendations for the Green School Programme, will be finalised and shared in consultation with the FCDO team with the School Education Department in the upcoming quarter (July-September 2024).

b. *Development of District School Climate Resilient Plans (Punjab & KP):*

During the previous quarter, the B-TAG teams completed the initial phase of data collection and analysis on district vulnerabilities and risk assessments. During this quarter, extensive engagements were undertaken with the key stakeholders, including education departments, PDMAs, Planning & Development Departments, Environment Protection Agencies, and the Relief Rehabilitation & Settlement Department. Preliminary frameworks for district and school resilience plans have been developed and are currently being finalised in collaboration with the SED and E&SED. The draft model plans will be finalised and shared with SED and E&SED for approval in the upcoming quarter (July - September 2024).

c. *Develop Training Content, Training of Teachers and Headteachers and Development of School Resilience Plans for 50 at-risk Schools(Punjab & KP):* The B-TAG teams are also working on the finalisation of the framework for the development of School Resilience Plans for 50 at-risk Schools in Punjab and KP. Following this, the training modules will be developed, and the plans will be finalised in the training of teachers and headteachers of at-risk schools in August 24).

## 5. Improving the Effectiveness of Education Subsidies (1.d.1.1)

a. *Conduct a VfM Analysis to check the efficacy of education subsidies in the form of girls' stipends in Punjab:* The study on VfM Analysis of education subsidies has been halted and had to be realigned in line with guidance from the FCDO team. During this quarter, in line with the priority highlighted in the discussions with the Minister's Office, initial discussions were held with the SED to better understand the need for conducting an analysis of the efficacy of girls' stipends in Punjab under the *Zewar-e-Taleem* Programme. To ensure a comprehensive and meaningful analysis, consultations with the FCDO are planned in the forthcoming quarter, to discuss the technical aspects of the evaluation and craft the scope of work. This initiative is expected to improve the effectiveness of the education subsidies through better targeting, thereby promoting better educational outcomes for girls in Punjab.

**Innovation-I:****6. 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 an inclusive learning environment. It targets three key areas: It addresses undiagnosed vision problems through eye 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. The innovation also seeks to develop a framework for 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 CSR initiatives and social philanthropic ventures. Furthermore, the innovation aims to establish inter-departmental collaboration with the Health Department for regular student health check-ups. This collaborative approach will pave the way for a holistic student well-being strategy, ensuring the long-term sustainability of vision and health care interventions within the education system.

This quarter saw the successful completion of the vision screening activity in 40 schools of both KP- Khyber and Buner, and Punjab- Gujrat and Layyah districts. Around 3500 students of grades 3 and 5 were assessed for vision problems; out of 755 [(43% (321) boys and 57% (434) girls)] identified for eye problems, 559 students were given the spectacles by the local philanthropists, and 196 were referred to the health department for further assessment. Pre-assessment was done to evaluate the learning outcomes of students who were given spectacles. The findings of the pre-assessment are currently under analysis and will be completed in the next quarter.

Additionally, the findings from field research (KIIs with representatives from local traders' associations, businesses, SC/PTCs, and education department officials) were analysed and used to develop a CSR/Philanthropy framework for schools at the PTC/SC level. During this quarter, the B-TAG team presented these findings to SED, Punjab, and E&SED Officials for endorsement. It is also encouraging to note that District Education Officers of the intervention districts wrote official letters acknowledging the B-TAG team for their work to the respective secretaries.

These findings and the CSR framework were presented to the Special Secretaries of Education in KP and Punjab. The B-TAG innovation team developed a health referral framework and an inter-departmental coordination mechanism between the School Education and Health departments for both provinces. Both these proposals (CSR framework and health referral framework) have been proposed to be incorporated into PTC/SC guidelines. These guidelines, along with the minutes of the above-mentioned meeting, are approved by the Secretary of Education KP while under process in Punjab. The timeline for this innovation has been extended. A post-assessment of the screening activity in schools to evaluate the intervention's impact and special briefings with the education and health department representatives of both

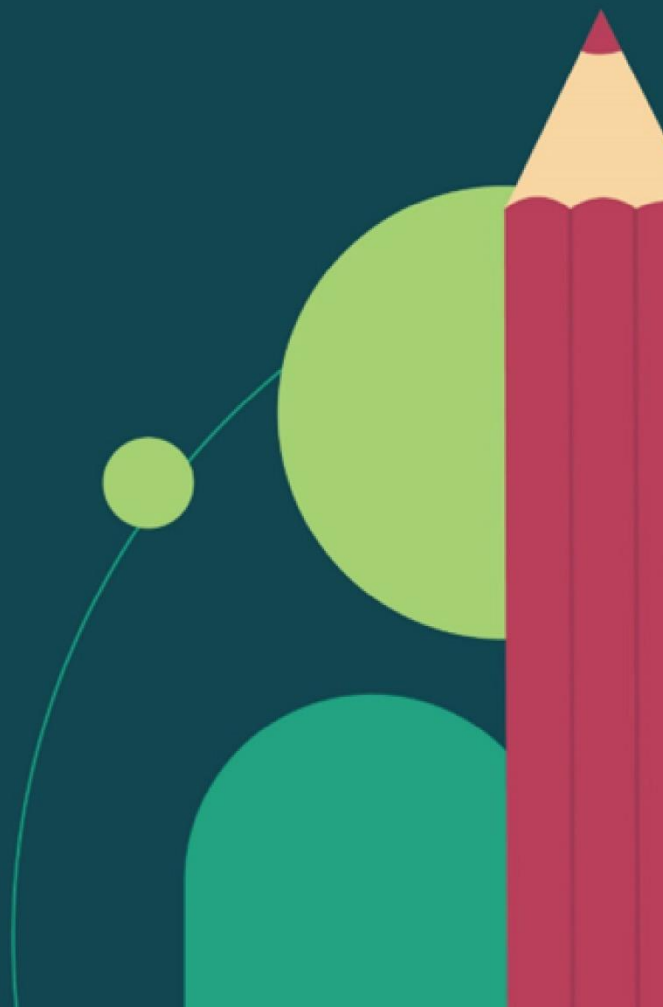
KP and Punjab to implement approved guidelines are scheduled for the Next Quarter (July-September 2024). The final report will also be delivered by the end of the next quarter.





# OUTPUT 2

**Increased Awareness and  
Prioritization of Education**





## Overview:

During the third quarter, the B-TAG activities under Output-2 have made substantial progress, moving beyond the traditional parental engagement and participation models. Building upon the formation of Parental Engagement Groups (PEGEs) in the previous quarter, the TA teams have successfully integrated these groups with the education department's routines at the sub-district and district levels. The PEGEs are empowering parents to become active partners in their children's education. Besides strengthening parental voice, the development reflects a transformation in the dynamic of the parent-school relationship. To complement this transformation, the TA team also developed two Parental and Community Handbooks during this quarter to engage and support parents in their engagement with education officials. Additionally, the TA team is in the process of completing the adaptation of School Council materials from Punjab into animated videos for Parent Teacher Councils (PTCs) in Khyber Pakhtunkhwa, enhancing accessibility and engagement. Similarly, the B-TAG team is working closely with the DPD teams to finalise the training content for 500 PTCs in KP to be implemented during the next quarter. The activities under this output lay a strong foundation for the long-term GOAL to scale up parental engagement initiatives and amplify parental role and participation in education governance.

