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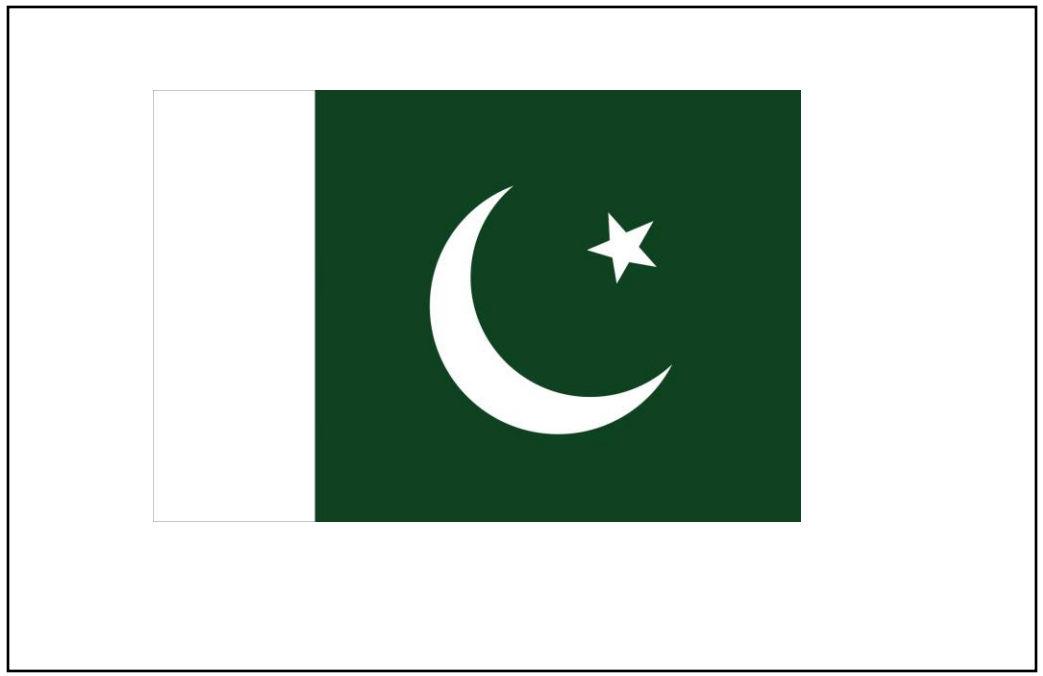
Commitment Deck

Pakistan- Punjab province



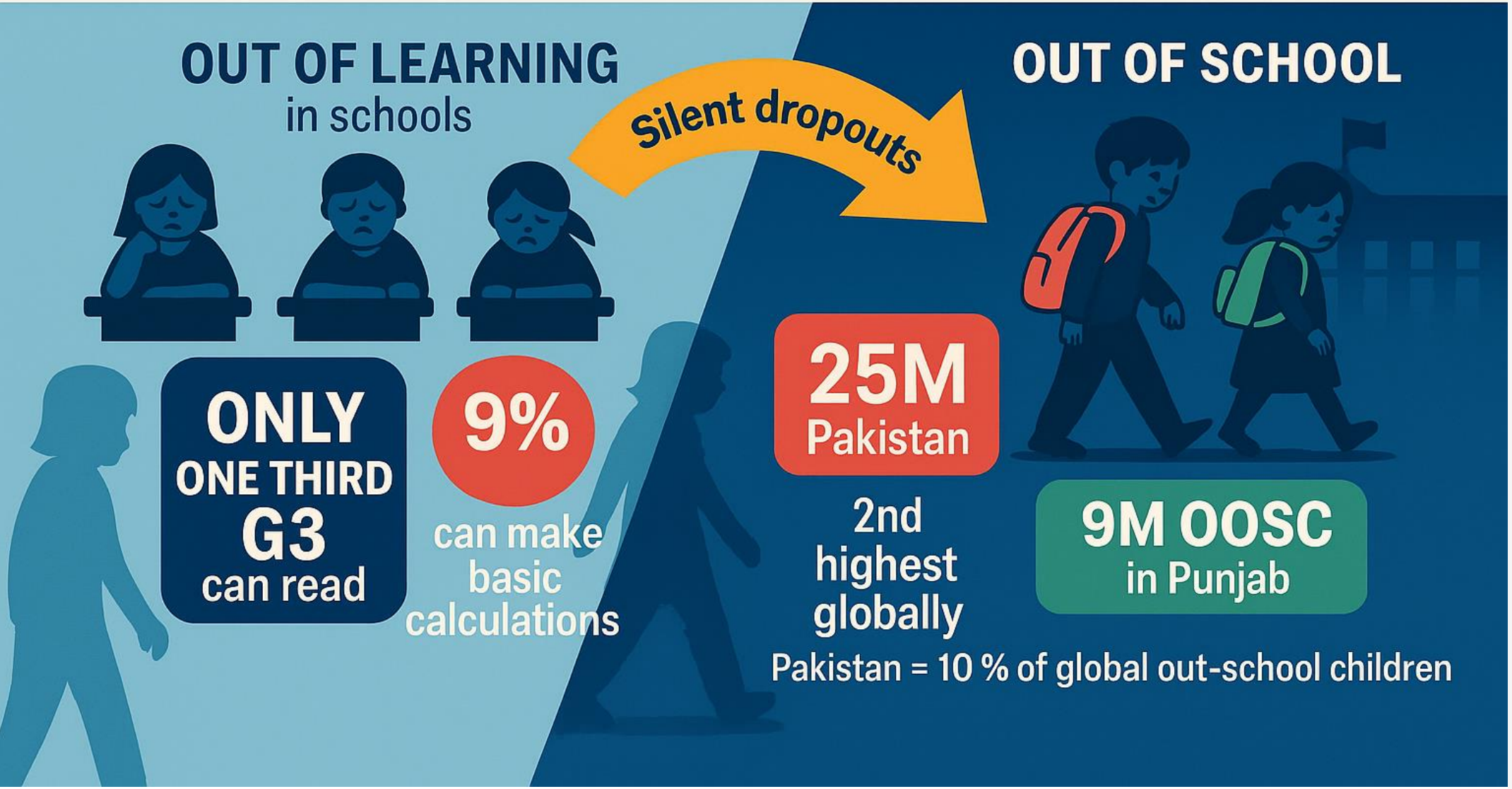
Learning Pioneers Programme
Date current to: 24 October 2025

Team names: Erum Burki/Noreen Hasan

Salma, One of 9 Million Dreams in Punjab

LEARNING POVERTY

How weak learning pushes children silently out of the system in Punjab



EQUITY LENS

- ***50–53%** of OOSC are **girls***
- *some areas **80% of girls never enrolled***
- ***74%** of OOSC live **in rural areas** with compounded barriers*

Our Vision

By 2030, 2.4 million 10-year-olds in Punjab will read and write with confidence driven by participatory decision-making and inclusive feedback at every level.

Making the Vision a Reality

By 2030, every 10-year-old in Punjab reads and writes with confidence powered by six catalysts for change:

- **Investing in Teachers:** Equipping teachers to deliver joyful, impactful learning.
- **Engaging Parents and Communities**: Enabling parents and community members to take an active role in their children's learning journey.
- **Leveraging Technology:** Making learning fun, personalized, and scalable.
- **Building Partnerships:** Driving innovation through collaboration with Google and others.
- **Accessible Data:** Empowering teachers and government with real-time, actionable insights.
- **Strengthening Systems:** Building government capacity through a co-creation process that sustains change.

Scope & Scale of the Initiative

Target Group: Children aged 4–12

- 464,000 out-of-school
- 1.94 million at risk of dropping out

Schools & Teachers: 3,585 schools, 10,755 teachers

Duration: 3 years (2026–2028)

Coverage: 4 districts with highest out-of-school populations

Budget: USD 3 million

In-country co-creation workshops

Aligned with the vision

Our Approach

Bottom-Up, Co-Creation Process (inspired from OODI :)

- Series of participatory workshops to design the programme from the ground up *(school/district → provincial → partnership level)*

Step 1: School & Community-Level Workshop (First week of November)

Participants:

- School children
- Teachers
- Parents & community members
- Local education department officials

Objectives:

- Understand learners' needs and teachers' expectations
- Explore roles of parents and community in supporting learning
- Identify Digi-School Champions-learners, teachers, and parents who will represent their voices in the next stage

In-country co-creation workshops

Aligned with the vision

Step 2: Provincial-Level Workshop (mid-November)

Led by: PECTAA

Purpose:

- Consolidate insights from district-level workshops
- Co-create the programme design framework at the provincial level

Step 3: Design Consolidation Workshop (end November)

Participants:

Google | UNICEF | Learning Pioneer | PECTAA | Digi-School Champions

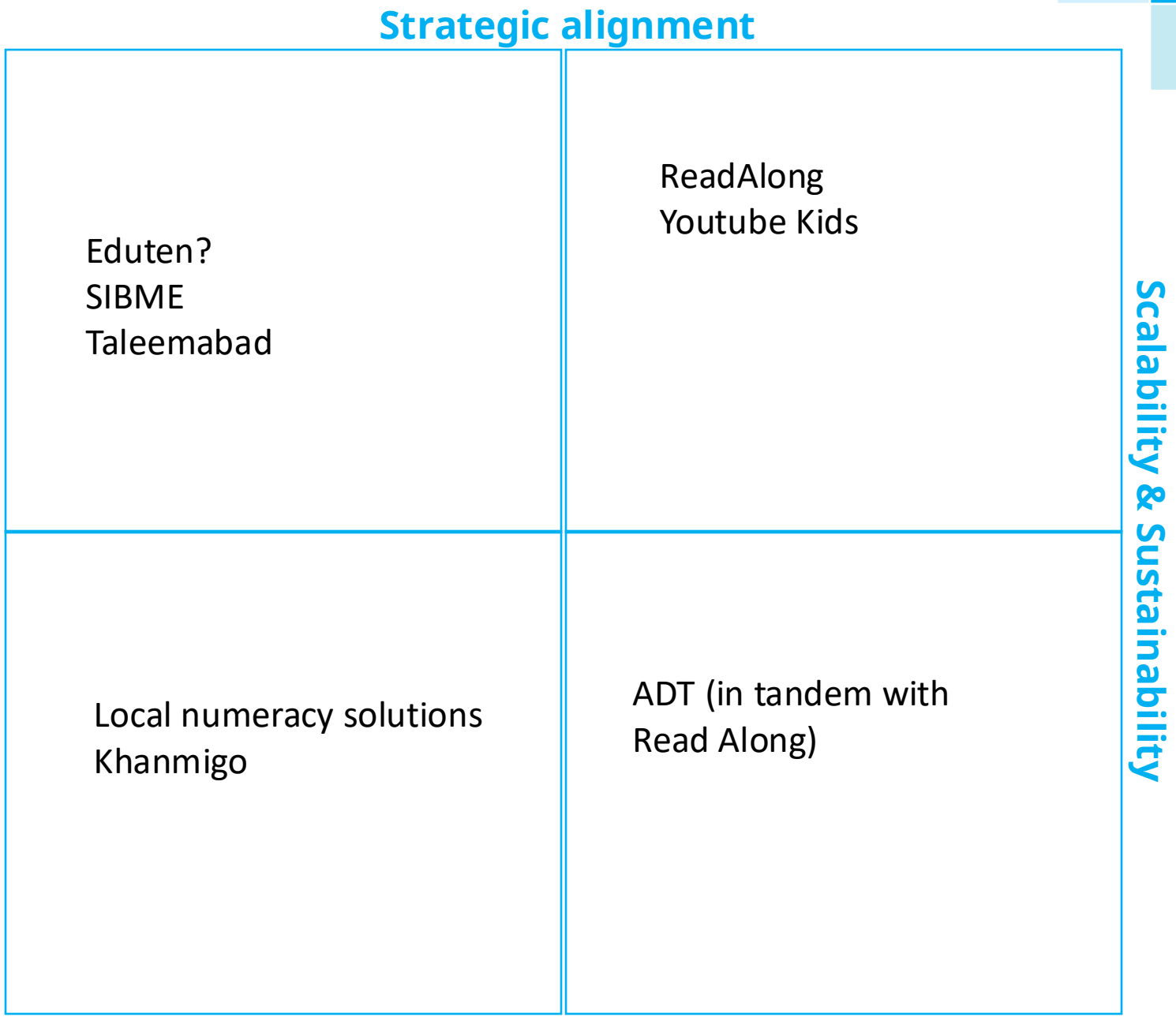
Purpose:

- Finalize and validate the programme design
- Ensure alignment across partners and stakeholder voices

EdTech Tools & digital initiatives

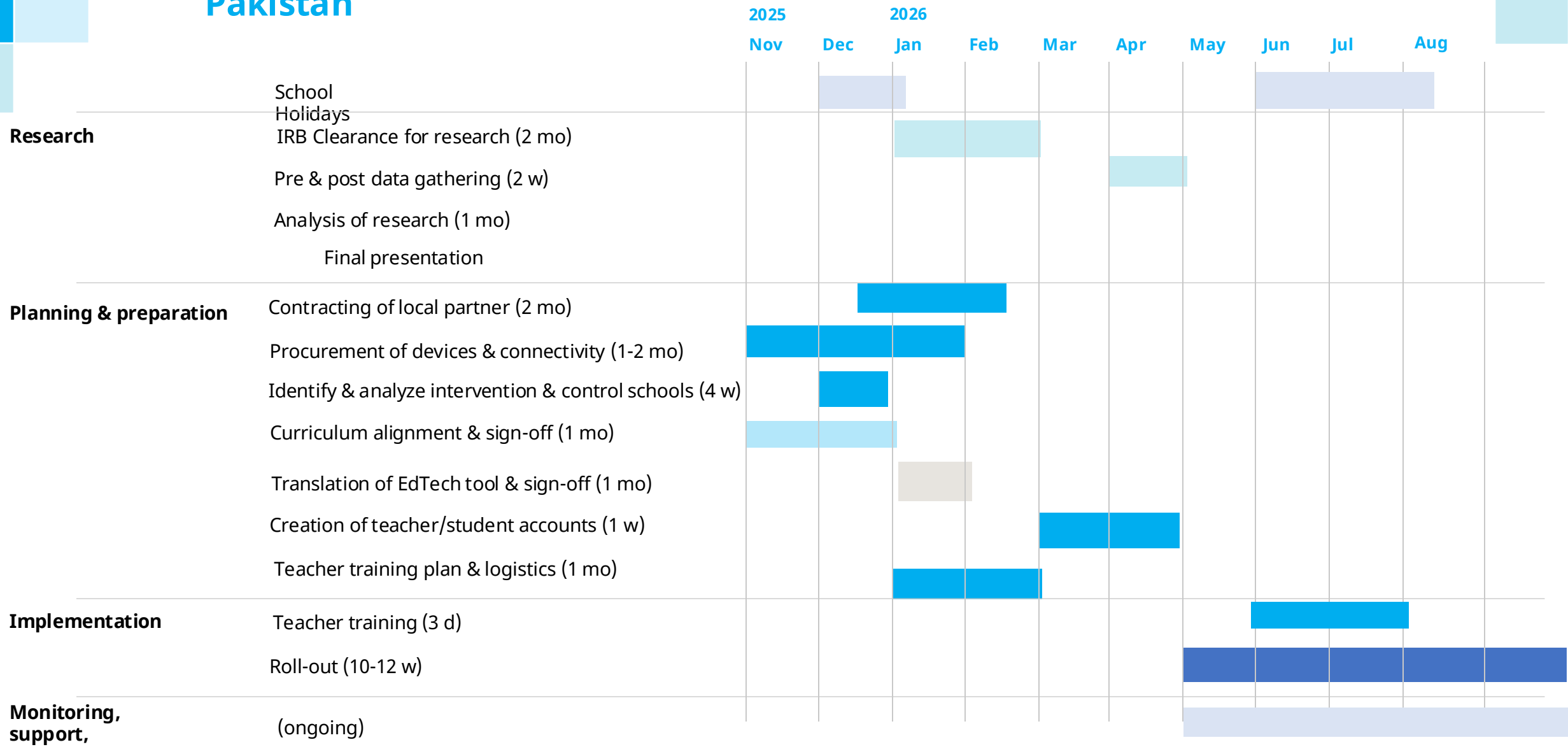
X How do you rate the **strategic alignment** of the EdTech product/service with the **needs of your country**?