## Progress During the Quarter:

Key achievements from the quarter's activities include:

### 1. Engaging and Empowering School Councils: Activities (2.a.1.8 & 2.a.1.9)

- a. *Review and Adaptation of the Existing Digital Content for PTCs (KP) Learning from Punjab's Experience:* The review of the School Council content from Punjab was completed in the previous quarter. Building upon the review in consultation with the relevant focal persons from the E&SED, the storyboards for five videos have been completed during this quarter, and animated video development has been initiated. The scripts have been aligned with the PTC Manual and are being translated into Pashto to ensure broader accessibility and impact across the region.
- b. *Develop training modules for PTCs and deliver training to PTC members from 500 schools in a selected district of KP:* In the previous quarter, recommendations to the PTC Guidelines were developed and have been approved by the government, marking a significant step towards improving the level and quality of parental engagement in education. In this quarter, the content for the training modules has been modified according to the approved recommendations and is being finalised in close collaboration with DPD. The training of 500 PTCs will start in the next quarter (July-September 2024), focusing on the roles and responsibilities of the PTC, with an additional emphasis on themes such as gender, safeguarding and disaster management, especially in the context of climate change.

## 2. Increasing Parental Awareness of Education:

(2.b.1.3, 2.b.1.4, 2.b.1.9, 2.b.1.10, 2.b.1.11, 2.b.1.12)

- a. *Develop Knowledge Products for Parents and the Community:* This quarter marked substantial progress in enhancing parental involvement in the educational process in KP and Punjab. Collaborating closely with the KP, EMA, EMIS, and PMIU in Punjab, B-TAG developed informative handbooks aimed at empowering parents with essential information and tools to participate actively in their children's education. These handbooks contain detailed information on the positive impact that parental engagement can have on their children's academic achievements and overall well-being. They also provide practical guidance on how parents can effectively fulfil their roles. Furthermore, recognising the underutilisation of the EMIS app (KP), the handbooks include a comprehensive tutorial to help parents navigate and use the app effectively, ensuring they can access vital information about their children's educational progress and school performance. Additionally, the handbooks outline the process and benefits of active involvement in the PTC and SCs, detailing the committee's/council's role and how it can serve as a platform for addressing the educational concerns of their children. In the next quarter, B-TAG will disseminate and evaluate the impact of these handbooks on parental engagement levels. This will involve gathering feedback from parents and educational stakeholders to refine and enhance future editions of the handbooks and related informational resources.
  
- b. *Formation and Integration of PEGEs into District and Tehsil Review Meetings – Punjab & KP:* Parental Engagement Groups for Education (PEGEs) were formed in the previous quarter at the Tehsil and District levels in Punjab (Gujrat) and KP (Mardan). During this quarter, B-TAG teams successfully integrated these parental groups in the District and Tehsil Review meetings of the education department in Punjab and KP. PEGE members participated in 06 Review meetings during this quarter (1 District review meeting and 5 Tehsil Review Meetings) in Punjab. The District Review Meeting was chaired by the male and female DDEO (Deputy District Education Officer), both with 9 PEGE members in attendance. For the Tehsil Review Meetings, there were a total of 28 male and 25 female participants across all 5 meetings. Whereas in KP, PEGE members participated in 12 meetings (2 District Review Meetings and 10 Tehsil Review Meetings). The meetings were held separately for male and female members of the PEGE group with relevant officials of E&SED. 10 members of the PEGE were present at each meeting. The Sub-Divisional Education Officer (SDEO) attended the Tehsil Review Meetings while the District Education Officer (DEO) was in attendance for the District Review Meetings. The major agenda items during the meetings included strategies to enhance school enrolment, with a particular focus on increasing girls' enrolment post-summer vacations. Towards this objective, PEGEs will be working with education officials to mobilise local communities to participate in enrollment campaigns at the end of the summer vacation in August. Discussions also focussed on exploring avenues for securing financial support and mobilising local resources for the

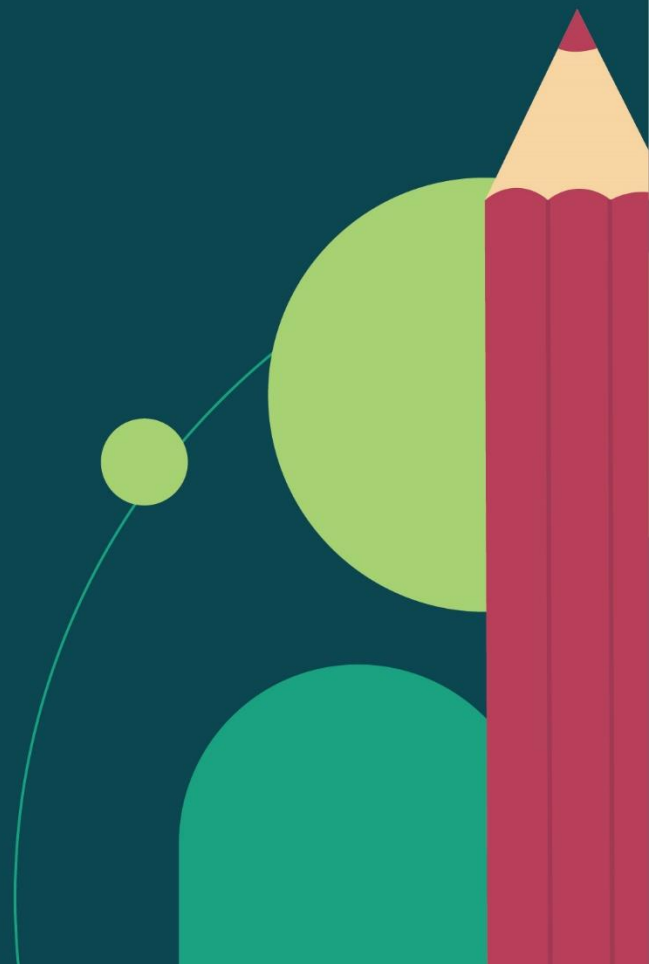
provision of key facilities in the schools. The effective utilization of SC/PTC funds and their effective utilisation was also discussed. Alongside actions required to increase parental participation in schools remained a key item of these meetings. Additionally, it was agreed with the local education officials that PEGE members would engage with local public representatives to garner support for schools within their respective areas.

- c. *Develop videos for Parents' Groups and communities:* B-TAG team engagement with SED in Punjab and E&SED in KP revealed that a major obstacle in enhancing parental participation is a lack of awareness and knowledge of the roles and responsibilities of School Councils and Parent Teacher Councils. To address this gap, the B-TAG team is developing an animated video in Urdu and one in Pashto. The videos are scheduled to be completed in the next quarter (July- September 2024). This resource will enhance the understanding of parents about the importance and functions of SCs and PTCs catalysing their effective participation.



# OUTPUT 3

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



## Overview:

Building on the work from the previous quarters, the TA team, in collaboration with the SED and E&SED, continued to prioritise initiatives aimed at enhancing teacher capacity and improving classroom practices throughout the third quarter. These efforts are in line with GOAL's overarching objective to elevate teacher knowledge, skills, and student learning outcomes. During this quarter, considerable progress was made in the finalisation and implementation of the CPD Elementary Framework in KP and the successful revision of the Framework in Punjab. In partnership with the PITB and the QAED, the CPD elementary training content in KP has been integrated into a TMS to be accessed by teachers in the next (fourth) quarter, promoting inter-provincial cooperation and enhancing resource sharing. Forty-two subject experts from RPDCs and selected high schools in KP were nominated to undergo training in the next quarter for delivering monthly online sessions and providing continuous support to teachers. In addition, 219 headteachers from middle schools will undergo training in the next quarter focusing on mentoring, classroom observation and providing feedback to teachers. Teachers from 219 middle schools will receive face-to-face training and on-the-job support during the next quarter to strengthen their teaching skills. Additionally, the B-TAG team, alongside the Directorate of Professional Development (DPD) and the Directorate of Curriculum and Teacher Education (DCTE), developed a comprehensive classroom observation tool for KP with specific indicators for mathematics, science, and English. In Punjab, training modules, along with lesson plans and assessments aligned with the Grade 6 academic calendar, were created and uploaded to the TMS. The material is accessible through the TMS to 1433 elementary teachers who can access and complete the self-study modules. Forty-eight subject experts from district QAEDs and high schools have been selected and will undergo training in the next quarter, along with 343 middle school headteachers, to provide ongoing support to teachers in 343 middle schools.

### 1. Support for Newly Inducted Teachers and Teacher Training: Activities (3.a.1.4)

- a. *Capacity Assessment of District QAEDs and Development of a Strengthening Plan Punjab:* The TA team has completed the data collection from 43 District QAEDs in close collaboration with the DG QAED office. phase for assessing the capacity of QAEDs. A comprehensive capacity assessment on the basis of the collected data is currently underway and is scheduled to be finalised during the next quarter (July-September 2024). Upon the conclusion of the assessment, the team will develop a District QAEDs Strengthening Plan in close collaboration with the QAED team. This plan will prioritise identifying strategies to address various challenges, including inadequate infrastructure, unfilled teaching positions, increasing student enrolments, securing adequate funding, and aligning the training content to meet the evolving requirements of teachers and education managers. The District QAEDs Strengthening Plan will be finalised and submitted to QAED in the next quarter (July-September, 2024).

## 2. CPD Elementary Punjab and KP (3.b.2.2 & 3.b.2.3)

- a. *Piloting the CPD Framework Elementary Pilot in Khyber Pakhtunkhwa:* Following the successful development of the CPD Elementary Framework for KP in the last quarter, the B-TAG team supported the piloting of this framework during this quarter. The TA team helped integrate training content into a Training Management System (TMS) developed by the Punjab Information Technology Board (PITB) for QAED in Punjab. The TMS is being shared with KP through B-TAG to promote inter-provincial cooperation, enhancing resource sharing and innovation. The TMS is expected to be operational in the next quarter, which will enable Elementary School Teachers (ESTs) from 219 middle schools in Malakand and Peshawar, including 107 boys' schools and 112 girls' schools, to access digital content through self-study modules on the TMS. Additionally, teachers will engage in asynchronous learning forums, where they can participate in community discussions, provide peer feedback, share content, and help identify training needs.
  - i. *Teaching, Learning, and Assessment Materials:* The B-TAG team worked along with the Directorate of Professional Development (DPD) and the Directorate of Curriculum and Teacher Education (DCTE) to develop a classroom observation tool, which includes subject-specific indicators and rubrics for math, science, and English. Additionally, the TA team helped prepare training modules for subject experts and headteachers, as well as teaching-learning materials like lesson plans and assessment items, all of which align with the Grade 6 academic calendar. These modules and learning materials were uploaded to the TMS by PITB, to facilitate teacher training during the next quarter.
  - ii. *Training, Capacity Building & Support:* The DPD selected 42 subject experts (14 female, 28 male) in English, Math, and Science from Regional Professional Development Centres (RPDCs) and selected high schools across both districts (Malakand and Peshawar) to receive comprehensive training on facilitating teachers' CPD and managing synchronous and asynchronous learning forums. Subject experts will offer continuous support to teachers by delivering monthly online sessions focused on subject-specific pedagogy. Headteachers are also responsible for conducting monthly classroom observations for each teacher, which will inform the planning and delivery of online sessions by the subject experts. Subject experts from RPDC will also conduct classroom observations and provide mentoring support to both teachers and headteachers. Data from self-study activities and teachers' performance in modules will be used to customise and guide these sessions effectively

Subject experts from RPDC and selected high schools will undergo a three-day face-to-face training in July 2024 to enhance their skills and knowledge in facilitating CPD. Additionally, 219 headteachers from middle schools will undergo a two-day training in July 2024, focusing on effective mentoring, coaching, classroom observations, and providing feedback. Concurrently teachers from 219 middle schools will work through self-study modules available on the TMS and benefit from on-the-job training provided by headteachers and subject experts until the pilot concludes in September 2024.

- b. *Revised CPD Elementary Framework Implementation in Punjab:* In Punjab, the B-TAG team has piloted the revised CPD framework during this quarter (April-June 2024) in 343 middle schools across Sheikhpura and Nankana Sahab districts, targeting 135 boys' and 208 girls' schools. This framework was finalised in the last quarter following extensive consultations with the QAED. The associated classroom observation tool, training modules for subject experts and headteachers, and teaching materials such as lesson plans and assessment items for English, Mathematics, and Science, which were developed in the previous quarter, were reviewed and finalised in the current quarter. These materials, aligned with the Grade 6 academic calendar, have been integrated into the TMS. The material is accessible through the TMS to 1433 ESTs, including 772 female and 661 male teachers who can access and complete the self-study modules.
- i. *Capacity Building and Training:* QAED has selected 48 subject experts (18 female, 30 male) in English, Mathematics, and Science, drawn from district QAEDs and high school teachers to facilitate ESTs CPD in the two districts. These experts are tasked with planning and conducting online sessions focused on subject-based pedagogy. Their approach is informed by classroom observation data, teachers' performance in CPD modules, and discussions in asynchronous learning forums.

A three-day face-to-face training session for subject experts is scheduled in July 2024, to ensure they are all equipped with the necessary skills and knowledge. Additionally, headteachers of all 343 schools and district QAED staff will participate in a two-day face-to-face training in July, focusing on effective mentoring, coaching, classroom observations, and feedback techniques. Throughout the pilot's duration, which concludes in September 2024, teachers will engage with self-study modules available on TMS and benefit from on-the-job training provided by headteachers and subject experts.

- c. *Evaluation of the CPD Elementary Pilot Programmes in KP and Punjab:* The pilot programmes' evaluation is scheduled for October 2024, using a mixed-method approach to guide the scaling-up plan of CPD for Elementary Teachers. This evaluation will continuously gather data on teachers' progress, module completion rates, and engagement. Additional data from end-of-module assessments and participation in learning forums will also be gathered to evaluate the effectiveness of the CPD content. The results from the pilot will be analysed to develop actionable recommendations for improving the CPD framework for Elementary School Teachers. These insights will be critical for refining the frameworks to ensure their effectiveness across both provinces prior to a broader implementation. By identifying strengths and areas for enhancement,



this evaluation will guide the development of a scalable and effective CPD plan, aiming to elevate the quality of elementary education across both provinces.

### 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.KP:* During the previous quarter, B-TAG team efforts resulted in the establishment of the Education Assessment Forum, an Intra-departmental committee, by E&SED to establish feedback loops between Classroom Observation Data, Teacher Training, Teaching and Learning Material Development. During this quarter, the second meeting of the committee was held at E&SED through the facilitation of the B-TAG team. The meeting was chaired by the Secretary E&SED. Besides the key officials of E&SED, the attendees included the representatives of the TA team. The meeting agenda focused on the introduction of the School-Based Assessments (SBA) being piloted in selected schools of District Swabi (Summer Zone) and District Abbottabad (Winter Zone) and its linkages with improving student learning outcomes and teacher training. The meeting agreed to engage the DCTE and DPD through RPDCs in the assessments and use the evidence for identifying gaps in teacher skills and the existing assessment regime in KP.
- b. *Establish Feedback Loops between Classroom Observation Data, Teacher Training, Teaching and Learning Material Development, etc. Punjab:* Building upon the findings of the B-TAG diagnostic on the disconnect between classroom observation data, teacher training, and teaching and learning material development, SED established an intradepartmental committee in January 2024 to address the challenges and introduce synergies. However, the subsequent decision to merge the Punjab Examination Commission (PEC), Punjab Curriculum & Textbook Board (PCTB), and Quaid-e-Azam Academy for Educational Development (QAED) into the Punjab Education, Curriculum, Training and Assessments Authority (PECTAA) necessitated a recalibration of efforts. It is anticipated that PECTAA will provide a suitable platform to address the key challenges identified in the diagnostic study related to the alignment of classroom observation, teacher training, and curriculum development. The technical assistance team will remain actively engaged with SED and other stakeholders to ensure that these critical areas remain a priority within the new institutional framework.