Y How do you rate the **scalability and sustainability** of the EdTech product/service **in your context**?



Implementation Model

Pakistan



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Exercise materials

Implementation Model

School selection and set-up

Sites and scale: suggested geographic areas, approximate number of schools, representativeness of learners from rural/semi rural/urban

Context: Key characteristics to account for in the roll-out, incl. Teacher digital literacy, device availability, connectivity, languages

Infrastructure: How could it build on existing / previous work for device availability & connectivity? Adjustments needed to ensure smooth roll-out.

Data needed: Information & data needed from the schools for planning (matricula, teacher capacities, infra availability)

Implementation Model

People, coordination, buy-in

Country Team: Key individuals to lead and coordinate a successful implementation (from Government, UNICEF, research partner, other stakeholders), with 10-20% of time committed to implementation

Buy-in: Stakeholders and decision-makers who need to be regularly updated

Commitments

Who does what by when

3–5 actions with owner, deadline, resource need, success signal.

Example signals: % teachers onboarded, % classes using weekly, % learners completing set tasks.

Considerations

Risks, dependencies, approvals

Top three risks, each with mitigation/decision needed (e.g., device availability, connectivity, policy sign-off).

Name the decision-maker and target date.

Timeline and Checkpoints

Milestones to consider

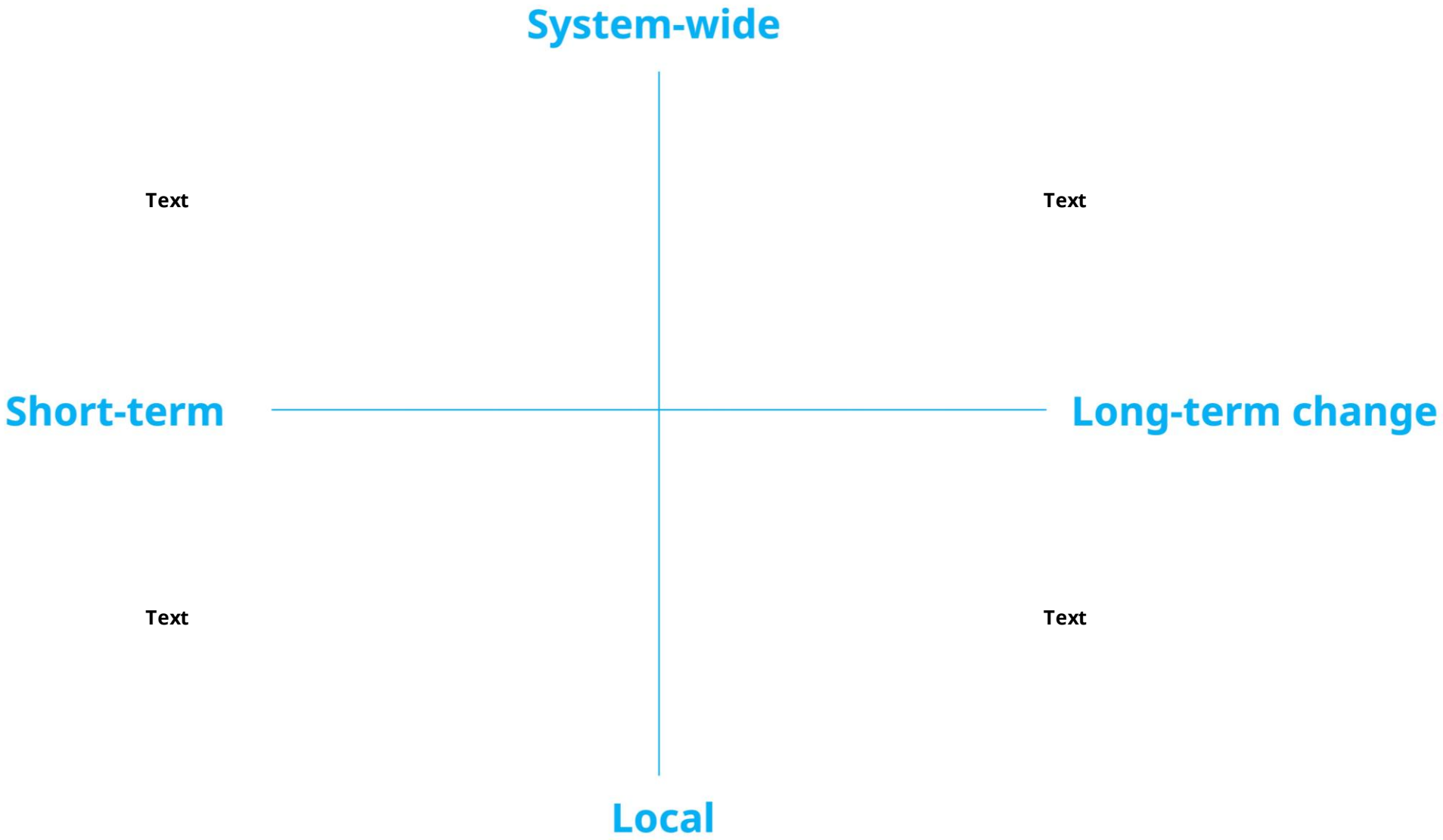
After Camp: +30 / +60 / +90 days and a 6-month review.

Add dates for learning review and a go/no-go for scale.

Education Matrix

Near term change: concrete, low-friction steps (offline/low-bandwidth options, teacher guides, rural facilitation, quick checks).

Long term change: system level governance, standards, integration, financing, pipelines.