### 4. STEM Clubs and Mentorship–Punjab and KP (3.d.1.1 & 3.d.1.2)

- a. During this quarter, the STEAM activities recorded significant progress across both Punjab and KP. 526 school registrations were recorded across Punjab (408) and KP (118), A total of 299 STEAM clubs were established across the 4 districts of Bahawalpur, Rahimyar Khan, Multan, and Dera Ghazi Khan in Punjab and Peshawar, Swabi, Khyber, Shangla, Abbottabad in KP. The programme engaged a total of 50,273 students, and 2,660 teachers participated in different



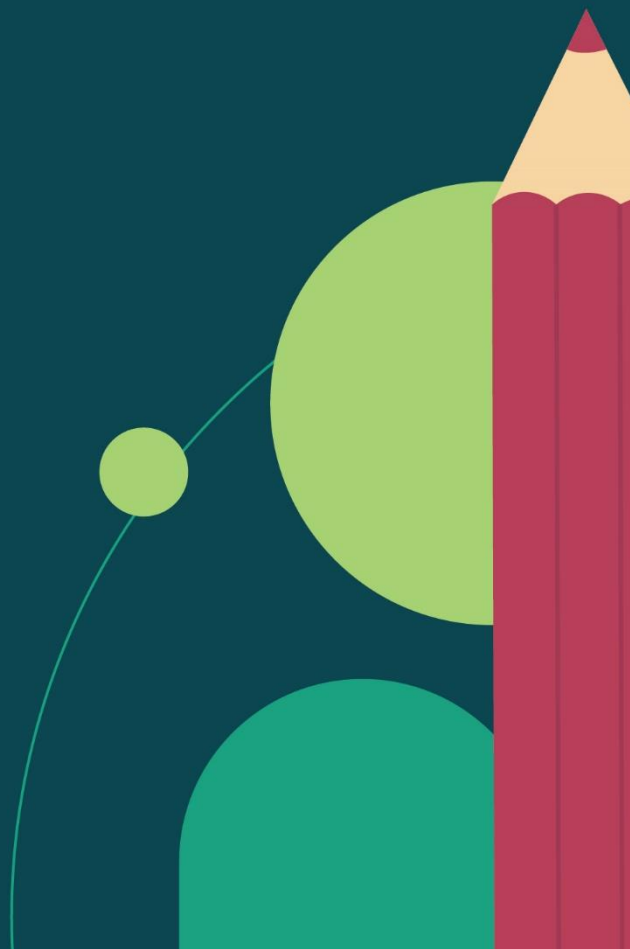
activities. The programme further conducted STEAM journey activities in 182 schools to promote hands-on learning and student engagement across the target districts in KP and Punjab.

- b. Mentorship sessions were conducted in Punjab and KP, engaging students with experts in the STEAM areas. Hand-on activities were done in both provinces to encourage collaboration between students and teachers, and teacher hub meetings were used to strengthen the STEAM learning culture in schools. Students demonstrated hands on activities, promoting peer learning. The STEAM competition in Bahawalpur involved 1,934 students and 105 teachers from both provinces, showcasing a significant achievement.



# OUTPUT 4

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



## Overview:

B-TAG activities during this quarter continued with a focus on strengthening foundational learning in early grades, multigrade teaching, and student assessments in both provinces and strengthening inter-provincial knowledge exchange and cooperation. The remedial learning pilot was initiated in Punjab and KP to address foundational learning gaps in students. In Punjab, 18 master trainers (14 males, 4 females) were trained in Kasur, whereas 188 teachers (91 males, 97 females) from 100 schools in a three-day training were trained to develop remediation packages based on diagnostic assessments, focusing on both whole-class and selected-student interventions. Teachers received ongoing support through WhatsApp groups moderated by QAED's Master Trainers. Similarly, in KP, 12 master trainers (6 males, 6 females) were trained followed by a 3-day teacher training of 203 teachers (102 males, 101 females) from 100 schools in Charsadda. The Punjab and KP pilot commenced in April and were concluded in May due to early school closure caused by the heatwave. The multigrade pilot programme's effectiveness is being assessed through a mixed-method approach, showing improvements in mean scores across subjects in both Punjab and KP. Additionally, a multigrade teaching pilot was launched in KP across 400 schools in Swabi, Nowshera, and Mardan, with 1165 teachers (548 males, 617 females) receiving the training. While in Punjab, a blended training programme combining digital and face-to-face methodologies is being developed for multigrade teaching in 5000 schools, aimed at enhancing teachers' capacity to implement multigrade teaching effectively. During this quarter, the SBA pilot was launched in District Swabi (Summer Zone) and District Abbottabad (Winter Zone) to give teachers reliable assessments of student learning to tailor teaching strategies effectively. The work under Output 4, with its focus on strengthening assessment practices and learning resources, will contribute towards better classrooms and improved learning outcomes.

B-TAG's approach will contribute significantly to the long-term GOAL TA as it will provide an evidence base not only to inform the design of their interventions but also to help them engage with policymakers to prioritise resource allocation and curriculum revisions based on concrete evidence of student needs, leading to a more responsive and effective education system.

## Progress During the Quarter:

Key achievements from the quarter's activities include:

### 1. Foundational Learning and Remediation (4.a.1.5 & 4.a.1.6)

- a. *Remedial learning Pilot Implementation in Punjab:* The remedial pilot was launched on April 22, 2024, following the completion of training of 188 teachers (91 male, 97 female) from 100 schools in the previous quarter. These teachers utilized results from diagnostic assessments to develop customised remediation packages, including lesson plans and study materials for both whole-class and selected-student remediation. Whole-class remediation sessions engaged all students and were integrated into regular class periods, while targeted interventions for selected-student remediation focused on smaller groups and were conducted during recess and occasionally before or after school, benefitting 2000 students. Throughout the pilot, the teachers received ongoing support through WhatsApp groups moderated by QAED's Master Trainers. The WhatsApp platform was useful for making important announcements, discussing

challenges, and collaborating on solutions. An unexpected heatwave caused an early school closure, resulting in the preponement of the post-diagnostic assessment to May 23-25 instead of June 4-5, shortening the pilot to approximately five weeks.

- b. *Remedial Learning Pilot Implementation in KP:* Following the training of 12 Master Trainers in March on the remedial learning programme, 203 teachers (102 male, 101 female) from 100 schools in Charsadda were trained from April 6-8, 2024. These teachers conducted diagnostic assessments at their schools, using the results to develop remediation packages targeting the specific Student Learning Outcomes (SLOs) that required improvement, a total of 2000 students benefited from the intervention. The pilot programme commenced on April 22 and was prematurely concluded on May 23 with a post-assessment due to an unexpected heatwave that led to early school closure for summer vacation.
- c. *Pilot Programme Evaluation:* The effectiveness of the pilot programme on foundational learning is being thoroughly assessed. Preliminary results from pre- and post-assessments indicate an improvement in mean scores. In Punjab, mean scores in English improved from 35.2 to 40.72, in Math from 39.8 to 43.1, and in Urdu from 38.15 to 43.5 – each out of a possible 50 points. Similarly, in KP, mean scores in English improved from 29.73 to 36.12, in Math from 30.2 to 35.8, and in Urdu from 22.91 to 33.76 out of 50 points. A detailed data analysis is currently in progress to provide a comprehensive understanding of these positive outcomes. In addition to quantitative assessments, Teacher Perception Surveys have been conducted to gather qualitative insights into programme implementation and identify potential areas for improvement. These surveys provide a good understanding of the experiences and challenges faced, by teachers, as well as their suggestions for future iterations of the programme. This mixed-method approach combines numerical data with firsthand experiences, enabling a thorough evaluation. Such comprehensive evaluations are essential for informed decision-making about scaling up the programme to effectively address foundational learning needs and contribute to improved educational outcomes.

## 2. Multigrade Teaching (4.d.1.3 & 4.d.1.5)

- a. *Multigrade Teaching Pilot in KP:* In KP, the multigrade training pilot programme for teaching was launched in 400 schools with three teachers each across Swabi, Nowshera, and Mardan. Following the development of training materials and the training of lead master trainers and master trainers in the previous quarter, 1165 teachers (548 M, 617 F) received training from April 3 - 19, 2024 across all three districts. The B-TAG team is currently evaluating the pilot's outcomes based on teachers' self-reported scores collected before and after the training. This evaluation also seeks to assess the training's effectiveness and any changes in teachers' practices and attitudes, utilizing data from an online teachers' perception survey. The results will inform the development of a scale up strategy and roll-out plan.
- b. *Scale-up of the training for multigrade teaching in Punjab:* Considering the widespread implementation of multigrade teaching in Punjab and leveraging the success of PESP-

II (extended)'s work, B-TAG designed a scale-up training programme for multigrade teaching in 5,000 four-teacher schools across the province. Originally, this programme envisioned a six-day face-to-face training for 20,000 primary school teachers using a cascade model. However, due to budgetary constraints expressed by QAED's leadership for field training, B-TAG restructured the programme. The redesigned programme addresses both the cost concerns and the potential dilution of content associated with the cascade model. The re-designed programme adopts a blended approach combining digital and face-to-face methodologies. It features digital modules that will be developed in the next quarter (July) to introduce the basics of multigrade teaching, focusing on subject-based pedagogy and multigrade teaching strategies. These modules will be available to teachers through QAED's TMS during the summer break. To assist teachers with the challenges of online learning, a moderated discussion forum will be established (moderated by QAED) on TMS, enabling teachers to seek advice, share experiences and challenges, and engage in peer-to-peer learning. For face-to-face support, AEOs will provide mentoring, on-the-job training, and coaching. When the schools reopen in August 2024, AEOs will conduct multigrade classroom observations, offer individual feedback, and organise monthly teacher group meetings at the Markaz level to reinforce multigrade teaching strategies and address classroom implementation challenges. A specific classroom observation tool will be developed to help AEOs in providing targeted support. AEOs will also be trained on effective classroom observation and the facilitation of structured sessions for multigrade teacher forums. The effectiveness of the scale-up will be monitored by tracking teachers' progress on the modules, which will be evaluated by end-of-module assessment and their participation in online discussion forums. Classroom observations will be conducted in August and September in a selection of schools to evaluate improvements in classroom practices specific to multigrade teaching. This large-scale training initiative aims to significantly enhance the capacity of teachers to effectively implement multigrade teaching in their classrooms.

### 3. Assessments and Improved Learning (4.b.1.5)

- a. *School-Based Assessment System Pilot in one district of KP:* To assess students at the school level, the Punjab Examination Commission (PEC) has already developed a School-based Assessment (SBA) system with support from PESP III. This system uses item-bank software to generate items for student tests. The SBA is made accessible for schools and enables them to develop year-round assessments for children using standardised test items with the help of software. Each school gets access to the software to generate question papers based on the topics covered during the testing period, such as monthly, quarterly, or annually. SBA also helps schools to establish a mechanism to provide feedback on the assessment results to key actors at the school level, i.e., students, parents, and teachers. With the support of PEC, the SBA pilot in KP aims to provide teachers with reliable assessments of student learning levels every month, quarter, and annually to better tailor their teaching strategies. This quarter, the

PEC<sup>1</sup> team arranged the item-bank software demonstrations for the KP E&SED. PEC provided an overview and presentation on school-based assessment to the Secretary E&SED, DCTE, and DPD. Planned activities for the last quarter include developing content on additional SLOs and launching the pilot in two districts: Abbottabad and Swabi.

## **Innovation:**

### **4. Promoting Foundational Literacy and Numeracy using Artificial Intelligence (AI) and Machine Learning in Punjab**

This innovation utilises Artificial Intelligence (AI) and Machine Learning (ML) to enhance foundational literacy and numeracy among students. It provides teachers with user-friendly tracking tools to monitor students' progress across multiple developmental goals and accurately customise the curriculum and lessons to meet individual student needs. In the initial phase, 30 treatment schools and 20 control schools were selected in the Model Town Tehsil of District Lahore. A baseline assessment was conducted in all 50 schools comprising 29 girls' and 21 boys' schools. Subsequently, teachers in the 30 treatment schools received training on delivering effective lessons using the 'littlelab' platform. Furthermore, community volunteers from 10 of these schools were also trained to assist teachers in this innovative educational approach.

Following the students' performance in baseline assessments, tailored lesson plans were developed and shared with teachers to address the specific needs identified. These tailored lesson plans covered literacy and numeracy, along with projects focusing on developing confidence, empathy, environmental responsibility and interdependence. Each school received customised lesson plans suited to their students' needs. These lesson plans were complemented by materials and resources, including holistic, easy-to-use assessment tools that guided teachers in lesson delivery and tracked individual student progress. This platform helped teachers to refine their teaching practices and provide targeted support to students to enhance educational outcomes.

The pilot was launched on 15th April 2024. With an orientation of the AEOs to guide and supervise the activities. The implementation involved a blend of monitoring tools on the platform, complemented by direct school visits by AEOs and the B-TAG team to selected schools. During these visits, classroom activities were observed, and immediate support was provided to the teachers. A face-to-face meeting, along with regular online meetings, was held to gather feedback on the intervention, resolve issues and facilitate teachers. Additionally, teachers used WhatsApp, groups to exchange resources and offer mutual support to each other. This provided teachers an opportunity for collaboration and professional networking among peers.

A three-day post-assessment was conducted from May 22- 24, 2024, covering student evaluation through observation by assessors and teacher evaluations using classroom observation tool. The platform collected data on 2053 students (1268 from treatment schools, 785 from control schools). Currently this data is being analysed to evaluate changes in student performance and the effectiveness of the recommended lesson plans tailored to

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<sup>1</sup> B-TAG team continues to promote inter-provincial coordination between KP and Punjab



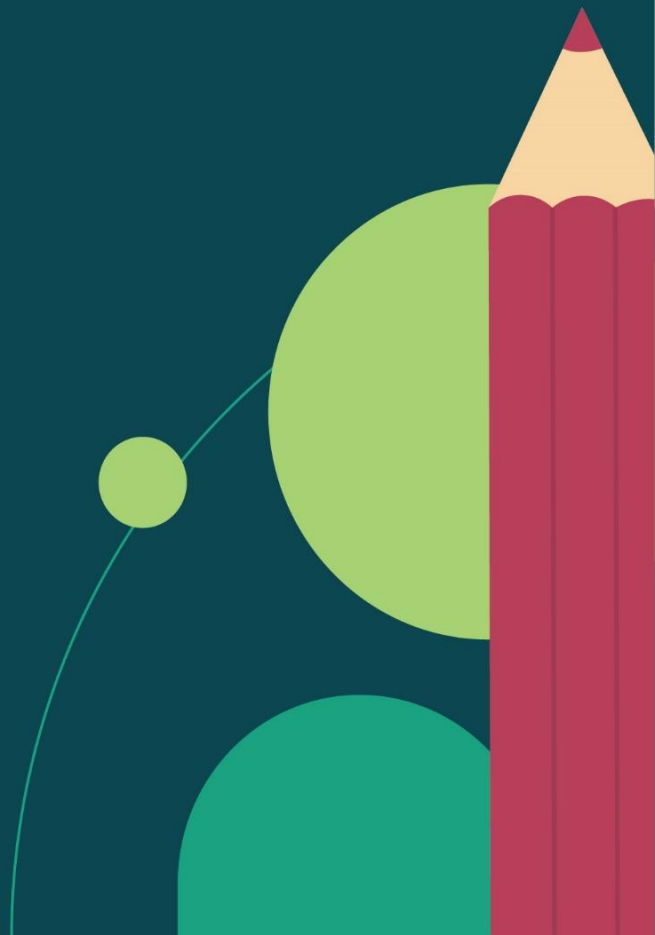
meet students' needs. The pilot will also assess the effectiveness of community volunteers on teaching practices and student performance. A teacher perception survey was conducted as part of qualitative analysis to gather insights into the challenges teachers faced, their opinions about technology uptake, platform utility and curriculum quality. A comprehensive report will be developed to present the findings, lessons learned and recommendations for future scale-up.