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Background material

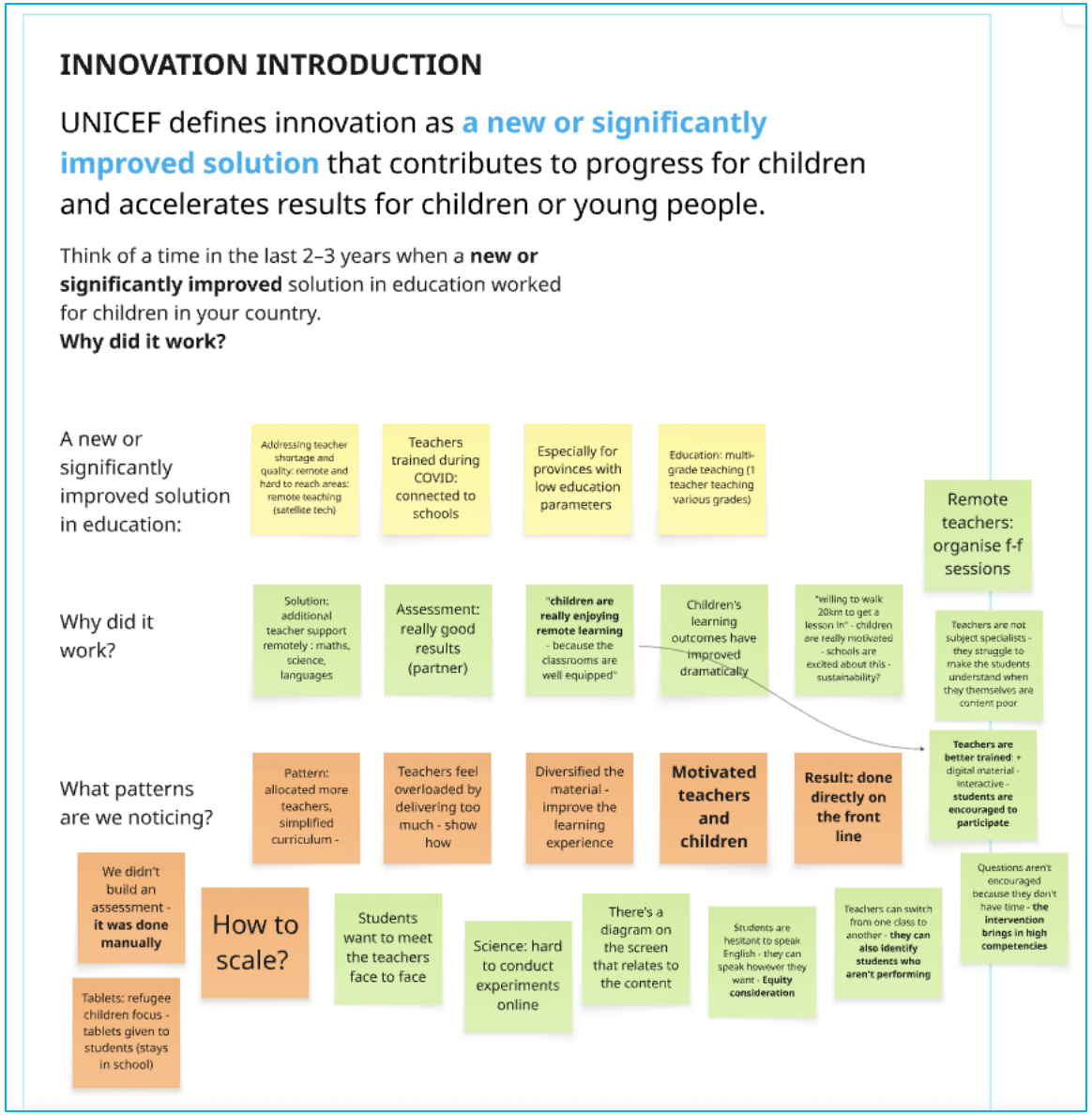
Innovation Mindset

Pakistan's innovation mindset is focused on practical, problem-led improvements that help teachers teach and children learn through the lens of increased motivation.

Example: "children are really enjoying remote learning - because the classrooms are well equipped, teachers are better trained and the digital material is interactive"

Key aspects:

- **Solving the front-line problem:** Tackle teacher shortages and hard-to-reach areas (incl. multi-grade) with simple, direct delivery.
- **Lightening teacher load:** Provide ready-to-use subject support (maths/science/languages), clear "how-to" guidance, and tools that reduce overload.
- **Keep learning human and equitable:** Maintaining in-person touchpoints; use local language; support hesitant speakers; find workarounds for hands-on science.
- **Prove and improve:** Use quick assessments and diversified materials; simplify where possible; ensure devices/processes are usable in schools where learning happens.



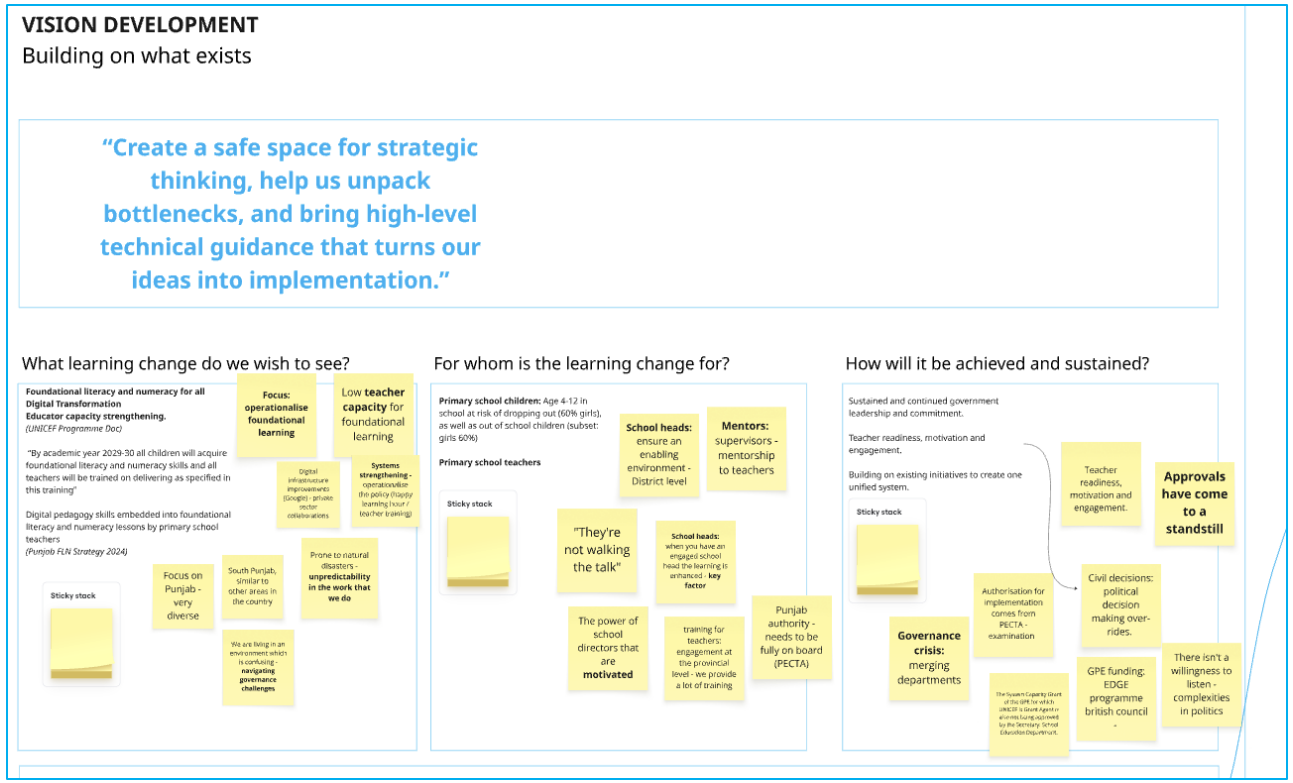
Vision Development

Every primary-age child, especially those at risk and out-of-school girls, achieves foundational literacy and numeracy by equipping teachers with simple, context-fit digital pedagogy and mentoring, and sustaining this through consistent government leadership