# OUTPUT 5

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





## Overview:

The activities under Output 5 directly address the critical need for improved planning and management across the education system in Punjab and 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 provided on-the-job support to 196 district-level education managers across Punjab and KP. This support will culminate in the development of District Improvement Plans. The ongoing bespoke support will also empower them to make informed decisions regarding resource allocation and 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 modelling is a novel approach that will provide both departments with valuable data-driven insights. This quarter witnessed the development of a framework for the simulation exercise for Punjab and KP. During this quarter, the draft KP Sports in Schools Strategy was finalised and shared with E&SED and Director Sports, which will leverage sports as a critical element for promoting tolerance, equity, and respect for diversity in schools across the province.

Ongoing TA support is provided to the Punjab Management Information Unit (PMIU) for the Schools Improvement Framework (SIF) and E&SED for the School Status Index (SSI). Additionally, during this quarter, the B-TAG team, in addition to providing essential technical support for the Strategic Planning Unit (BARGAD), transitioned to ongoing assistance in the broader restructuring of the department, an initiative of the Secretary SED. By strengthening these foundational elements, the team has contributed to creating a more conducive environment for improving access to and quality of education for all students in Punjab. The support for the strategic planning unit and the wider departmental restructuring not only addresses immediate challenges but also aligns with GOAL's long-term objectives, particularly those focused on enhancing education governance and system-wide efficiencies.

## Progress During the Quarter:

### 1. Provide support to Delivery Managers for Better Planning, Budgeting and Leadership. (5.a.1.2, 5.a.1.3, 5.a.1.4, 5.a.1.5, 5.a.2.2, 5.a.2.4)

- a. *On-the-Job Support for Education Delivery Managers Punjab and KP:* Building upon the training session on strategic planning and budgeting, B-TAG teams transitioned to providing ongoing technical assistance to education delivery managers across Punjab and Khyber Pakhtunkhwa at the district and sub-district tiers. This assistance focuses on on-the-job support as managers engage in the development and finalisation of their respective district plans. B-TAG teams actively collaborate with education delivery managers, offering technical support for continuous improvement within the planning process. This approach surpasses mere skills development in planning and budgeting, as it directly contributes to the creation of District Improvement Plans (DIPs). Notably, B-TAG's on-the-job support has benefited a total of 196 education delivery managers at various tiers across both provinces, with a breakdown of 105 males and 91 females. Continued on-the-job support is expected to facilitate the completion of individual

district improvement plans for each district in Punjab and Khyber Pakhtunkhwa, with anticipated finalisation in the upcoming quarter (July- September 2024).

- b. *Support DPD in developing a CPD model for Delivery Managers, Designing and Implementing Courses for DEOs -KP:* B-TAG team, in collaboration with the DPD, is in the process of finalisation of a CPD model for the district education managers in KP. This data-driven model, is informed by training programme findings, which was implemented by B-TAG in the second quarter. The model is being designed to address the specific needs, offer targeted professional development, and is being aligned with the requirements outlined in the Service Rules for DEOs. The model is expected to be finalised and shared with DPD in the next quarter (July-September 2024). Concurrently, the B-TAG team will also provide technical support to DPD for developing and implementing the training courses aligned with the CPD model, further strengthening the capacity of DEOs for improved education service delivery at the school level.
- c. *Support QAED, Punjab and, DPD, KP in developing Training Modules on Leadership and Effective Management Skills for effective delivery of reforms:* The activity is scheduled to start in the next quarter i.e. July-August, 2024.

## 2. Strengthening Data and Decision Support Systems (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.* B-TAG team has made significant strides in revitalising the School Improvement Framework (SIF) during this quarter. During the previous quarter, the TA team's efforts led to the issuance of a formal directive by the Secretary SED to PMIU to address outstanding implementation hurdles. Subsequently, a comprehensive engagement session of the B-TAG team with PMIU personnel facilitated the initiation of corrective actions aimed at addressing operational, structural, and financial challenges hindering the SIF's effectiveness. Additionally, a technical guidance report is currently under development to further support the PMIU. This report will outline a comprehensive plan for addressing the identified challenges within the School Improvement Framework. The report is due to be completed for sharing with PMIU in the next quarter (July- September 2024).
- b. *Review the School Status Index and support the E&SED in resolving issues in its implementation:* During this quarter, the B-TAG team conducted an in-depth analysis of the School Status Index (SSI) in KP, the analysis focused on the IT infrastructure, human resources, and other critical factors that affect educational administration. Meetings were conducted with the EMIS/EMA teams and various other stakeholders to facilitate the identification of key areas of improvement. Findings from this analysis were presented to the Secretary, E&SED. The review highlighted the necessity for software modifications and customised training programmes for both the technical staff and end users to maximise the utilisation of SSIs in evidence-based decision-making

and resource allocation within E&SED. Looking ahead, B-TAG team is working on a detailed technical report to propose the modifications to the SSI software and submit it with an operationalisation plan to E&SED in the next quarter (July-August 2024).

- c. *Support SED and E&SED resource optimisation based on the evidence generated through simulation/predictive modelling to improve inputs and processes at the school level for improved education outcomes:* B-TAG's preliminary activities on the predictive model involved gathering relevant data from both the provinces and setting up the framework for the predictive model, which will identify and address inefficiencies in resource distribution. During this quarter, B-TAG's efforts to support the SED and E&SED have moved forward in designing the province-specific predictive modelling. The activity will contribute to the optimisation of resource allocation by leveraging evidence generated through simulation and predictive analytics. The focus is on improving inputs and processes at the school level to enhance educational outcomes. Moving forward, the findings will be ready for sharing with the SED and E&SED during the next quarter (July-September 2024).
  - d. *Support SED and E&SED in Developing Quarterly Budget Execution Reports:* B-TAG teams are closely coordinating with the budget and planning wings of SED and E&SED. Given the closure of Fiscal Year (FY) 2023-24 on June 30, 2024, and the ongoing finalisation process for the FY 2024-25 budget. Since the SED/E&SED and finance departments take a couple of weeks to reconcile their accounts books, the data required for the Budget Execution Report (BER) is expected to be available in the July 2024. Consequently, the BER for the last four months of FY 2023-24 will be developed and submitted to the respective departments in July, followed by 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.
- a. *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 in the last quarter. The TA team carried out a comprehensive technical review of the draft strategy where inputs from the FCDO team were also incorporated in the strategy. The strategy was finalised in close collaboration with E&SED and Director Sports KP. The finalised KP Sports in Schools Strategy has been officially shared with E&SED and Director Sports KP. The strategy aligns with the E&SED policy parameters and positions sports as a key tool for promoting tolerance, equity, and harmony in schools across the province. The B-TAG team will be following up with E&SED and Director Sports to ensure the notification and implementation of the strategy by E&SED.
  - b. *Strengthening Physical Education Teachers Professional Development Framework in Punjab:* The TA team has developed an initial draft of the framework which is being finalised in collaboration with QAED and SED. The framework is developed based on the learning from the PETs TNA and Training Pilot under the PESP-II and the

consultations with QAED. In this regard, the TA team held a series of meeting (3 meetings in total) with QAED and SED to incorporate the insights and inputs from department in the framework for training Physical Education teachers on specialised knowledge and skills in instructional methods specific to physical education. Once finalised, the framework will be shared with SED for approval. TA team will organise a training for the QAED on the framework to carry out regular training for the PE teachers in Punjab during the next quarter (July-September, 2024).

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

- a. *Support for the establishment of Strategic Policy Unit at SED:* The establishment of the BARGAD unit at SED as a strategic policy unit represents a significant step towards strengthening SED's capabilities in strategic planning. B-TAG has provided extensive technical support throughout this initiative. This support included the development and submission of a PC-1 document for BARGAD's establishment and operation, which is currently awaiting approval by the Planning & Development Department. Furthermore, B-TAG collaborated with SED to develop mandates for the five constituent cells of BARGAD, outlining specific roles, responsibilities, and job descriptions for key personnel within each cell. These draft proposals have been submitted to the department for review.
- b. In addition to the BARGAD initiative, B-TAG is actively engaged in supporting the ongoing restructuring efforts within the SED secretariat. SED leadership is currently working on the realignment of offices and various functions to streamline operations. The Secretary has requested B-TAG's technical expertise to optimise resource utilisation and assist in the reorganisation of the SED secretariat. A key proposal from B-TAG is the formation of a Financial Management Unit (FMU) to promote efficient planning and spending of available resources.

### Innovation

#### 5. Creation of Designated Posts of Headteachers in KP and Punjab

In both Punjab and KP, there are currently no designated posts for headteachers at the primary level. Instead, the most senior teachers are assigned additional responsibilities of the headteachers, primarily managing administrative tasks with a nominal additional monthly financial incentive. However, the role definition remains ambiguous, and no customised training is provided to the incumbents. This lack of clear role definition, accountability, capacity, and motivation contributes to a decline in student enrolment, retention, transition, and learning achievements.

The innovation aims to address these challenges and explore how headteachers can strengthen schools, enhance teaching quality, and improve student achievement. As part of this innovation, 100 control and 100 treatment schools were selected across Punjab & KP. A comprehensive training module was developed covering the multifaceted role of the headteacher, both as an administrator and an instructional leader. This was developed and refined with reviews and

inputs from DPD and the DCTE in KP and QAED in Punjab. Training sessions were held for 33 headteachers (7 male, 26 female) from April 25 to April 27, 2024, in Lahore, and 47 headteachers (24 male, 23 female) were trained from May 13 to May 15, 2024, in Swabi. The trained headteachers have commenced their modified roles in schools and will continue after the summer break. The pilot will conclude in September 2024.

The effectiveness of this innovation will be evaluated by comparing metrics such as teacher attendance, student attendance, school environment scores, and classroom observation scores, both before and after the intervention. This evaluation will be complemented by an analysis of teacher and headteacher perception surveys conducted after the conclusion of the pilot. The results will be compiled into a report detailing the findings, lessons learned, and recommendations for the future scale-up of the programme.

## Punjab Education Roadmap:

### Overview:

During the concluding stages of the current quarter, the B-TAG team was formally tasked with providing technical assistance to the Punjab Education Roadmap initiative by FCDO. To ensure effective leadership and continuity, the B-TAG team engaged a distinguished education professional—a former Secretary of School Education with prior experience leading the Education Reform Roadmap.

### Progress During the Quarter:

- a. *Collaborative Engagement Strategy Development:* Throughout the quarter, the B-TAG team, in collaboration with the Roadmap lead, developed an engagement plan. This strategy aims to optimise the support provided to the Roadmap team. Key elements of this plan included strategic briefing sessions with both the Minister School Education, Secretary SED and regular liaison with the CM secretariat.
- b. *Special Briefing Sessions:* The B-TAG team and the Roadmap lead conducted dedicated sessions with the Minister of School Education and Secretary of School Education. These sessions served the pivotal purpose of identifying and aligning with the government's policy priorities.
- c. *Preparation for Pre-Stocktake Session:* Leveraging the insights gleaned from these critical engagements, the technical team is working closely with the Roadmap lead to develop a comprehensive presentation for the forthcoming pre-stocktake session with a focus on key reform initiatives, introducing routines and identifying key targets to be achieved

### Alignment with the B-TAG:

The B-TAG TA aligns closely with and is actively engaged in providing support to the Punjab Education Roadmap initiative, focusing on enhancing access, quality, and governance within the education sector. This collaborative effort seeks to align B-TAG's technical expertise with the Government of Punjab's vision for education. By working closely with the Education Roadmap and the School Education Department, the B-TAG team is able to create synergies for optimising the impact of reform initiatives. This strategic partnership will enable the development of a comprehensive and coherent approach to education reform, aligning with the objectives of the long-term GOAL Technical Assistance.

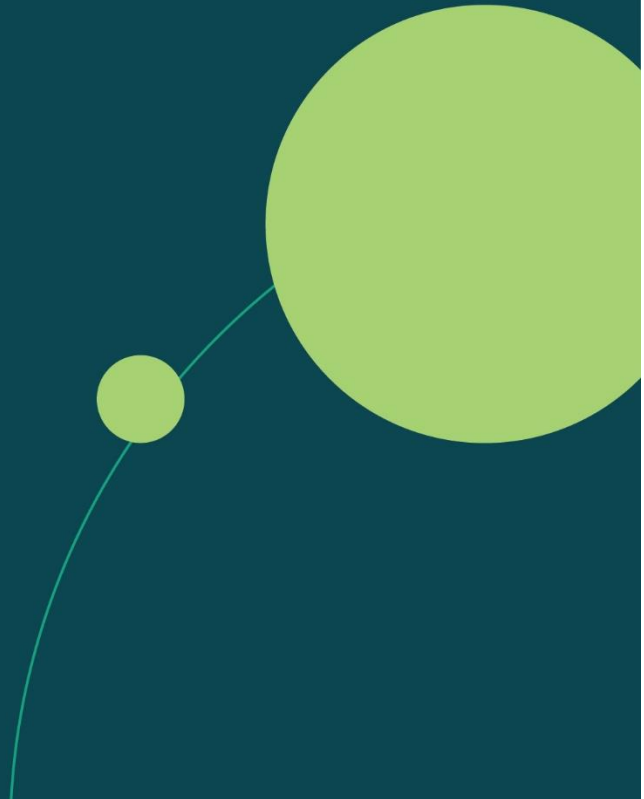






# SECTION III

## Key Risks and Mitigation





## KEY RISKS AND MITIGATION:

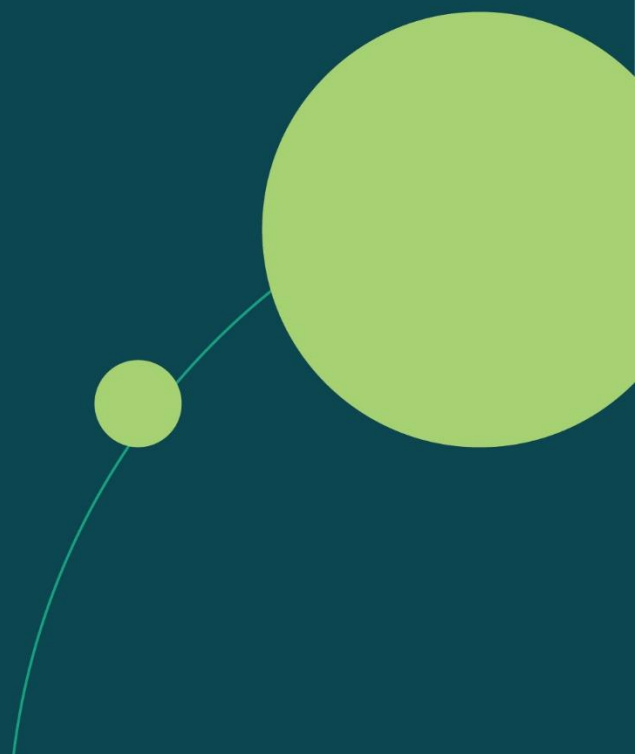
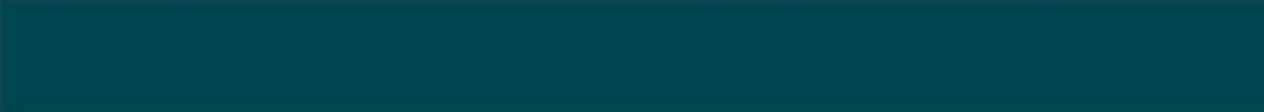
This section will include Key Potential Risks that could impact the project's progress and Mitigation Strategies and plans/ methods used to minimise or eliminate the risks.