Learning change: By 2029–30 every child reaches FLN; simple digital pedagogy is embedded; policy is translated into daily classroom practice.

Who is the change for: Primary-age children, especially at-risk/OOS girls and primary teachers, supported by mentors/supervisors and enabled by school heads and district authorities.

Sustained by: Consistent government leadership and swift PECTA approvals; one unified system built on existing initiatives; ongoing teacher motivation, mentoring and quick assessments; governance clarity and partner funding to scale what works.

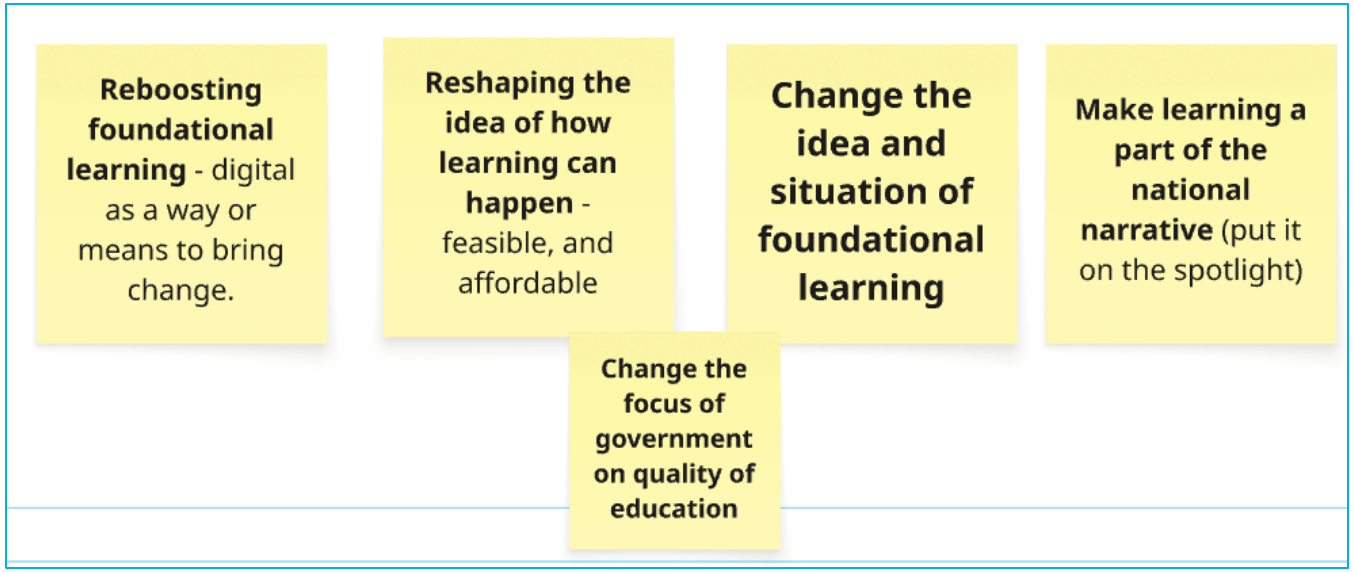


Vision Development

Put foundational learning back in the national spotlight and reboot it through feasible, affordable digital approaches. Reshape how learning happens, and shift government priorities decisively toward learning quality, not just access.

- **Reorient to quality:** Move from access-first to learning-outcomes-first.
- **Reboot FLN with digital:** Use feasible, affordable tools that work in low-cost, real classrooms.
- **Target funds smartly:** Influence budgets/approvals so money goes to teaching and learning, not just salaries.
- **Partner to scale:** Use public–private/EdTech partnerships to lift quality quickly.
- **Reduce OOSC numbers:** Focus on absolute reductions, not only percentages; avoid infrastructure-heavy solutions.