Risk	Mitigation
<p>The formation of the Punjab Education, Curriculum, Training, and Assessments Authority (PECTAA), which consolidates the Punjab Curriculum and Textbook Board (PCTB), the PEC, and the QAED into a single entity, has introduced significant uncertainty within these departments. This uncertainty is impacting the commitment to future plans, including B-TAG's training initiatives with QAED, such as the CPD elementary pilot, the scale-up of the multigrade pilot, the second phase of the remedial learning program, and the SBA pilot in KP by PEC. Additionally, potential downsizing within these institutions poses further risks, adding to the uncertainty surrounding the execution of the planned activities.</p>	<p>To ensure the continuity and success of the planned activities, B-TAG is maintaining close coordination with the SED to stay updated on all developments and align planned initiatives accordingly. Additionally, B-TAG is proactively seeking approvals from the relevant departments for the planned activities, with support from SED, to ensure they are prioritized and integrated into the new PECCTA structure.</p>
<p>The extreme weather conditions necessitated an early summer break, starting two weeks earlier in Punjab and one week earlier in KP. Consequently, B-TAG's planned school activities were curtailed, reducing the implementation period and hindering the full visibility of their impact on student learning outcomes and teaching practices. This affected the remedial learning pilot programme in both KP and Punjab, as well as the foundational learning innovation in Punjab.</p>	<p>To mitigate the challenges posed by the early summer break, changes in student achievement scores resulting from B-TAG's interventions were supplemented with qualitative feedback from teachers. This approach provided comprehensive insights into the effectiveness of the interventions and informed recommendations for scaling up. For the remedial learning pilot programme, an extended pilot is proposed to take place after the summer break.</p>
<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, PITB, and DCTE for operationalising School Based Assessments in KP during this quarter.</p>

Lessons Learned	Way Forward
<p>Political interference in school education extends beyond postings and transfers, significantly impacting institutional functioning and operations. This interference can have long-lasting effects on students' classroom performance. The merger of PCTB, PEC, and QAED, undertaken without broader consultations with key stakeholders or in-depth analysis, raises numerous unanswered questions and concerns.</p>	<p>B-TAG remains committed to supporting the transition process and is working closely with the SED to provide any necessary assistance to the affected departments during their merger. This proactive coordination aims to ensure a smooth integration and minimise disruptions to ongoing and planned activities.</p>
<p>Parents play a critical role in enhancing the learning outcomes and access to education. In Punjab and KP they have been largely absent from their children's educational processes. Through B-TAG's engagement with parents in both provinces, it has become evident that their involvement is essential for improving education delivery and classroom practices.</p>	<p>Building on this insight, B-TAG teams have successfully established Parental Engagement Groups (PEGEs) that actively collaborate with local government officials, School Councils (SCs), and Parent-Teacher Councils (PTCs) to enhance children's learning outcomes. Institutionalizing these parental forums is crucial not only to support the efforts of education departments but also to integrate parental involvement into the planning and implementation processes for better education delivery and learning outcomes.</p>
<p>Government transitions present both challenges and opportunities. In addition to changes within bureaucracy, these shift also often lead to altered policy. Therefore, the TA teams must remain adaptive and responsive to these evolving policy environments.</p>	<p>The B-TAG team demonstrates agility and responsiveness to the changing policy landscape by proactively engaging with counterparts in Punjab and KP. This approach allows the TA team to maintain momentum with the new administration and swiftly provide necessary technical assistance. By staying attuned to the evolving context, the TA team in both Punjab and KP is well positioned to offer context-specific demand-driven support to the respective governments.</p>

# SECTION IV

## Cross-Cutting Considerations



## CROSS-CUTTING CONSIDERATIONS

Promoting inclusion and gender equality has been integrated into B-TAG initiatives emphasizing these as priority areas. The programme actively encourages female teachers and delivery managers to participate in training programmes, resulting in a significant number of females participating across various capacity building initiatives. This inclusivity promotes a balanced approach and enables women in the education departments from both Punjab and KP to contribute to better and equitable learning outcomes. The representation of women in leadership roles within the education sector is crucial for driving systemic change and ensuring that educational strategies are responsive to the needs of all students.

During the quarter, B-TAG took steps to reduce its environmental footprint through the use of digital technologies. The use of electronic documentation and the reduction of physical travel through tele/video conferencing not only reduce carbon emissions but also enhance efficiency and collaboration across geographically dispersed teams. Additionally, B-TAG has engaged with the educational planners and managers to initiate school and district climate resilience plans in the next quarter. The development and implementation of these plans will help build a resilient education system against climate change impacts, ensuring that schools remain operational and safe in the face of environmental challenges.

The PEGEs in both Punjab (Gujrat) and KP (Mardan) actively participated in tehsil and district review meetings, articulating and aggregating the educational demands of parents. This engagement has enabled formal and structured communication between parents and government officials, promoting evidence based discussions that can lead to actionable policy changes.. The handbooks developed for PEGE members provided them with the tools and information needed to support their children's education. To further enhance parental and community involvement, B-TAG plans to produce 2-D animated videos during the next quarter. These videos aim to disseminate key information to broad audience, to strengthen parental and community participation in children's education.

The TA team engaged with the SED and Government of the Punjab to formulate an inclusive Public Private Partnership Policy for Education. This policy aims to strengthen the governance and institutional frameworks within the education sector by developing partnerships between public and private education providers. However, due to ongoing reforms of the new government in education and the discussions around the potential mergers of PEF and PEIMA, the formulation of the PPP policy has been temporarily halted till the next quarter. During the next quarter, the B-TAG team will revisit the initiative once the situation stabilises and gets clear. This will ensure that the PPP policy is aligned with the new structural changes, organisational frameworks, and the overarching priorities of the new government. The policy will not only support improved governance and institutional capacity within the education sector but also promote sustainable partnerships to enhance educational outcomes across the province.

B-TAG is also addressing educational improvements through innovations that include sight for success, focusing on the development of an institutional framework for a health referral system at the grassroots level, involving PTCs and SCs and building inter-departmental coordination with the Health Department in both provinces, it also helped correct the sight of students, who have been pretested prior to sight correction and will be post-tested for learning improvement

in September. Furthermore, the innovations in the use of AI and machine learning for foundational literacy and numeracy and the creation of the posts of headteachers in primary schools provide valuable insights for improving the quality of learning outcomes through the use of AI technology and effective school management practices. Cross-cutting initiatives remain integral to B-TAG's approach, ensuring that the program not only addresses the immediate educational needs of Punjab and KP but also contributes to inclusivity, community empowerment, climate resilience, gender equality, and the sustainable development of education. By weaving these principles into every output of the initiatives, B-TAG is laying the groundwork for a more inclusive and resilient educational landscape.