Vision focus

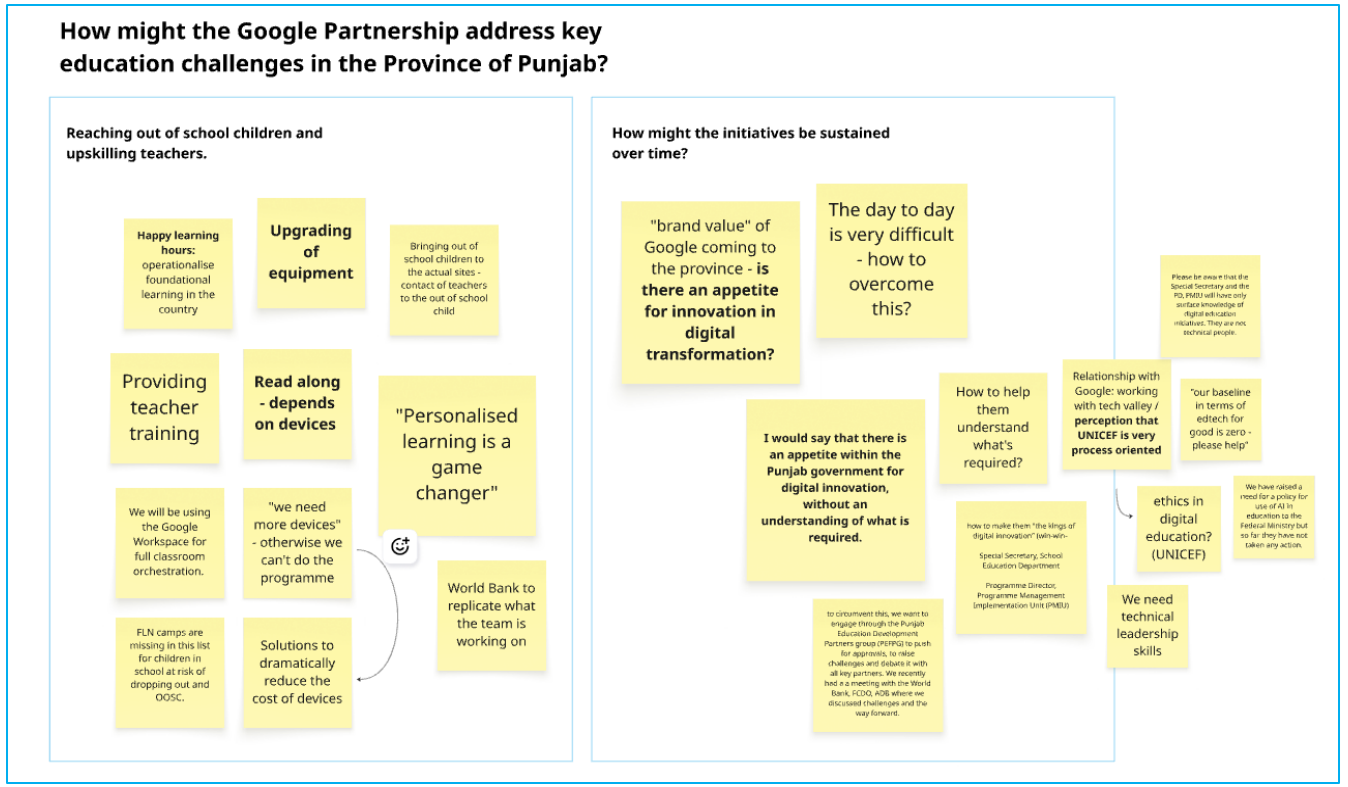


Challenge Identification

How the Google Partnership addresses key education challenges

Use the partnership to enable classroom FLN now and build system capability for sustained digital transformation.

- **Where it helps:** Classroom orchestration (Google Workspace), read-along/personalised learning, teacher training/mentoring, targeted equipment upgrades, and lower-cost device pathways.
- **Who benefits:** At-risk and out-of-school children (via FLN camps/teacher outreach) and primary teachers/school leaders gaining practical, daily-use tools.
- **What sustains it:** Clear approvals (through PEPIG/PMIU), partner alignment (incl. World Bank), policy work on AI/edtech ethics, and technical leadership skills inside government.



Education Matrix:
Near term: Activate classroom FLN with Google Workspace, quick checks, light mentoring—while patching devices/connectivity, running FLN camps, and fast-tracking approvals.

Long term: Build a unified, quality-first system—operationalise FLN policy, set edtech/AI standards (incl. AI mentoring), expand connectivity (e.g., satellite), align procurement/partners, and cut the absolute number of OOSC children.

System-wide

Short-term

Long-term change

Local

Fast-track **approvals (PECTA/PEPIG)** to unblock day-to-day delivery.

Establish **minimum use standards** for FLN + digital in classrooms.

Procurement/financing pathways to **lower device costs** at scale.

FLN policy operationalised nationally; unified system built on existing initiatives.

Major connectivity plays (e.g., **satellite internet MoU**) and managed **outsourcing of schools** to improve enrolment and quality.

Shift from **access-first to quality-first**; reduce the **absolute number of OOSC**.

Ethics/AI in education policy and edtech standards; governance clarity through department mergers.

Google Workspace classroom orchestration in selected schools.

Quick **assessment** routines to show early progress.

Rapid equipment fixes & **device procurement**; address **connectivity + electricity** gaps.

Targeted **FLN camps** for at-risk/OOSC learners.

AI-supported mentoring and practical PD that lightens teacher load.

OOSC outreach embedded in local timetables and community touchpoints.

School-level leadership capacity to run digital routines daily.